# Table of Contents

**Applicant Checklist**

Applicant Checklist  
Applicant Cover Sheet  
Executive Summary  
Targeted Community and Anticipated Student Population  
Geographic Boundaries  
Enrollment Projections  
Demographic Projections  
Community Engagement  

**School Design**  
Mission, Vision, and Overview of School Design  
Portfolio Performance  
Portfolio Performance cont.  
Curriculum and Instruction  
Strategies for Assessment of Learning and Data-Driven Instruction  
Supports for Special Populations  
School Culture and Safety  
Promotion and Graduation Requirements  
Family and Community Engagement  

**Leadership and Governance**  
Board Structure and Qualifications  
Proposed Superintendent Qualifications  
Proposed Instructional Leadership Team  
Proposed Financial and Operations Leadership Teams  
Performance Management  

**Talent Management and Development**  
Generation 26 Application *Rocketship Public Schools*  

Page 2
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent Management</td>
<td>87</td>
</tr>
<tr>
<td>Professional Development and Evaluation</td>
<td>94</td>
</tr>
<tr>
<td><strong>Operational and Financial Plans</strong></td>
<td>100</td>
</tr>
<tr>
<td>School Calendar and Schedule</td>
<td>100</td>
</tr>
<tr>
<td>Student Recruitment and Enrollment</td>
<td>101</td>
</tr>
<tr>
<td>Facility Acquisition</td>
<td>104</td>
</tr>
<tr>
<td>Facility Identified</td>
<td>104</td>
</tr>
<tr>
<td>Facility Not Identified</td>
<td>106</td>
</tr>
<tr>
<td>Transportation</td>
<td>106</td>
</tr>
<tr>
<td>Start-up Plan</td>
<td>107</td>
</tr>
<tr>
<td>Financial Planning</td>
<td>108</td>
</tr>
<tr>
<td><strong>Optional Bonus Points</strong></td>
<td>111</td>
</tr>
<tr>
<td>Proven Superior Performance</td>
<td>112</td>
</tr>
<tr>
<td><strong>Attachments</strong></td>
<td>113</td>
</tr>
<tr>
<td>Attachment 1: Articles of Incorporation</td>
<td>114</td>
</tr>
<tr>
<td>Attachment 2: 501(c)(3) Determination Letter</td>
<td>137</td>
</tr>
<tr>
<td>Attachment 3: Applicant Information Session Documentation</td>
<td>140</td>
</tr>
<tr>
<td>Attachment 4: Evidence of Community Demand</td>
<td>148</td>
</tr>
<tr>
<td>Attachment 5: Certified Mail Receipt Cards</td>
<td>274</td>
</tr>
<tr>
<td>Attachment 6: Published Notice(s) of Public Meetings</td>
<td>294</td>
</tr>
<tr>
<td>Attachment 7: Authorizer Assessments</td>
<td>349</td>
</tr>
<tr>
<td>Attachment 8: Proposed Discipline Policy</td>
<td>509</td>
</tr>
<tr>
<td>Attachment 9: Evidence of Community Support</td>
<td>525</td>
</tr>
<tr>
<td>Attachment 10: Bylaws</td>
<td>527</td>
</tr>
<tr>
<td>Attachment 11: Code of Ethics and Conflict of Interest Policy</td>
<td>539</td>
</tr>
<tr>
<td>Attachment 12: Board Members’ Résumés and Biographical Affidavits</td>
<td>562</td>
</tr>
<tr>
<td>Attachment 13: Organizational Charts for Year 1, Year 3, and Full Capacity</td>
<td>658</td>
</tr>
<tr>
<td>Attachment 14: Superintendent Evaluation Tool(s)</td>
<td>664</td>
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Use this checklist to ensure the application is complete. In the third column, write “yes” to indicate that each section has been included in the Application Package.

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<th>Required Elements</th>
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<td>Attachment 7: Authorizer’s Recent Assessment of the Operator’s Performance</td>
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<tr>
<td>Attachment 16: Job Description or Qualifications for Superintendent</td>
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<td>Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team</td>
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<tr>
<td>Attachment 18: Job Descriptions or Qualifications for School's Instructional Leadership Team</td>
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<tr>
<td>Attachment 19: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team</td>
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<td>Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team</td>
<td>Y</td>
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<tr>
<td>Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team</td>
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<td></td>
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<tr>
<td>Attachment 22: Staffing Chart</td>
<td>Y</td>
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<tr>
<td>Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart</td>
<td>Y</td>
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</tr>
<tr>
<td>Attachment 24: Teacher Evaluation Tool(s)</td>
<td>Y</td>
<td></td>
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<tr>
<td>Attachment 25: Proposed School Calendar (Annual)</td>
<td>Y</td>
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<tr>
<td>Attachments</td>
<td>Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions</td>
<td>Y</td>
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<td></td>
<td>Attachment 27: Proposed Admissions and Enrollment Policy</td>
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<td>Attachment 28: Certificate of Occupancy for Facility</td>
<td>Y</td>
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<td>Attachment 29: Evidence that Facility Has Been Secured</td>
<td>Y</td>
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<td>Attachment 30: Detailed Start-Up Plan</td>
<td>Y</td>
</tr>
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<td></td>
<td>Attachment 31: Financial Plan Workbook</td>
<td>Y</td>
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<td>Attachment 32: Budget Narrative</td>
<td>Y</td>
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<td></td>
<td>Attachment 33: Evidence of Other Financial Support</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Attachment 34: Audit Report, last 3 years</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Attachment 35: Internal Financial Statements</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ</td>
<td>Y</td>
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<td>Bonus Attachment</td>
<td>Attachment 37: Evidence of Superior Performance and Support</td>
<td>Y</td>
</tr>
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<td>CMO Addendum</td>
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NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL
Rocketship Public Schools

NAME OF SPONSORING ENTITY
Rocketship Public Schools Texas

The sponsorin  g entity is a:
☒ 501(c)(3) Nonprofit Organization  ☐ Governmental Entity
☐ College or University

Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations?

Yes* ☒  No ☐  If yes, identify the CMO: Rocketship Education
* If the answer is yes, the applicant must complete the CMO Addendum.

I. PRIMARY CONTACTS

<table>
<thead>
<tr>
<th></th>
<th>Applicant Team Lead</th>
<th>Proposed Superintendent</th>
<th>Proposed Board Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Sajade Miller</td>
<td>Sajade Miller</td>
<td>Peter Philpott</td>
</tr>
<tr>
<td>Mailing address</td>
<td>4216 Avenue M, Fort Worth, TX 76105</td>
<td>4216 Avenue M, Fort Worth, TX 76105</td>
<td>550 Bailey Avenue, Suite 700, Fort Worth, TX 76107</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:sjmiller@rsed.org">sjmiller@rsed.org</a></td>
<td><a href="mailto:sjmiller@rsed.org">sjmiller@rsed.org</a></td>
<td><a href="mailto:pphilpott@rwbaird.com">pphilpott@rwbaird.com</a></td>
</tr>
<tr>
<td>Phone number</td>
<td>(817) 937-1677</td>
<td>(817) 937-1677</td>
<td>(817) 339-3415</td>
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II. CHARTER SCHOOL INFORMATION

<table>
<thead>
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<th>Grade level(s) served in Year 1</th>
<th>Prekindergarten - Grade 2</th>
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<td>Number of students served in Year 1</td>
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<tr>
<td>Grade levels served at capacity</td>
<td>Prekindergarten - Grade 5</td>
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</table>
Number of students served at capacity | 2,776
---|---
Student teacher ratio | 25:1 (PreK)  
| 26:1 (K-5)
Number of campuses requested | 4
Number of districts within geographic boundary | 20

Note: The information in this table should align with the data in the Targeted Community and Anticipated Student Population section of the application.

**Address of Proposed Administrative Offices (if different from above):**
4216 Avenue M, Fort Worth TX 76105

**Physical Address of Each Proposed Campus (please include street address, city, state, zip, and county). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:**
- Campus 1 ("SE Campus"): 3520 E. Berry Street, Fort Worth, TX 76105
- Campuses 2-4: Tarrant County

### III. GOVERNANCE/LEADERSHIP

<table>
<thead>
<tr>
<th>Number of Board Members</th>
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<tbody>
<tr>
<td>Chairperson of the Governing Board</td>
<td>Peter Philpott</td>
</tr>
<tr>
<td>Chief Executive Officer of the Sponsoring Entity</td>
<td>Sajade Miller</td>
</tr>
<tr>
<td>Superintendent of Proposed Charter School</td>
<td>Sajade Miller</td>
</tr>
<tr>
<td>Board Member Who Attended Applicant Conference</td>
<td>Alex Jimenez</td>
</tr>
</tbody>
</table>

Note: The information in this table should align with the list of board members in the Board Structure and Qualifications section of the application.

### IV. APPLICATION TEAM MEMBERS

For all members of the applicant team, list their names and position or role in the proposed charter school. *(Add additional rows as needed.)*

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Position or Role with Proposed Charter School</th>
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<tr>
<td>Sajade Miller</td>
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<td>Peter Philpott</td>
<td>Chair of Board of Directors</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
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<td>------------------</td>
</tr>
<tr>
<td>Review Entire Application</td>
<td>Pages 10, 15, 26, 54</td>
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</table>

**Response:** The following pages should replace the page numbers in the original application, modifying references from four schools to two.
Number of students served at capacity | 2,776
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Generation 26 Application Rocketship Public Schools
Identify any individual(s) or organization(s) that prepared, assisted, and/or provided professional advice on the contents of the application herein.

<table>
<thead>
<tr>
<th>Name of individual or organization</th>
<th>Was this individual/organization paid?</th>
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<tbody>
<tr>
<td>Schulman, Lopez, Hoffer &amp; Adelstein, LLP</td>
<td>Yes ☒ No ☐</td>
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<tr>
<td>Education Elements</td>
<td>Yes ☒ No ☐</td>
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<tr>
<td>Eugene &amp; Associates, PC</td>
<td>Yes ☒ No ☐</td>
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</table>

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with Texas Education Code §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-Six Open-Enrollment Charter Application Instructions document.

Signature of Chief Executive Officer of Sponsoring Entity (Blue Ink)  Date  Printed Name
School Overview

Executive Summary

The Rocketship Public Schools Texas (Rocketship Texas or RTX) Board of Directors is a coalition of actively engaged Tarrant County community leaders seeking to expand on our existing efforts to support families with the greatest need. Our vision is to better serve the community by establishing an equitable and excellent educational environment that meets the needs of all children and raises the level of achievement across Tarrant County districts. We endeavor to create a pipeline of high-performing students and engaged families to surrounding schools by focusing exclusively on elementary education.

We are focused on this need because districts with significant student populations that are economically disadvantaged, English Learners (ELs), and students of color perform substantially lower on the State of Texas Assessment of Academic Readiness (STAAR). On the 2018-19 Texas Report Card (the latest data available due to COVID-19 accountability waivers), 71 schools in Tarrant County received grades of “D” or lower, with the largest proportion coming from the Fort Worth area. An area which has high concentrations of economically disadvantaged students, ELs, and students of color. Furthermore, nearly 70% of third-graders from disadvantaged families in Tarrant County are not reading on grade level, the vast majority of whom are students of color. If students don’t learn to read by the third grade, they cannot read to learn in fourth grade and beyond, putting them at high risk of falling chronically behind their college-bound classmates.

To accomplish its goals, RTX along with local leaders and philanthropists recruited a charter management organization with a proven record tightly aligned to our vision for exceptional K-5 education. Our CMO partner, Rocketship Public Schools (RPS), is focused exclusively on elementary education and serves all students with excellence. Accordingly, RTX will not create a parallel K-12 school system because we are focused on preparing students in the vital early years of education and engaging parents to become lifelong education advocates for their kids and community. The RPS face-to-face, high-quality STEM and Humanities focused instruction coupled with a social-emotional learning model prepares students to transition to local middle schools a full grade level ahead of their peers (source: SRI International independent study). RPS believes that excellent elementary schools beget stronger middle schools, which beget stronger high schools. This is how the

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2 STAAR reading performance available at: https://rptsvr1.tea.texas.gov/perfreport/account/2019/srch.html

RTX elementary-only model is designed to improve the entire public education ecosystem in Tarrant County.

Founded in 2007, RPS, our charter partner, has served communities with demographics similar to Fort Worth and Tarrant County throughout its history. During the 2019-20 school year, approximately 76% of Rocketship students were economically disadvantaged, 59% identified as Hispanic, 24% as African American, 44% qualified as ELs, and 10% received special education services. As further detailed in this application, our CMO, RPS has consistently helped narrow the achievement gap in every community served. RPS's impact is attributable to an educational philosophy that strives to develop students into self-motivated, competent, lifelong learners, who not only possess an extensive knowledge base but also skills on how to access, analyze and synthesize information. Students must think critically and creatively, to communicate effectively across different mediums, and to work with and adapt to rapidly-changing technology resources.

Rocketship's elementary-only school model, proven track record of improving educational equity, and focus on building deep local partnerships and authentic parent engagement is poised to make a lasting impact for kids and communities across Tarrant County. That is why RTX, a Tarrant County-based governing board, is partnering with Rocketship Education (d/b/a Rocketship Public Schools) to open a charter elementary school starting with one campus in southeast Fort Worth.

Based on discussions with families, educators, philanthropists, and other community leaders in Fort Worth, we've learned that community members are looking for elementary schools that, among other things, elevate academic rigor, hire and support passionate educators who will serve the community's needs, cultivate a safe and inclusive environment, and engage families meaningfully. We believe these demands are well-aligned with Rocketship's educational philosophy as well as its school model, which is based on the three pillars of personalized learning, excellent teachers and leaders, and parent engagement.

All RTX campuses will be led by and benefit from the expertise of the Rocketship Texas Board Members with extensive experience in governance, education leadership, finance, and community service. The Texas Board includes a former Fort Worth ISD superintendent and several community leaders with deep experience leading Tarrant County-focused community organizations. Similarly, their selected superintendent, himself a local leader in the community, has experience in leading schools as former Chief of Schools for DeSoto Independent School District, Assistant Superintendent of Innovation for Fort Worth ISD, and principal of Paul Laurence Dunbar High School. Collectively, through a system of community schools, Rocketship Texas desires to create a pipeline to surrounding schools of high-performing students and engaged families.
Rationale for Number of Campuses, Estimated Student Enrollment in Y1, and Growth: Tarrant County, which is home to 16 independent school districts serving over 360,000 students\(^5\), faces a sizable achievement gap. Districts that serve a higher population of economically disadvantaged, English Learners, and minority students have substantially lower Texas Report Card Ratings (Figure 2). Throughout Tarrant County, 71 schools received a grade of “D” or lower from the Texas Education Agency in 2019.\(^6\) The number of low-performing schools is particularly high at the elementary level. Of the 301 schools in Tarrant County currently serving elementary-age children, 38 earned a “D” and 14 earned an “F” in 2019.\(^7\) This translates into nearly 26 thousand students (17\%) attending D-F elementary schools (Figure 2). Despite the clear need for high-quality public school options, access to high-quality school choice is low. Currently, there are only 13 elementary charter campuses with an overall rating of B or higher.\(^8\)

In order to better serve families in Tarrant County, we propose opening a network of four high-performing elementary campuses, starting with one campus in 2022-23. We intend to open a second campus in 2023-24 and two more in 2024-25. RTX’s plan to open four campuses in five years is grounded in our theory of change. By focusing exclusively on elementary education, RTX can help improve the entire ecosystem of public education in Tarrant County. A three year study by SRI Education\(^9\) found that Rocketship graduates are a full year ahead of their classmates in both math and reading in middle school. Id. This means middle schools that receive Rocketship students receive students who are high achievers on grade level and who are ready to advance their education. RTX’ four school network and 2,776 high-quality seats will create a vital pipeline of students prepared for the rigors of middle school in Fort Worth. Furthermore, by engaging parents from the moment their child begins their formal education, RTX parents will

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\(^7\)Ibid.


become powerful education advocates who are champions for their child’s education and know how to hold leaders accountable to ensure that their student continues to receive the same excellence in education that they experienced during their elementary years. This is our intended impact: to create a critical mass of prepared students and engaged families who will make a meaningful impact on area middle schools and catalyze a movement for more middle and high school options that meet the needs of all students. We believe that four campuses in a few years will help launch this movement. This is similar to what RPS did in San Jose when they opened seven schools in five years (2009-2013). This enabled an ecosystem where high-quality public schools (both district and charter) can thrive.

While RPS has traditionally opened schools with 4th and even 5th grade in Year 1 and these students have grown by leaps and bounds academically, it has learned to limit grade configurations at new schools, especially in new regions, as this approach can encumber school culture without a core group of older students who grew up with Rocketship’s model. Therefore, Rocketship Texas plans to open its Tarrant County schools beginning with students in grades no higher than 3rd. Based on community feedback, Rocketship Texas also lowered our typical cohort size of 28 to 26 for kindergarten (K) through 5th grade and 25 for prekindergarten (PK). Each campus will open with three cohorts of PK and four cohorts per grade for K-2. Campuses 2-4 will also have two cohorts of 3rd grade. We anticipate a total Year 1 enrollment of 387. Annually, each campus will add one grade level per year until all campuses offer PK-5. In Year 4, each campus will also add a fourth cohort for PK. See Attachment 32 for detail.

Rationale for Proposed Geographic Location: We plan to locate our campuses in high-need areas within Tarrant County as measured by: (1) concentration of low-performing elementary schools; (2) economically disadvantaged population; and (3) demand. We’ve identified six priority districts, which will comprise our primary attendance boundary: Lake Worth, Crowley, Everman, Arlington, Fort Worth, and Castleberry ISDs. Together, these districts account for 47 of the 52 “D”-“F” elementary schools in the county (Figure 2).

For the first campus, RTX selected southeast Fort Worth based on the Board’s working knowledge of community needs, conversations with community organizations and a zip-code analysis confirming areas of highest need. Our first campus will be located in southeast Fort Worth in the 76105 zip code. Eight out of the 21 elementary schools that are located within three miles of our southeast campus received a rating of “D” or “F” in 2019, including Sunrise-McMillan Elementary and Harlean Beal Elementary, which both earned an “F.” 10 Three board members (a pastor, former superintendent, and childcare leader) also have entrenched connections to this community and our proposed Superintendent was previously the principal of the high school that serves southeast Fort Worth; he has

10 Ibid.
become powerful education advocates who are champions for their child’s education and know how to hold leaders accountable to ensure that their student continues to receive the same excellence in education that they experienced during their elementary years. This is our intended impact: to create a critical mass of prepared students and engaged families who will make a meaningful impact on area middle schools and catalyze a movement for more middle and high school options that meet the needs of all students. We believe that four campuses in a few years will help launch this movement. This is similar to what RPS did in San Jose when they opened seven schools in five years (2009-2013). This enabled an ecosystem where high-quality public schools (both district and charter) can thrive.

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10 Ibid.

Generation 26 Application Rocketship Public Schools
a deep understanding of how to facilitate the conditions for success.

**Proposed Demographic Assumptions:** We anticipate our student demographics will reflect those of surrounding elementary schools. For our first campus, we estimated demographics based on those of elementary schools within three miles of our location. For future campuses, we estimated demographics based on those of elementary schools located within our primary attendance boundary (Figure 2). For detailed demographics, see the **Demographic Projections** section.

**Educational Needs and Why Rocketship’s Approach will Serve the Targeted Population:** We are excited to serve the southeast Fort Worth community and have already engaged around 400 families and 80 small businesses and non-profit organizations. The southeast Fort Worth community is a historically African-American neighborhood rich in history and leadership, but it continues to face challenges around education, housing, and poverty. Southeast Fort Worth also has a growing Central American population and is dealing with challenges serving ELs, providing interpretation services, and obtaining strong involvement from newcomers and African-American families who have been marginalized. This year the community has faced new challenges around distance learning, including lack of access to internet and laptops, support in distance learning, etc. Southeast families shared extensive input on their desire for quality schools in their neighborhood, the need to provide transportation, translation services and the importance of hiring teachers of color.

As part of our engagement efforts, we conducted a mall-intercept survey in the fall of 2019 of 204 families with children under the age of 10, targeting our proposed communities. We learned that parents are looking for school options that uniformly hold high expectations of students, while still recognizing that children learn in different styles and at different paces. 99% of families are interested in a school that teaches to the individual needs of each student. Additionally, families demand schools with dedicated, high-quality teachers and curricula that will prepare students for success in the 21st century. 81% of families say their perfect school will prepare their child for the jobs of the future and/or college. Lastly, we heard a desire for schools that know the families and students they serve and that are willing to take the time to build rapport. 95% of families say it is important that their school encourages parent involvement and partnership.

The RPS school model is particularly well-equipped to meet these demands, many of which have been further amplified by the challenges of distance learning and the COVID-19 pandemic. RPS’s model tailors instruction, content, learning experience, and pace to meet the unique needs that every student brings, with a demonstrated track record in similar communities serving all students including ELs and students with disabilities. Moreover, RPS places an emphasis on elevating and celebrating instruction, providing personalized coaching, professional development, and leadership programs to help a diverse teacher and school leadership staff grow.
professionally and personally. Finally, RPS is committed to engaging parents and assisting them to be powerful advocates for their children and communities. For more on RPS's model, see Mission, Vision, and Overview of School Design.

The effectiveness of PPS's model is reflected in the growth and achievement levels at its current schools, which serve similar student demographics to those of Tarrant County (see Portfolio Performance). In California, RPS is in the top 10% rank for both Math and ELA, in performance among all CA elementary district/charter schools with similar student populations; in Wisconsin, RPS was one of just five elementary schools in Milwaukee to earn the state's 2018 “Beating the Odds” award for academic excellence in serving high-poverty student populations; in Tennessee, both RPS schools have earned “Reward School” status--the state’s highest recognition for student performance and progress; and in D.C., both RPS schools scored in the Tier 1 category (no official tiers provided until year 2) -- the highest ranking for DC Public Charter Schools -- in their very first year of operation. \(^{11}\)

**Figure 1.** SE Campus - Demographics & Performance of Elem. Schools within 3mi\(^{12}\)


\[^{12}\text{Sources: https://txschools.gov; https://rptsvr1.tea.texas.gov/perfreport/account/2019/download.html. 2018-19 Report Card Data used because 2019-20 was declared “state of disaster.”}\]
Geographic Boundaries

State the proposed school’s attendance boundary by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. Do not list the charter schools located within the designated geographic boundary.

A primary attendance boundary is a subset of school districts within the approved attendance boundary. The proposed charter may admit students who reside outside of the primary boundary once all eligible applicants who reside within the primary attendance boundary have submitted a timely application and have been enrolled per 19 Texas Administrative Code §100.1207(f).

If the proposed charter school will have a primary attendance boundary, list all school district(s) that will establish the boundary. Do not list the charter schools located within the designated geographic boundary.

<table>
<thead>
<tr>
<th>Attendance Boundary</th>
<th>Primary Attendance Boundary (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlington ISD (220901)</td>
<td></td>
</tr>
<tr>
<td>Azle ISD (220915)</td>
<td></td>
</tr>
<tr>
<td>Birdville ISD (220902)</td>
<td></td>
</tr>
<tr>
<td>Burleson ISD (126902)</td>
<td></td>
</tr>
<tr>
<td>Carroll ISD (220919)</td>
<td></td>
</tr>
<tr>
<td>Castleberry ISD (220917)</td>
<td>Fort Worth ISD (220905)</td>
</tr>
<tr>
<td>Crowley ISD (220912)</td>
<td></td>
</tr>
<tr>
<td>Eagle Mt-Saginaw ISD (220918)</td>
<td>Everman ISD (220904)</td>
</tr>
<tr>
<td>Everman ISD (220904)</td>
<td></td>
</tr>
<tr>
<td>Fort Worth ISD (220905)</td>
<td></td>
</tr>
<tr>
<td>Grand Prairie ISD (057910)</td>
<td></td>
</tr>
<tr>
<td>Grapevine-Colleyville ISD (220906)</td>
<td></td>
</tr>
<tr>
<td>Hurst-Euless-Bedford ISD (220916)</td>
<td></td>
</tr>
<tr>
<td>Irving ISD (57912)</td>
<td></td>
</tr>
<tr>
<td>Keller ISD (220907)</td>
<td></td>
</tr>
<tr>
<td>Kennedale ISD (220914)</td>
<td></td>
</tr>
</tbody>
</table>
### Number of charter school campuses currently operating within the occupied district: 13

### Number of traditional school campuses currently operating within the occupied district: 145

### Number of traditional school districts within ten miles of the proposed location: 10

---

**Will the proposed school be located in the attendance zone of a campus assigned an unacceptable performance rating under Texas Education Code § 39.054 for the past two school years?**

| School Name(s): | Yes ☐ No ☒ |

---

**Figure 2. Tarrant County Elementary Demographics & Performance**

<table>
<thead>
<tr>
<th>District</th>
<th># Elem. Schools</th>
<th>Avg. Score</th>
<th># D Schools</th>
<th># F Schools</th>
<th>Total Elem. Enrollment</th>
<th>Enroll in D-F Elem. Schools</th>
<th>% Elem. Students in D-F Schools</th>
<th>Econ Disadv</th>
<th>Ela</th>
<th>SPED</th>
<th>Dyslexia</th>
<th>At-Risk</th>
<th>Af-Am</th>
<th>Hisp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lake Worth ISD</td>
<td>3</td>
<td>56</td>
<td>1</td>
<td>2</td>
<td>1,565</td>
<td>1,565</td>
<td>100%</td>
<td>88%</td>
<td>22%</td>
<td>8%</td>
<td>1%</td>
<td>57%</td>
<td>22%</td>
<td>53%</td>
</tr>
<tr>
<td>Crowley ISD</td>
<td>15</td>
<td>74</td>
<td>4</td>
<td>0</td>
<td>8,667</td>
<td>2,246</td>
<td>26%</td>
<td>75%</td>
<td>20%</td>
<td>11%</td>
<td>6%</td>
<td>53%</td>
<td>42%</td>
<td>36%</td>
</tr>
<tr>
<td>Everman ISD</td>
<td>6</td>
<td>73</td>
<td>1</td>
<td>1</td>
<td>2,785</td>
<td>937</td>
<td>34%</td>
<td>95%</td>
<td>41%</td>
<td>9%</td>
<td>3%</td>
<td>86%</td>
<td>34%</td>
<td>59%</td>
</tr>
<tr>
<td>Arlington ISD</td>
<td>56</td>
<td>76</td>
<td>13</td>
<td>2</td>
<td>32,853</td>
<td>9,308</td>
<td>28%</td>
<td>77%</td>
<td>36%</td>
<td>8%</td>
<td>2%</td>
<td>75%</td>
<td>25%</td>
<td>48%</td>
</tr>
<tr>
<td>Fort Worth ISD</td>
<td>84</td>
<td>75</td>
<td>14</td>
<td>9</td>
<td>42,436</td>
<td>11,841</td>
<td>28%</td>
<td>84%</td>
<td>40%</td>
<td>10%</td>
<td>3%</td>
<td>63%</td>
<td>22%</td>
<td>62%</td>
</tr>
<tr>
<td>Castleberry ISD</td>
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<td>75</td>
<td>0</td>
<td>0</td>
<td>1,759</td>
<td>-</td>
<td>0%</td>
<td>86%</td>
<td>41%</td>
<td>13%</td>
<td>4%</td>
<td>78%</td>
<td>2%</td>
<td>81%</td>
</tr>
<tr>
<td>White Settlement ISD</td>
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<td>77</td>
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<td>0</td>
<td>2,847</td>
<td>1,179</td>
<td>41%</td>
<td>60%</td>
<td>17%</td>
<td>12%</td>
<td>4%</td>
<td>42%</td>
<td>8%</td>
<td>42%</td>
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<tr>
<td>Aze ISD</td>
<td>5</td>
<td>74</td>
<td>1</td>
<td>0</td>
<td>2,668</td>
<td>537</td>
<td>20%</td>
<td>52%</td>
<td>8%</td>
<td>13%</td>
<td>4%</td>
<td>27%</td>
<td>1%</td>
<td>25%</td>
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<tr>
<td>Eagle MT-Saginaw ISD</td>
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<td>42%</td>
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<td>39%</td>
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<td>82</td>
<td>0</td>
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<td>1,032</td>
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<td>53%</td>
<td>16%</td>
<td>8%</td>
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<td>Keller ISD</td>
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<td>12,804</td>
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<td>31%</td>
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<td>14%</td>
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<td>58%</td>
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<td>85</td>
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<td>0</td>
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<td>5%</td>
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<td>7%</td>
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<td>3%</td>
<td>21%</td>
<td>2%</td>
<td>10%</td>
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</table>

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13 TEA's Charter Locator Map (https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-locator-map)
15 TEA's Charter Locator Map (https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-locator-map)
1. Applicant proposes to open only **ONE** campus by Year 5?  Yes ☐ No ☒

2. Applicant proposes to open **MULTIPLE** campuses by Year 5?  Yes ☒ No ☐

### Enrollment Summary Table:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Projected Number of Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>At capacity</th>
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<td>EE3</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>K</td>
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<td>356</td>
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<tr>
<td>12</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Total enrollment(^{18})</td>
<td></td>
<td>387</td>
<td>925</td>
<td>1,994</td>
<td>2,396</td>
<td>2,648</td>
<td>2,776</td>
</tr>
</tbody>
</table>

For the projections below, specify by campus\(^{19}\):

|------------------------|--------|--------|---------|--------|--------|----------|--------|--------|----------|--------|--------|----------|--------|--------|----------|

\(^{17}\) PK numbers in this table reflect actual projected enrollment; PK numbers in the Financial Plan Workbook reflect only ½ of actual enrollment, per instructions contained therein.

\(^{18}\) See previous note.

\(^{19}\) Rocketship groups students into cohorts. Figures shown are number of cohorts and average students per cohort for each campus. Because of our rotational model in which our students spend a portion of their day in groups in the Learning Lab, the number of traditional classrooms (22) at each campus is lower than the number of cohorts (28) at full enrollment. Each campus will include 22 traditional classrooms, 2 Learning Labs, and other spaces detailed in the Facilities Acquisition section.
Demographic Projections
Provide the anticipated demographics (as percentages) for the first proposed charter campus as well as current demographics for the Occupied District and two Contiguous Districts.

**NOTE:** The term Occupied District refers to the traditional school district in which the first proposed charter campus will be located. Contiguous District 1 and 2 must be contiguous to the school district in which the first proposed charter campus will be located.

<table>
<thead>
<tr>
<th>Name</th>
<th>First Charter Campus</th>
<th>Occupied District</th>
<th>Contiguous District 1</th>
<th>Contiguous District 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>34%</td>
<td>22%</td>
<td>36%</td>
<td>45%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>59%</td>
<td>63%</td>
<td>57%</td>
<td>33%</td>
</tr>
<tr>
<td>White</td>
<td>3%</td>
<td>11%</td>
<td>4%</td>
<td>13%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Econ. Disadvan.</td>
<td>93%</td>
<td>84%</td>
<td>95%</td>
<td>71%</td>
</tr>
<tr>
<td>English Learners</td>
<td>45%</td>
<td>34%</td>
<td>30%</td>
<td>17%</td>
</tr>
<tr>
<td>At-Risk</td>
<td>70%</td>
<td>65%</td>
<td>75%</td>
<td>55%</td>
</tr>
<tr>
<td>Gifted/Talented</td>
<td>N/A</td>
<td>13%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Special Education</td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
<td>11%</td>
</tr>
</tbody>
</table>

*As described in “Proposed Demographic Assumptions” above, projections are based on demographics of elementary schools located within a 3-mi radius of our campus. Any discrepancies with the surrounding districts in the table above are attributable to using this more targeted, neighborhood- and elementary-specific approach to project our demographics.

Community Engagement

“Community” is a core tenet of the RTX approach. We strongly believe in the power of a community coming together to demand and design high quality school options for our community. Accordingly, more than two years prior to our proposed school opening date, RTX engaged the Fort Worth community across three main areas: (1) parent leadership/advocacy, (2) stakeholder engagement, and (3) partner organizations and community engagement. Engagement at each level confirmed a yearning for elementary schools that elevate academic rigor, develop passionate

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educators, engage families meaningfully, and cultivate a sense of community that raises the bar for educational excellence in Southeast Fort Worth.

**Parent Leadership and Advocacy:** RTX believes in unleashing the power of parents, so families have power to build and catalyze the movement for educational options, excellence, and equity for their children and in their community. RTX has met with parents in their community and held purposeful one-on-one conversations to understand their stories, values, and aspirations. Through these conversations RTX ignited, organized, and propelled parent power in Southeast Fort Worth.

Initial organizing efforts have involved months of meeting a cross-section of families to learn from families, gauge interest, identifying a core group of parent leaders, and forming a Parent Organizing Committee (POC). To identify core parents leaders, education organizers had over 300 one-on-one conversations, 10 house meetings and 25 informal community conversations in childcare centers, community centers, churches and more. Due to this engagement, we have identified over 350 families interested enrolling in our proposed school. POCs will join with Rocketship staff to play a leadership role in founding the school, engaging elected leaders and stakeholders, and moving to action to achieve critical objectives. Our Southeast Fort Worth POC already consists of 10 strong parent leaders who meet weekly to learn about organizing skills, engage with elected-officials to build rapport, engage in conversation about the achievement gap and learn about decisions in education and organize other parents to advocate for quality schools in the neighborhood. In the last year, the POC held parent-led meetings to share their stories and engage leaders with questions with the following decision-makers: entire RTX Board & Superintendent, Fort Worth Councilmember Gyna Bivens & Kelly Allen Gray, Tarrant County Commissioner Roy Brooks, Judge Woodard, FWISD Board President Cinto Ramos, State Representative Nicole Collier and current State Board of Education (SBOE) members Aicha Davis, Patricia Hardy, Audrey Young, Jay Johnson and Rebecca Bell- Metereau and former SBOE member Barbara Cargill.

**Stakeholder Engagement:** RTX began as a group of committed and diverse Fort Worth leaders who worked to serve students and community at-large through their work as leaders in faith, education, mutual aid services, philanthropy, labor and industry and sought to bring quality school options to Tarrant County. This group launched a partnership in August 2019 and later a RTX Board with ten diverse members who identified Southeast Fort Worth as an area to bring quality schools. The Board actively facilitated conversations with leading stakeholders and critical constituencies to bring Rocketship to this community. The RTX Board is deeply connected to the community and continues to offer insightful leadership, make connections, meet with parents from Southeast Fort Worth and allow regional leadership to maintain the pulse of current trends and ensure an authentic and culturally-sensitive approach to community engagement.
The work is led by our proposed Superintendent who directs community engagement and creates the conditions for each school to open and thrive. As a native Texas, African American educator, leader in the Fort Worth community and statewide through his involvement with the Texas Alliance for Black School Educators, our Superintendent is committed to elevating the potential for greatness we see in Southeast students and families, while honoring the rich history and strengths of the Stop 6 community and its surroundings. RTX believes in the importance of true partnership, listening and learning from community stakeholders to open our doors in the new community we serve. We began this engagement process early in Tarrant County and have been able to have in-depth conversations with over 80 of the leaders of the region and hosted schools tours for 15 elected officials and community leaders. This has led to the development of a vast network of people from all levels of the community to engage with at each phase of the process. Many of the connections are evidenced in the letters of support and the number of participants at the public meetings (Attachment 4).

Our reflections on our previous efforts led our proposed Superintendent and Board to proactively reach out to previous and existing State Board of Education Members in order to understand their perspectives and learn about how RTX’s model could best meet the unique needs of our community. In addition to previous State Board of Education members, we have reached out to all current State Board members to share deeper context and request their input on our efforts and have had several conversations directly and through a group of dedicated parents who led outreach efforts on behalf of Rocketship Texas families. We have been in regular contact with Tarrant County SBOE Members, Mrs. Aicha Davis and Ms. Patricia Hardy to update them on our activities and keep them apprised of our plans and efforts to bring high-quality education options to the students and families of Tarrant County.

In addition, we have arranged virtual school tours at existing Rocketship campuses and have invited State Board of Education (SBOE) members and community members to see the model in action. Both SBOE Members Young and Bell-Metereau attended on January 14th. These tours included the opportunity to see and experience “launch”, which is the daily full school opening that is focused on celebrating diverse cultures and welcoming students to the learning community each day. From there, virtual tour participants engaged in classroom learning walks to see instruction across grade levels and participated in conversations with current Rocketship parents and leaders.

**Organization & Community Engagement:** Parallel to stakeholder engagement, RTX has built relationships with organizational partners that serve similar family populations and have a particular interest in high-quality elementary school options. These organizations include preschools, community and recreational centers, faith- and community-based institutions, child and family services agencies, nonprofits, after-school providers, public libraries, institutions of higher learning, housing communities, and other essential public and private institutions. To-date,
we have held over 100 meetings with organizational leaders and have engaged in over 35 virtual and in-person community events in the past year to support the work of other community organizations and ensure partnership and responsiveness to the Southeast Fort Worth community. These community partners assist Rocketship in understanding community interests, strengths, and needs and connect with families (see Attachment 4).

Due to the COVID-19 pandemic, we have also partnered with after school, early childhood and other educators to share our best practices and response to the abrupt shift to online learning and offered virtual school tours to share our success and learnings.

We have engaged community faith leaders and community educators from the beginning due to their leadership locally and the educational services and programs many provide. These leaders all expressed concern for students' educational journeys and access to quality schools. From these relationships, we have learned there is a demand in the area for quality elementary schools that: (1) elevate the academic rigor and preparation of all students in Southeast Fort Worth, (2) rapid response from schools to make distance learning accessible to all families (3) provide transportation, (4) hire and support committed educators of color, (5) cultivate safe and inclusive environments, and (6) engage families meaningfully through frequent communication and multiple avenues of engagement.

Accordingly, we incorporated transportation into our proposed school model and budget (see Transportation section), invited input from faith-based leaders and parents regarding the hiring of our founding staff in Fort Worth and have committed ourselves to offer a bilingual curriculum for Latinx students and families to feel connected to their roots. We will continue to engage with community leaders and families to learn and continue to receive feedback.

We also held four formal community meetings virtually on the following dates giving morning and evening times for the community to access the meetings on: January 9th, 12th and 14th. For these meetings, we reached out to parents, community members, and 60 small businesses and nonprofit organizations; by posting on social media, flyering 5,000 doors, making text/phone invitations to over 500 leads, and publishing a notice in the Fort Worth Star-Telegram, as evidenced in Attachment 6. In addition, we have communicated with surrounding districts about our charter application (see Attachment 5). 130 families attended the community meetings in southeast Fort Worth (including 50 within 5mi, 75 within 10 mi, and 84 within 20mi), as well as, SBOE Members Davis, Hardy, Young, and Bell-Metereau to learn about Rocketship and share more about the educational needs of their children and community. We heard concerns about school safety, COVID measures, transportation, enrichment offerings, family engagement, community partnership, and teaching students with special and socio-emotional needs. RTX board members Peter Philpott, Loretta Burns, Walter Dansby, Alex
Jimenez, Cynthia Prince, Rev. Ralph Emerson, Derek Carson, Vincent Davila, and Mishon Landry attended the formal community meetings and will consider learnings in the design and implementation of the Rocketship model in Fort Worth.

School Design

Mission, Vision, and Overview of School Design

Rocketship Texas Mission: Our community schools will ensure coordination of resources and coherence of existing services to support children by leveraging years of experience in education and community service to eliminate barriers to student success, in addition to providing a high quality educational experience. We endeavor to create a pipeline of high-performing students and engaged families to surrounding schools by focusing exclusively on elementary education.

Rocketship Texas Vision: Our vision is to better serve the community by establishing an equitable and excellent educational environment that meets the needs of all children and raises the level of achievement.

Strategic Vision: Tarrant County is experiencing some of the largest growth in the country while at the same time grappling with a significant achievement gap. We aim to help achieve transformational impact by catalyzing a parent-led movement for education equity and excellence in historically underserved communities in and around Fort Worth and Tarrant County. By opening four Rocketship schools within five years, we can reach a critical mass allowing us to operate sustainably while also catalyzing an even broader movement of academic achievement within the region.

Impact Goals: RTX embraces the impact goals of RPS: (1) Rocketeers will graduate from Rocketship at or above grade level; (2) Rocketeers will become self-motivated, competent, and lifelong learners; (3) Rocketeers will develop a deep love of learning; (4) Rocketship will provide parents with a path for their children to take in order to have the best chance to attend a four-year college; and (5) RTX will encourage its alumni to become leaders in their communities and to also help other people achieve their goals. Our goal is for each RTX school to be in the top 10% among schools serving a similar student population and, long-term in the top 25% for all schools in the region. In Tarrant County we will strive to offer one of the best education options in the area. Our ultimate objective will be for all students to reach proficiency on STAAR to be successful in middle school and high school. For more details on our goals, please see the Performance Management section.

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23 For this paragraph, RPS has articulated its impact goals throughout various sources of its marketing materials, as well as from its charter applications in other states. See, e.g., 2019 Rocketship Mateo Sheedy Elementary Renewal Petition (available at https://www.sccoe.org/supoffice/charter-schools-office/Documents/petitions/RS%20Mateo%20Sheedy%20Renewal%20Petition%202020-25.pdf).
**Plans & Capacity for Growth:** As laid out in this application, we are proposing opening four campuses in Tarrant County, starting with one campus in 2022-23, adding a second campus in 2023-24 and two more in 2024-25. RTX is confident in its plans to expand with excellence at this pace because we will have the benefit of Rocketship's demonstrated capacity.

In Rocketship's existing regions, it plans to launch only one campus in the timeframe that the Texas network is expanding:

**Plans for Growth in the Operator's Existing Portfolio**

<table>
<thead>
<tr>
<th>Proposed authorizer</th>
<th>Proposed school name</th>
<th>City</th>
<th>State</th>
<th>Grades served</th>
<th>Projected Open Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennessee SBOE</td>
<td>Rocketship Nashville #3</td>
<td>Nashville</td>
<td>TN</td>
<td>K-4</td>
<td>Aug. 2022</td>
</tr>
</tbody>
</table>

Rocketship Public Schools (RPS) has demonstrated capacity to open and operate high quality schools across the country. RPS has a strong history of opening multiple campuses both within a single region and across multiple regions while maintaining high-quality academic results and strong financial health. In San Jose, Rocketship opened seven schools within five years while consistently outperforming neighboring schools. Importantly, their students achieve significant growth in year one. Rocketship's first school in Nashville scored the second highest growth score across all 73 Metro Nashville public schools in its very first year. In D.C., both campuses achieved Tier 1 status—the highest rating possible—in their first year of operation. Rocketship opened its third school within five years in D.C. this year. Academic quality has not been a barrier to expansion in other Rocketship regions. The major obstacle that has challenged growth is the availability of affordable school facilities located within the disadvantaged communities that are most in need of a high-quality public elementary school. Rocketship is proud of its long-standing track record as a top performing public school for serving disadvantaged communities in every region it serves.\(^{24}\) RTX is expecting the same or better results in Fort Worth:

- **CA:** Rocketship's first school, Rocketship Mateo Sheedy had the highest rank for a low-income elementary school within Santa Clara County and it had the seventh highest rank for a school in CA. Presently, Rocketship's performance places it in the top 10% for both math and ELA performance compared among all CA elementary school districts and charter networks that enroll a similar student population.

- **WI:** Rocketship was one of only five elementary schools in Milwaukee receiving the state's 2018 "Beating the Odds" award for academic excellence in serving high-poverty students.

- **TN:** In the 14-15 SY, RPS opened its first school in Nashville, Tennessee. To this day, it was the largest opening of any K-4 elementary charter school in the city.

\(^{24}\) See footnote 15, supra (sources on Rocketship Education's academic results across states described below).
Plans & Capacity for Growth: As laid out in this application, we are proposing opening two campuses in Tarrant County, starting with one campus in 2022-23, adding a second campus in 2023-24. RTX is confident in its plans to expand with excellence at this pace because we will have the benefit of Rocketship’s demonstrated capacity.

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Plans for Growth in the Operator’s Existing Portfolio

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24 See footnote 15, supra (sources on Rocketship Education's academic results across states described below).
opening with 466 students. The second largest opening was Rocketship United with 370 students. Both schools have been designated as Reward Schools by the state of Tennessee.

- **D.C.**: In August 2016, Rocketship Rise Academy launched as the single largest opening in DC’s twenty-year history of charter schools, serving 448 Rocketeers. A year later, Rocketship Legacy Prep launched in Ward 7. Both schools achieved scores above the Tier 1 threshold, the highest ranking for D.C. Public Charter Schools, in their first year of operation.

**Lessons Learned**: Rocketeers continue to excel on the path to college and career success while Rocketship has grown from one school serving 160 students to a network of 20 schools serving over 10,000 Rocketeers across four states. Rocketship has achieved this growth by taking the successful model pioneered at the founding school, Rocketship Mateo Sheedy Elementary, and building the team, tools and systems to ensure it is ready for the specific requirements and challenges of each region it opens. Rocketship knows it is critical for a school's on-the-ground team to take shape well before schools open to lay the foundation for their success. That is why in 2019-20, they worked with the RTX board to hire a Superintendent and two Education Organizers to lead stakeholder, parent, and community engagement efforts. In 2021-22 (Y0), our RTX regional team will include the Superintendent, PEIMS Coordinator, Education Organizers, a Family Recruitment Manager and part-time recruiters, a Director of Schools, Achievement Manager, and ISE Manager -- critical roles to ensure successful school launches and to shape the Rocketship academic program to the unique needs of our region.

In addition, Rocketship will provide necessary systems and support for Curriculum, Operations, Finance, Legal, Online Technology, Human Resources, and other services. Rocketship captures best practices for startup, allowing each of its schools to avoid many of the startup hurdles faced by most and expediting the production of strong academic results while developing a solid school culture through emphasis on the key levers that drive student achievement. 25

**Foreseeable Challenges and Responses**: Informed by Rocketship’s vast experience with school expansion and in close consultation with RTX, five key challenges have been identified for expansion to Texas, along with strategic efforts to mitigate those challenges:

1. **Attracting and Developing High Performing Educators**: A key challenge in Tarrant County is attracting and developing high performing educators, particularly for a new school only just beginning to build its local reputation. Fortunately, Rocketship has successfully opened new schools in new regions and has both attracted and developed high performing staff for those schools. Rocketship's practices in Talent Development (a core pillar of Rocketship), deployed in

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Tarrant County, will allow us to rapidly develop staff into high performing educators, and to retain high performing staff (85%+ retention of Rocketship's top two tiers of staff last year). We anticipate challenges recruiting credentialed special education and bilingual teachers in Texas. Rocketship will hire a local recruiter to support hiring in Texas, with these hard-to-staff positions as a top priority. As further support, we are budgeting to provide up to $3k stipends for these hard-to-staff positions. The Talent Management section outlines our plans to successfully recruit educator staff and these two positions in particular. Foremost, our Board's deep community relationships will lend high credibility to our intensive recruiting process and enable us to open the new schools fully staffed with talented educators.

2. Effectively Addressing Texas Essential Knowledge and Skills (TEKS): A major shift in RPS’ educational model will be effectively addressing TEKS. RPS has conducted deep studies of the TEKS standards that will be fully implemented in Rocketship Texas schools. RTX planned curriculum is described in greater detail below, and one of Rocketship’s key advantages in effectively addressing TEKS is its reliance on internal content teams to develop most of its curriculum--a sample of which is provided in Attachment 37. Too often, marketed and repurposed curricula leave large gaps in the standards they purport to address. With RPS' internal curriculum team, it can ensure that RTX fully addresses state standards. As evidence of RPS ability to effectively address different state standards, Tennessee replaced the Common Core Standards with the Tennessee Academic Standards in 2017 and since that shift, both of RPS schools in Nashville have been recognized as Reward Schools.

3. Delivering High Quality Bilingual Education: A second key shift in RPS educational model will be the service to English Learners (ELs) through a bilingual approach. RPS is eager to expand its approach to servicing ELs by implementing a bilingual model in TX. Effectively serving ELs has been core to its approach since RPS’ founding when ELs represented a majority of students in its first school. Since then, RPS has had to adjust its academic model in CA to address both a new set of EL standards and revised instructional requirements. Through these shifts in standards and requirements, RPS’ ELs have outperformed their EL peers across CA every year since it was founded. In addition to the shifts over time in CA, RPS has also had to adjust its model to meet the World-Class Instructional Design & Assessment (WIDA) Standards in its three other regions as well as each state’s specific instructional requirements for ELs. As evidence of its ability to effectively address different EL standards and instructional requirements, ELs in each of RPS’ three regions outside California outperform their statewide peers as well.

4. Facilities: Identifying and acquiring suitable facilities is one of the greatest

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26 Note that this position will be under the CMO as Talent Recruitment is a centralized service provided by Rocketship and as such is covered under the management company fee.
challenges that charter schools face across the country. RPS has been able to repeatedly procure new facilities in very competitive real estate markets which have prevented other charter schools from being able to open. Rocketship is able to do this through the innovative design of its buildings, intensive use of every space in its buildings, as well as a strong operations team working in close partnership with its educators. Additionally, its small facilities footprint enables RPS to establish neighborhood campuses in the center of the urban core, leading to not only a turnaround for student outcomes, but also a stabilizing force for the community.

**Rocketship's Innovative Model:** RPS's model is built on three pillars of excellence, which we believe are the key to Rocketship's continued success as we work to close the achievement gap. 27 RTX endorses these three pillars and looks forward to applying them in Tarrant County to close the achievement gaps in our community.

1. **Talent Development:** Effective teachers and administrators are critical to student achievement. To ensure Rocketship has the best teachers and leaders for its students, it provides focused coaching, professional development, and a variety of leadership programs to help its faculty and administration grow both professionally and personally regardless of their experience level. It elevates and celebrates teaching, providing exciting and rewarding careers where educators feel empowered, appreciated, and valued. Rocketship helps its teachers grow using embedded learning opportunities, personalized coaching and customized training as part of the regular workday. Rocketship grows its leaders internally with on-the-job leadership and principal training programs with clear paths towards long-term career goals. *Id.* n. 27

2. **Personalized Learning:** Each person has their own unique way of learning and advancing. Unfortunately, the traditional education models and system do not allow for that. Rocketeers get personalized instruction designed for their needs and tailored for each of their unique learning styles. Rocketship's approach to personalized learning is about tailoring instruction, content, learning experience, and pace to unleash the potential of every student. Best of all, this model works for all students in the RPS program, whether they are catching up or racing ahead, and with challenges many students have faced through the Covid-19 pandemic, personalized learning is needed now more than ever. *Id.* n. 27

3. **Parent Power:** Engaged parents are essential to eliminating the achievement gap. Rocketship works with its parents to help them become powerful advocates for their children and their communities. It works directly with parents, helping them become leaders at home, in the schools, and in the community. This

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27 The content of this section and following paragraphs is developed from where Rocketship has described its three pillars of excellence in other charter applications in other states. See, e.g. 2019 Rocketship Mateo Sheedy Elementary Renewal Petition (available at https://www.sccoe.org/supoffice/charter-schools-office/Documents/petitions/RS%20Mateo%20Sheedy%20Renewal%20Petition%20%202020-25.pdf).
includes assisting with student’s homework, managing the household while being a positive role model for their children, organizing and leading community meetings, planning and supporting school-wide events, advocating for their children's needs, assisting in both the teacher and leader interview process as appropriate, being active members in their community, supporting and participating in advocacy groups and school boards, and standing up to advocate for their students and their schools. Id. n. 27

Innovative Design: Rocketship's model and approach have multiple innovative aspects that distinguish it and help its students consistently outperform peers in neighboring schools. Beyond its innovative approach to personalized learning and parent engagement, its Learning Lab and commitment to serving all students are distinguishing features of a Rocketship school.

Learning Lab, Rotational Model, and 21st Century Learning: Unlike traditional elementary schools, Rocketeers rotate between three content blocks daily: Humanities, STEM, and Learning Lab. Its students don't learn from a single teacher teaching all subjects, but from a team of teachers. Its teachers are subject experts who specialize in Humanities, STEM, or Enrichments. Content specialization allows teachers to develop deeper expertise to improve student understanding. Teachers form collaborative grade-level teams that work together to develop classroom management strategies, create lesson plans, and engage parents.

As part of its rotational model, all Rocketeers have daily access to the Learning Lab. Rocketship believes the Learning Lab must be a purposeful and diverse learning experience that further unleashes the potential of its Rocketeers through rigorous academic and non-academic experiences, described in detail below. The learning lab will allow us to further enhance Rocketeers' classroom lessons and learnings, more widely expand their experiences in an even more holistic manner, and further develop the critical thinking and 21st century skills required for them to thrive at Rocketship and beyond.

Classroom instruction is complemented by a variety of Learning Lab activities--project based learning, skills centers, Tier II tutoring, online learning programs (OLPs)--supporting students in multiple ways as they work to master standards and content. For example, when students are engaged in project-based learning activities in their Humanities classroom they will concurrently have extended time in the Learning Lab to deepen their work on their project.

Part of the opportunity gap for low-income students is access to the diverse experiences that their wealthier peers gain through paid afterschool and summer programs. We know that these diverse experiences not only improve academic performance and better prepare students for career and life, but also provide a richer life and develop a more complete person and citizen. In order to close this opportunity gap, RPS's campuses provide a wide variety of enrichment programs including hands-on science, art, engineering, music, and Spanish. Also, as part of its
Learning Lab experiential centers, students have the opportunity to build Lego robotics, learn coding, and play chess and other strategy games.

To equip our students with the academic and life skills necessary to become self-motivated, competent, and lifelong learners, it is critical we expose them to 21st century skills like communication, collaboration, creativity, and critical thinking. We will build these skills across the entire school day, but the Learning Lab provides students with unique opportunities to apply them. For example, student teams will collaborate, taking turns to complete hundreds of steps to build a Lego robot, requiring strong communication to jointly build the complex final product.

Serving All Students with Excellence: Rocketship has always believed it is its responsibility as educators to serve all students with excellence. All of the innovative approaches described here allow Rocketship to do so in a way that distinguishes it from neighboring schools. Rocketship is proud that: (1) it has never expelled a Rocketeer at any school or region in its fourteen year history; (2) across 20 schools (10,200 students) in high-poverty areas, its average suspension rate is <1%; (3) Rocketship backfills students at all grades throughout the school year, accepting new students at all grade levels as openings arise, rather than accounting for attrition in its model or approach; (4) in D.C., Rocketship proudly serve the highest percentage of at-risk students (81%) in the entire district for any charter in the city; (5) in Milwaukee, Rocketship has a disproportionately high percentage of students with disabilities (14-17% over the last three years) at one of their campuses due to the presence of its well-regarded Specialized Inclusion Program (SIP) for students with significant disabilities and the multiple student referrals it receives from the local Autism community; (6) Rocketship has developed deep family partnerships across a diverse range of communities: Rocketship Futuro in Concord, CA (85%+ Hispanic with a majority of its students being ELs), Rocketship United in Nashville (school community with more than 15 languages spoken), Rocketship RISE in D.C. (95%+ African-American; 81% at-risk; 33% homeless); (7) beyond the racial, ethnic, and linguistic diversity across schools, Rocketship welcomes all students with disabilities and provides them with a full continuum of services and supports; and (8) Rocketship's students across all tiers of proficiency--both those significantly below grade level and those above grade level--demonstrate high growth in both literacy and math.

Portfolio Performance

Current Portfolio and Academic Performance: RPS currently operates 20 elementary schools in four distinct regions: California, Wisconsin, Tennessee, and Washington, D.C. Thirteen schools are located in CA, three schools are located in DC, and two schools are located in each TN and WI. Table 1 reports the opening year for each school, the first of which opened in 2007 in CA. RPS expanded into WI

in 2013, TN in 2014, and DC in 2016. From 2009 until 2018, RSP opened 1-3 schools a year. Every RPS schools that has reached the end of a charter term has been reauthorized or renewed by an authorizing agency.\(^{29}\) No authorizer has ever closed, non-renewed, or revoked the charter of a RPS school.

Across all four regions, RPS students outperform their peers in neighboring districts and often by very significant margins. As the data below shows, this is particularly true for those sub-group of students who are similar to those students which Rocketship Texas will be serving in Fort Worth. The data below compares the combined proficiency on 18-19 SY state assessment results for Literacy and Math between RPS students and students in comparable districts and schools.\(^{30}\) As RPS operated nineteen schools in nine different districts across four states in the 18-19 SY, the comparative district performance is an average of district performance weighted by the percentage of RPS students in each of those districts. This data and the sub-group data is discussed further in the Bonus Section: Proven Superior Performance.

![Combined Literacy and Math Proficiency on 2018-19 State Assessments](image)

**Performance Deficiencies and Compliance Violations:**

**TN:** During the 2017-18 school year, Rocketship Nashville Northeast Elementary (RNNE) was issued a Notice of Probation for Exceptional Education from the MNPS Office of Charter Schools and the Department of Exceptional Students. After further investigation, it was found that RNNE had taken the correct precautions and actions regarding an out-of-state transfer student. RNNE depends on the MNPS Department of Exceptional Services to provide Integrated Special Education teachers with access to necessary tools such as Easy IEP, which most often, are efficiently provided. However, between August 4, 2017, and September 19, 2017,

\(^{29}\)Note: Our charter authorizer in Wisconsin changed to the University of Wisconsin Milwaukee from the City of Milwaukee at the end of its initial 5-year term in 2018.

\(^{30}\)Rocketship Public Schools and Occupying District calculations from state assessment data files.
the department was not able to meet their needs. RPS deployed its Associate Director of Special Education, along with a psychologist, full-time to RNNE, which made the appropriate shifts to the program for compliance and the purpose of driving achievement for all students.

Separately, RNNE received a letter on November 9, 2017 from its authorizer indicating that it had been identified among “the district’s lowest 10% performing schools.” Although it achieved the highest possible score on TN’s student growth measure, and ranked second in growth among the city’s 73 elementary schools in its first year of operation, RNNE’s absolute performance on the state assessment ranked between the state's third and fourth percentile among 3rd and 4th grade students. RNNE responded by adding an additional instructor to focus on science instruction for 3rd and 4th graders, as well as additional interventionists to provide small group instruction in 3rd and 4th grade for reading and math. Rocketship also transitioned a new principal into the school, and moved its Vice President of Schools to the campus permanently to support the leadership transition and professional development. Rocketship continued providing support to RNNE in the form of an Achievement Manager and a Director of Schools. Notably, in August of 2019, RNNE was recognized as a “Reward School” by the State of Tennessee. RNNE increased the percentage of students who scored “on track” or “mastered” on annual state tests—also known as the student success rate—at a pace more than three times greater than the rate of improvement seen across MNPS.

CA: In February and April 2019, Rocketship Delta Prep (RDL) received two (2) notices from its authorizer for compliance findings. The areas of concern centered around compliance with their MOU obligations and a late audit report, not academic performance or student safety. As a new school with a new authorizer, the communication practices between RDL and its authorizer needed improvement on both sides. Also, the school surpassed its year one enrollment target by nearly three class sizes -- enrolling over 450 students. All issues were fully addressed by midyear and all areas of concern noted by the authorizer have been cured.

CA: In the 2017-18 fiscal year, Rocketship submitted its Consolidated Audit past the California statutory deadline of December 15, 2018. Rocketship worked diligently with its auditors for months in a deeply productive process that ultimately led to an audit showing a financially healthy and well-managed organization. The audit delay was not due to wrongful conduct by Rocketship, but rather caused by a combination of factors, including the fact that the closing processes are complicated and increased staffing was needed (on both the Rocketship side and auditor side) to complete this complex task in a more timely manner. In response to the delayed audit, the Rocketship Education Board of Directors took strong action to provide additional oversight over the audit process. At their February 28, 2019 board meeting, the Rocketship Board of Directors formally established an Audit Committee. The Audit Committee serves as an additional check and balance to ensure the timeliness of the audit work process and to address any responses to
questions raised about the audit by any of their authorizers.

**Charter Withdrawals, Delays, and Consolidation:**

**CA:** In January 2012, the Santa Clara County Board of Education (SCCBOE) approved a petition to authorize twenty (20) “countywide” Rocketship Education charter schools to be opened over several years. Prior to the proposed opening of the first school under this petition, four local school districts filed suit against SCCBOE. The school districts alleged that the county board had not approved the “countywide” charters in the manner required under California Education Code. Rocketship, as the beneficiary of the twenty (20) “countywide” charters, was named a real party in interest. Although the initial proposed school opened in August 2014 under another independent charter petition approved by the county school board, Rocketship and the SCCBOE reached a settlement agreement with the four school districts. The settlement agreement stipulated that Rocketship must withdraw 14 unopened charters. Rocketship ultimately decided not to open the remaining six schools included in the original authorization.

**DC:** In the spring 2018, Rocketship made the decision to delay the opening of a third school in Washington, D.C. due to the availability of a viable school facility. This decision was approved by the District of Columbia Public Charter School Board (PCSB). Rocketship’s third school in DC, Rocketship Infinity Community Prep (RIC), successfully opened in August 2020.

**TN:** Additionally, Rocketship Education consolidated two campuses in Nashville at the end of 2017-18 following the difficult and voluntary decision to close Rocketship Partners Community Prep (RPP). RPP was opened under the state’s Achievement School District (ASD). They underestimated the viability of the ASD framework outlined in state law that required we recruit 75% of their students from “priority” designated schools, which are subject to change when the state recalculates its list of lowest-performing schools every three years. RPP was the last new school to open under the ASD, and the termination of the RPP contract with the ASD was by mutual agreement. The RPP outcome reinforces why the state refocused its school improvement efforts on other strategies, and we should have given greater consideration to this before proceeding with the opening of RPP. All RPP students were offered enrollment at RNNE, which is located just 4 miles from RPP, and the following year RNNE was named a “Reward School” in recognition of outstanding academic achievement.

**Charter Contract Terminations:**

**TN:** As mentioned above, in 2018, RPS terminated its charter contract for RPP in Nashville, by mutual agreement with its authorizer, the Achievement School District. This was a voluntary decision based on the inability to recruit enough students from certain “priority” zones designated by the authorizer. In short, the termination was motivated by low student enrollment; the termination was not motivated by poor academic or financial performance. As noted above, all RPP
students were offered enrollment at RNNE, which was located 4 miles from RPP and which later earned the high academic designation of a “Reward” school.

**Portfolio Performance cont.**

**Table 1.** Descriptive and demographic data for all schools in the RPS portfolio.\(^{31}\)

<table>
<thead>
<tr>
<th>Authorizer</th>
<th>School name</th>
<th>City</th>
<th>State</th>
<th>Open Date</th>
<th>Grades</th>
<th>% Eco</th>
<th>% Af-</th>
<th>% Dis</th>
<th>% Am</th>
<th>% HISP</th>
<th>% EL</th>
<th>% SWD</th>
</tr>
</thead>
<tbody>
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<td>SCCOE</td>
<td>Mateo Sheedy</td>
<td>San Jose</td>
<td>CA</td>
<td>2007</td>
<td>TK-5</td>
<td>92</td>
<td>13</td>
<td>81</td>
<td>58</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCCOE</td>
<td>Si Se Puede</td>
<td>San Jose</td>
<td>CA</td>
<td>2009</td>
<td>TK-5</td>
<td>96</td>
<td>2</td>
<td>91</td>
<td>68</td>
<td>11</td>
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<td></td>
</tr>
<tr>
<td>SCCOE</td>
<td>Los Suenos</td>
<td>San Jose</td>
<td>CA</td>
<td>2010</td>
<td>TK-5</td>
<td>89</td>
<td>3</td>
<td>89</td>
<td>54</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMSD</td>
<td>Mosaic</td>
<td>San Jose</td>
<td>CA</td>
<td>2011</td>
<td>K-5</td>
<td>71</td>
<td>2</td>
<td>49</td>
<td>57</td>
<td>9</td>
<td></td>
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</tr>
<tr>
<td>SCCOE</td>
<td>Discovery Prep</td>
<td>San Jose</td>
<td>CA</td>
<td>2011</td>
<td>TK-5</td>
<td>79</td>
<td>2</td>
<td>77</td>
<td>58</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCCOE</td>
<td>Brilliant Minds</td>
<td>San Jose</td>
<td>CA</td>
<td>2012</td>
<td>TK-5</td>
<td>84</td>
<td>2</td>
<td>78</td>
<td>57</td>
<td>9</td>
<td></td>
<td></td>
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<tr>
<td>SCCOE</td>
<td>Alma Academy</td>
<td>San Jose</td>
<td>CA</td>
<td>2012</td>
<td>TK-5</td>
<td>80</td>
<td>8</td>
<td>86</td>
<td>57</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>FMSD</td>
<td>Spark Academy</td>
<td>San Jose</td>
<td>CA</td>
<td>2013</td>
<td>TK-5</td>
<td>65</td>
<td>3</td>
<td>47</td>
<td>51</td>
<td>7</td>
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</tr>
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<td>San Jose</td>
<td>CA</td>
<td>2014</td>
<td>TK-5</td>
<td>81</td>
<td>1</td>
<td>78</td>
<td>61</td>
<td>7</td>
<td></td>
<td></td>
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<tr>
<td>SCCOE</td>
<td>Rising Stars</td>
<td>San Jose</td>
<td>CA</td>
<td>2016</td>
<td>TK-4</td>
<td>69</td>
<td>2</td>
<td>65</td>
<td>55</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCSD</td>
<td>Redwood City</td>
<td>Redwood City</td>
<td>CA</td>
<td>2015</td>
<td>TK-5</td>
<td>81</td>
<td>2</td>
<td>96</td>
<td>68</td>
<td>11</td>
<td></td>
<td></td>
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<tr>
<td>CA SBE</td>
<td>Futuro Acad.</td>
<td>Concord</td>
<td>CA</td>
<td>2016</td>
<td>TK-5</td>
<td>70</td>
<td>4</td>
<td>85</td>
<td>60</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>AUSD</td>
<td>Delta Prep</td>
<td>Antioch</td>
<td>CA</td>
<td>2018</td>
<td>TK-5</td>
<td>63</td>
<td>37</td>
<td>55</td>
<td>30</td>
<td>11</td>
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<tr>
<td>DC PCSB</td>
<td>Rise Academy</td>
<td>Washington</td>
<td>DC</td>
<td>2016</td>
<td>PK-5</td>
<td>83</td>
<td>98</td>
<td>&lt;1</td>
<td>1</td>
<td>12</td>
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</tr>
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<td>DC PCSB</td>
<td>Legacy Prep</td>
<td>Washington</td>
<td>DC</td>
<td>2017</td>
<td>PK-5</td>
<td>66</td>
<td>98</td>
<td>1</td>
<td>&lt;1</td>
<td>10</td>
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</tr>
<tr>
<td>DC PCSB</td>
<td>Infinity Prep</td>
<td>Washington</td>
<td>DC</td>
<td>2020</td>
<td>PK-2</td>
<td>50</td>
<td>74</td>
<td>20</td>
<td>18</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MNPS</td>
<td>Nashville NE</td>
<td>Nashville</td>
<td>TN</td>
<td>2014</td>
<td>K-4</td>
<td>64</td>
<td>70</td>
<td>23</td>
<td>14</td>
<td>13</td>
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<tr>
<td>MNPS</td>
<td>United Acad.</td>
<td>Nashville</td>
<td>TN</td>
<td>2015</td>
<td>K-4</td>
<td>46</td>
<td>47</td>
<td>45</td>
<td>33</td>
<td>9</td>
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<tr>
<td>UW -</td>
<td>Southside</td>
<td>Milwaukee</td>
<td>WI</td>
<td>2013</td>
<td>PK-5</td>
<td>81</td>
<td>3</td>
<td>91</td>
<td>53</td>
<td>11</td>
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<tr>
<td>Milwaukee</td>
<td>Prep</td>
<td>Milwaukee</td>
<td>WI</td>
<td>2018</td>
<td>PK-5</td>
<td>93</td>
<td>83</td>
<td>12</td>
<td>1</td>
<td>9</td>
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<td></td>
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</table>

\(^{31}\) This table contains the following abbreviations: Santa Clara County Office of Education (SCCOE); Franklin McKinley School District (FMSD); Redwood City School District (RCSD); California State Board of Education (CA SBE); Antioch Unified School District (AUSD); D.C. Public Charter School Board (DC PCSB); Metropolitan Nashville Public Schools (MNPS).
Table 2. Performance data for all schools in RPS’s portfolio.32

<table>
<thead>
<tr>
<th>School</th>
<th>Overall grade</th>
<th>Stud. meeting/exceeding state standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mateo Sheedy</td>
<td>Chronic Abs</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Suspension Rt</td>
<td>blue</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>yellow</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>blue</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Si Se Puede</td>
<td>Chronic Abs</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Suspension Rt</td>
<td>orange</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>orange</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>yellow</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Los Sueños</td>
<td>Chronic Abs</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Suspension Rt</td>
<td>red</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>yellow</td>
</tr>
<tr>
<td></td>
<td>Math</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mosaic</td>
<td>Chronic Abs</td>
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</tr>
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<td></td>
<td>Suspension Rt</td>
<td>blue</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>green</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>green</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovery Prep</td>
<td>Chronic Abs</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Suspension Rt</td>
<td>green</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>orange</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>green</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

32The most recent school performance data for RPS schools are from 2019. Due to COVID-19, the 2020 state assessments were cancelled in all states where RPS operates and, subsequently, those states suspended accountability reporting for 2020. The most recent assessment data from each school is provided in Attachment 7. CA and TN do not assign an overall rating, but rather assign ratings to several indicators displayed here.

33CA uses a 5-color scale to grade each indicator, from red (lowest) to blue (highest). For more on this refer to Attachment 7.

34To protect student confidentiality and follow state reporting practices, scores for groups with <10 students are unreported.
<table>
<thead>
<tr>
<th>School</th>
<th>Chronic Abs</th>
<th>Suspension Rt</th>
<th>ELA</th>
<th>Math</th>
<th>SWD</th>
<th>All school</th>
<th>5%</th>
<th>0%</th>
<th>5%</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brilliant Minds</td>
<td>n/a</td>
<td>orange orange</td>
<td>n/a</td>
<td>yellow yellow</td>
<td></td>
<td>All school</td>
<td>40%</td>
<td>43%</td>
<td>43%</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>orange orange</td>
<td>blue</td>
<td>n/a</td>
<td>yellow orange</td>
<td></td>
<td>FRL</td>
<td>38%</td>
<td>43%</td>
<td>42%</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>EL</td>
<td>orange orange</td>
<td>n/a</td>
<td>yellow orange</td>
<td></td>
<td>Af-Am</td>
<td>14%</td>
<td>n&lt;10</td>
<td>n&lt;10</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>yellow yellow</td>
<td>n/a</td>
<td>Hispanic</td>
<td></td>
<td>EL</td>
<td>22%</td>
<td>17%</td>
<td>29%</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SWD</td>
<td>15%</td>
<td>9%</td>
<td>6%</td>
<td>n/a</td>
</tr>
<tr>
<td>Alma Academy</td>
<td>n/a</td>
<td>orange orange</td>
<td>n/a</td>
<td>yellow yellow</td>
<td></td>
<td>All school</td>
<td>46%</td>
<td>44%</td>
<td>64%</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>orange orange</td>
<td>blue</td>
<td>n/a</td>
<td>yellow orange</td>
<td></td>
<td>FRL</td>
<td>43%</td>
<td>62%</td>
<td>44%</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>EL</td>
<td>orange yellow</td>
<td>n/a</td>
<td>yellow blue</td>
<td></td>
<td>Af-Am</td>
<td>50%</td>
<td>79%</td>
<td>57%</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>yellow yellow</td>
<td>n/a</td>
<td>Hispanic</td>
<td></td>
<td>EL</td>
<td>19%</td>
<td>43%</td>
<td>26%</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SWD</td>
<td>6%</td>
<td>10%</td>
<td>4%</td>
<td>n/a</td>
</tr>
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<td>Spark Academy</td>
<td>n/a</td>
<td>green yellow</td>
<td>n/a</td>
<td>green blue</td>
<td></td>
<td>All school</td>
<td>66%</td>
<td>71%</td>
<td>66%</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>orange orange</td>
<td>blue</td>
<td>n/a</td>
<td>blue blue</td>
<td></td>
<td>FRL</td>
<td>62%</td>
<td>65%</td>
<td>60%</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
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Generation 26 Application **Rocketship Public Schools** Page 37
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35 DC PCSB is Rocketship's authorizer so we have provided their performance ratings in addition to the state's both here and in Attachment 7. DC PCSB offers three tiers: Tier 1 (High Performing), Tier 2 (Mid Performing), and Tier 3 (Low Performing).
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**Curriculum and Instruction**

**Standards:** We are excited to bring Rocketship to Texas to serve Texas families and students with successful schools that effectively implement a rich, personalized learning experience grounded in the TEKS. For English Language Arts and Reading, the recent TEKS K-8 shifts resonate with what the knowledge and skills Rocketship has found that students need to be academically successful now and in the future. In RTX deep exploration of the TEKS, it's identified key areas of alignment:

- The intent for the various strands to be taught in an integrated fashion reflect Rocketship’s own experience about the integrated nature of listening, speaking, reading, and writing for student learning and development--in particular for ELs.
- The increased emphasis on text complexity in literacy development is critical to adequately preparing elementary students for the rigor of upper grade levels and college and career.

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Finally, TEKS greater differentiation of multiple genres (Traditional Literature, Realistic Fiction, Fantasy, Informational, Biography, Autobiography, and Poetry) will help deepen student comprehension, improve writing ability, as well as lead to a deeper love of reading among our students.

For Math, RTX appreciates the TEKS' explicit use of concrete and pictorial models to compose and decompose numbers and solve complex word problems. RSP has made a major investment in the Number Stories component of its Mathematics instruction where students focus on building number sense and discovering new strategies for solving problems using a Cognitively Guided Instruction approach. Students work on not just solving equations, but deeply understanding, representing, discussing, and approaching problems and number computations using various models and strategies.

In addition to addressing TEKS, RTX's curriculum is also designed to explicitly address the English Language Proficiency Standards (ELPS). The TEA's "cross-curricular second language acquisition essential knowledge and skills" will be strategically sequenced and explicitly taught to students across all content areas. We believe that language acquisition is maximized when students can learn language when taught in meaningful contexts. This is why the ELPS and language instruction will be embedded across content areas in curriculum and lesson plans.

In accordance with the requirements of House Bill 3, full-day Pre-K and new literacy and math goals and requirements, RTX will implement programs and plans to meet these requirements in alignment with TEA guidelines:

1. Identify annual goals for 3rd grade reading and math--including separate goals for bilingual students and students with disabilities
2. Ensure that all prekindergarten through third grade teachers and principals complete a reading academy by the 2022-2023 school year
3. Provide supplemental training for any K-3 teacher who is not meeting the plans goals
4. Assign a district level administrator to coordinate the plan
5. Submit an annual report to the board of trustees and post on our website
6. Review the plan annually at a public hearing and have the Board adopt the plan
7. Work with community partners on PreK or investigate waiver options per TEA guidelines

Curriculum and Instruction to Support All Learners: To most effectively address the needs of all learners, Rocketship's curriculum design and development process incorporates the needs of individual students from the beginning. To facilitate this, each of its content teams works closely with its EL and Special Education experts to embed standards, instructional practices, and resources critical for these student groups and individuals into our curriculum, instructional strategies and professional development.

English Learners: Rocketship's instructional program aims for EL students to develop English language proficiency so they can fully access all social and
academic opportunities. All teachers will be able to identify students’ language proficiency levels and differentiate instruction based on the proficiency level indicators, to promote movement along the language learning continuum. In our lower grades, bilingual educators will provide primary language support and instruction designed to maximize second language acquisition. To best support our ELs, our unit and lesson plans will include references to the relevant TEKS and ELPS standards which are being addressed; specific instructional strategies to best support ELs such as sentence stems, designated physical gestures for key vocabulary, and frequent student oral language production; links to exemplar visual supports and graphic organizers such as visual input charts, cognitive content dictionaries, and Know, Want to Know, and Learned (KWL) charts to be used during specific lessons, and during ELAR and SLAR there will be a strong emphasis on oral language development as well as reading and writing tasks to develop awareness of how English works.

Special Education: At Rocketship, students with disabilities are educated in the least restrictive general education environment, alongside their typically developing peers, to the greatest extent possible and appropriate for each individual student. In this model of meaningful inclusion, it is essential that the general education program is scaffolded and differentiated in order to provide for the needs of each student under the IDEA. Special education and general education staff closely collaborate in order to identify and design needed scaffolds and supports. Supports in the Tier 1 program vary by student and according to need, but may include accommodations based upon the Universal Design for Learning (UDL) framework, embedded scaffolds, small group instruction, as well as appropriate modifications.

To enable meaningful inclusion for our students with disabilities and the academic growth we expect for these students, we have prioritized that special education teachers will meet with content teachers at least weekly to co-plan the provision of required accommodations for specific students; differentiating academic content and instruction in the general education classroom to make it more accessible to all students; and the coordination of co-teaching of small group instruction in the general education classroom.

Just as we will prioritize the what and how of co-planning for our teachers, we will prioritize that special education teachers spend at least one third of their time co-teaching in the general education classroom. Among the many approaches to co-teaching, we will prioritize alternative and station small group co-teaching for all of our special education teachers. We will actively support our more experienced teachers to move to team co-teaching when ready.

Our supports for students with disabilities in Tier I and through co-teaching will be supplemented with a full continuum of support beyond the general education classroom as appropriate to meet individual student needs as well as an extensive suite of research-based intervention curriculum. In the Special Population section
below we provide a more complete description of our full continuum of special education services including our Specialized Inclusion Program for students with moderate to severe disabilities.

**Relevant Professional Development and Tools:** To support school leaders and teachers to make the rigorous and meaningful curriculum come alive in our classrooms, we will provide extensive EL-specific and special education-specific professional development and coaching for both school leaders and teachers. In addition, Rocketship has developed specific tools and rubrics for school leaders that we will adopt to both a) evaluate the quality of teacher’s EL instruction and, in parallel, for teachers to monitor their student’s progress in language development, as well as b) to evaluate the quality of both general education and special education teacher’s instruction for students with disabilities.

**Grade-Level Courses:** The component blocks of our grade-level core courses are:

- **HUM:** Foundational Literacy (PK-2nd); Close Reading (2nd-5th); Thematic Unit (PK-5th); Guided Reading (PK-5th); and Language Block (K-5th).
- **STEM:** Counting Collections (Pre-K and Kindergarten); Spiral Review: Math Meeting (Pre-K to 1st grade); Spiral Review: Math Board (2nd grade to 5th grade); Number Stories (Pre-K to 5th grade); and Core Lesson (Pre-K to 5th grade).
- All other courses--Science, Social Studies, Fine Arts, Physical Education, Technology, and Social and Emotional Development--are offered across all grade levels.

The learning goals, expectations for student success, and instructional materials for each are described below.

**English and Spanish Language Arts and Reading (ELAR/SLAR):** Our Rocketeers deserve a world class education that fosters a lifelong love of learning and empowers them to unleash their limitless potential. To that end, our ELA approach is based on the following core beliefs:

- **Master and Build On The Foundations:** We master the foundations then we build on more complex skill and knowledge to unlock a world of independent application possibilities.
- **Thinking First:** We teach Rocketeers to be critical and flexible thinkers and learners.
- **Joy:** It is a mandate to cultivate a life-long love of reading and passion for learning in our Rocketeers.
- **Language Development:** We believe that all components of language development--reading, writing, speaking and listening--are critical to all of our students becoming fervent readers and confident communicators.
- **Personalized:** We prioritize meeting students where they are and strategically target our content and instructional approach (through small groups, tutoring, OLPs, etc.).
- **Core Knowledge:** Knowledge-based thematic units build knowledge in
Rocketeers that will serve as a critical foundation to understanding the world around them.

**English Language Arts Knowledge & Skills:** While TEKS’ seven strands: foundational language skills; comprehension; response; multiple genres; author’s purpose and craft; composition; and inquiry and research—describe the ways in which readers and writers should be engaging with subject matter, the grade-level knowledge and skills include the grade-specific subject matter. The TEKS and Texas Pre-K Guidelines identify how to build strong readers, writers, speakers and listeners. In addition to the horizontal alignment of TEKS, it is critical to appreciate the vertical alignment across grade levels. As students increase grade levels, readers are applying these actions to consecutively more complex texts. Readers grapple with higher level vocabulary, more sophisticated sentence structures, nuanced text features, increasingly demanding cognitive content, and subtle relationships among ideas. Below is an example of how grade level vocabulary develops as the text complexity increases by grade level.

- **PK:** Use illustrations and text to read or hear to make meaning of the text in books leveled Guided Reading AA-B.
- **K:** Use illustrations and text to read or hear to learn or clarify word meanings to make meaning of the text in books leveled Guided Reading AA-D
- **1st:** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings to make meaning of the text in books leveled Guided Reading D-J.
- **2nd:** Use context within and beyond a sentence to determine the meaning of unfamiliar words; to make meaning of the text in books leveled Guided Reading J-M.
- **3rd:** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words to make meaning of the text in books leveled Guided Reading M-P.
- **4th:** Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words to make meaning of the text in books leveled Guided Reading S-V.
- **5th:** Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words to make meaning of the text in books leveled Guided Reading S-V.

Components of our English Language Arts and Reading Instruction: Each of the components of our literacy instruction will focus on the TEKS for English Language Arts and Reading. We will emphasize critical thinking, the use of complex texts, and language development as students engage in the interconnected domains of language (listening, speaking, reading, and writing). Each of the integrated strands

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37 See, e.g., 19 TAC §110.2(a)(1).
38 See, e.g., 19 TAC §110.2(a)(3).
39 Each of the examples provided below are derived from the TEKS standards in English Language Arts and Reading - Elementary. See 19 TAC §110.1 et. seq.
called for in TEKS (e.g., foundational language skills; comprehension; response; multiple genres; author’s purpose and craft; composition; and inquiry and research) will play a unique and vital role in our curriculum and instruction.

Guided Reading: Students will receive small group instruction daily from the Humanities Teacher. During this time, students will build transferable skills in fluency and reading comprehension in order to make meaning and develop critical thinkers. Students will be grouped by reading levels that we determine through either the STEP assessment (see Assessment and Academic Progress Monitoring) or Benchmark Assessment System (Fountas and Pinell). Students will be instructed at their instructional level, which is one level above their independent level. This will allow our teachers to build on mastered individual foundations and personalize instruction so students can master reading goals. We have included an exemplar 3rd grade guided reading lesson in Attachment 37 as an example of what these lessons can look like.

Thematic Unit: An inquiry-driven, results-based approach that dramatically improves literacy achievement for all kids. It will draw upon highly engaging, relevant content, and authentic learning tasks to develop the transferable habits of reading, writing, and thinking. In K–5, the program will teach core history content through literacy and project-based learning. Our scope and sequence will apply an “expanding environments” approach, starting with the localized study of family and community in Kindergarten and expanding both back in time and outward to a global scale by 5th grade. Units will be designed to develop both content mastery and reading and writing independence. To do so, our Thematic Units will include the following elements:

● Read Aloud: Teachers will build Rocketeers’ critical thinking skills and passion for literature by reading engaging books aloud to Rocketeers. These books will be rich, challenging, and typically more sophisticated than what Rocketeers can currently read on their own. As teachers read to students, they authentically and seamlessly model habits of strong readers - reading with fluency, expression and joy with minimal interruptions. Through powerful discussions teachers will guide Rocketeers to think critically about the text and share connections and reactions. Our goal is that Rocketeers will apply these same critical thinking skills and strong reading habits that help them to understand and connect to books they read independently.

● Independent Reading: Independent reading is a time when Rocketeers will be given the opportunity to practice reading skills with a book at their independent reading level.

● Writing Workshop: We believe Rocketeers’ critical thinking skills and passion for literature is a fundamental element of scholarship and therefore we will ensure that our Rocketeers are not only excellent readers, but also eloquent speakers and skilled writers.

● Field trips, guests and presentations: Through these experiences, Rocketeers are
able to make real world connections to the content they are learning. We have included in Attachment 37 a sample unit from third grade.

Close Reading: During Close Reading in grades 2–5, teachers will read a short grade-level text to our Rocketeers as a class. Collectively, the class will work through the meaning of the text by engaging in a rich discussion of what the text is about, and what moves the author made to convey their idea. This should feel like a college English Lit seminar. By analyzing and studying a text together, we will show Rocketeers how to authentically apply habits of great readers, so they are able to independently tackle any text they encounter. Rocketeers will then deepen their understanding by writing about the text and using their understanding of the meaning to answer text-dependent questions. We have included in our Attachment 37 a sample Close Reading lesson.

Foundational Literacy: Foundational Literacy is the foundational block in lower grades to build skilled, fluent readers. Rocketeers will receive explicit instruction in phonemic awareness, letter-sound correspondence, word-level blending and segmenting, comprehension and fluency. Rocketeers will practice reading with accuracy, fluency, and comprehension in the context of decodable books. Foundational language skills will be taught in both the foundational literacy block, the language block, as well as in the Thematic Unit block in grades Pre-K through Grade 5. Our Foundational Literacy block will include the following elements:

- **Phonics:** Students learn to relate sounds to spellings to decode words. Our instruction will include concepts like the alphabetic principle, long and short vowel sounds, consonant and vowel combinations, consonant clusters, diphthongs, digraphs, and variant vowels.
- **Phonemic awareness:** Students will learn how to distinguish individual sounds (phonemes) within words. Our instruction will include activities like categorization (recognizing the “odd” sound in a word), isolation (identifying a single sound in a word), rhyming, segmenting (separating spoken words into individual sounds), and oral blending (combining individual sounds in a word).
- **Fluency:** Our instruction will focus on helping students acquire automaticity (rapid and automatic word recognition) and prosody (reading with phrasing and recognition of punctuation). Our teachers will build students’ fluency through modeling of good oral reading, teaching students phrasing, and offering many opportunities for students to practice with guidance and support (i.e. repeated reading). Additionally, teachers will expose students to high-frequency words and sight words to allow students to focus less energy on decoding and more on comprehension during their reading lessons.

Rocketship has developed a scope and sequence for foundational literacy and provides guidance to its teachers on how to develop lessons to model and guide students mastery of phonics, phonemic awareness, and fluency. See Attachment 37 for an example of what these lessons look like.

Language Block: The mastery of conventions, knowledge of language, and
vocabulary is critical for our Rocketeers to become a reader, writer, speaker, and listener. During the language block, Rocketeers will:

- Master the conventions of standard English grammar, usage, and mechanics.
- Learn other ways to use language to convey meaning effectively.
- Determine the meaning of grade-level vocabulary including the variety of meanings.
- Expand their vocabulary in the course of studying content.

Rocketship has developed a scope and sequence of weekly language skills and provides guidance to its teachers on how to develop short lessons to model and guide students mastery of specific language skills.

**Math:** Our Core Beliefs for Mathematics Instruction include:

- Thinking, Problem-Solving, and Reasoning: The heart of effective mathematics instruction is an emphasis on thinking, problem solving and reasoning, which must sit on a foundation of purposeful practice and the building of strong fluency and automaticity in basic math facts and procedures.
- Inquiry and Curiosity: Effective Mathematics instruction should stimulate inquiry and curiosity within students and teachers.
- All students can demonstrate mastery given the supports they need in the STEM classroom.
- Mathematics is a language we teach: It allows us to communicate precisely, notice patterns and infer future outcomes, and helps us explain the world we observe.

Our mathematics instruction will be centered on the TEKS for Mathematics. In addition to the knowledge and skills required of the specific grade level, lessons incorporate the mathematical Process Standards, which are integrated across all grade levels to ensure students develop as successful problem solvers and efficient and effective users of mathematics in daily life.

**Mathematics Process Standards:** We believe that all students should develop the varied expertise reflected in the process standards, which are designed for all levels of mathematical maturity and will enable students to become strong in mathematics even beyond their elementary school experience at Rocketship. The seven TEKS mathematics process standards expect students to:

- apply mathematics to problems arising in everyday life, society, and the workplace;
- use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
- select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation,
and number sense as appropriate, to solve problems;

- communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
- create and use representations to organize, record, and communicate mathematical ideas;
- analyze mathematical relationships to connect and communicate mathematical ideas; and
- display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

**Mathematics Knowledge & Skills:** While the process standards describe the ways in which mathematics learners should be engaging with subject matter, the grade-level knowledge and skills include the actual grade-specific subject matter. They are designed to work in conjunction with the process standards. The TEKS and Texas Pre-K Guidelines identify several “primary focal areas” for each grade level, on which we will center our mathematics instruction.41

- **PK:** developing basic counting readiness using verbal and nonverbal means, recognize & describe basic attributes of shapes, sort & classify objects, and use attributes of objects to duplicate and create patterns.
- **K:** understanding counting and cardinality, understanding addition as joining and subtraction as separating, and comparing objects by measurable attributes.
- **1st:** understanding and applying place value, solving problems involving addition and subtraction, and composing and decomposing two-dimensional shapes and three-dimensional solids.
- **2nd:** making comparisons within the base-10 system, solving problems with addition and subtraction to 1,000, and foundations for multiplication.
- **3rd:** place value, operations of whole numbers, and understanding fractional units.
- **4th:** use of operations, fractions, and decimals and describing and analyzing geometry and measurement.
- **5th:** solving problems involving all four operations with positive rational numbers, determining and generating formulas and solutions to expressions, and extending measurement to area and volume.

**Components of Mathematics Instruction:** In order to best meet the demands of TEKS, it is imperative that our STEM blocks are designed to make the most of every minute, and ensure that the teacher is able to be as impactful as possible with their time and attention. To that end, our math instruction will include all of the following components.

Spiral review: Spiral review is critical to ensure our learners are repeatedly engaging with content and applying their burgeoning understandings to a wide assortment

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41 Each of the examples provided below are derived from the TEKS standards in Mathematics - Elementary. See 19 TAC §111.1 et. seq.
of contexts and challenges. This block also keeps skills fresh in the minds of students and allows teachers opportunities to shore-up small misconceptions, review key vocabulary, and investigate application of previously learned content in new situations. There are two main forms of spiral review: Math Meeting (Grades Pre-K - G1) and Math Board (Grades 2 - 5).

- Math Meeting: Math Meeting is a daily routine in the early childhood classroom, where students will practice routinized skills (e.g. oral counting), explore the calendar for math patterns, and spiral review previously taught content.
- Math Board: Math Board is a review resource with 5-6 problems aligned to previous objectives and skills. Students will complete the majority of their math board the previous evening as homework and then complete 1-2 additional problems for the first 5 minutes of their math block as their “Do Now” routine. Teachers will then use the remaining 10 minutes of their spiral review time to review targeted problems as a class.

Number Stories: Number Stories are a critical part of our students’ STEM education. Number stories ask students to explore their understandings within a familiar context, with a focus on making sense of the mathematics and discovering new strategies for solving problems, using a Cognitively Guided Instruction approach. Students will work on not just solving problems, but understanding, representing, discussing, and approaching problems using various strategies. Students will practice producing visual, oral, and written explanations for problems, as well as responding to and critiquing others’ reasoning. Our resources and teacher development for facilitating and building student skill in discourse is inspired by NCTM’s 5 Practices for Orchestrating Productive Mathematical Discussions.

Counting Collections: In Pre-K & K, students will engage in regular practice counting collections of objects and then share different ways to organize them. Counting Collections builds 1-to-1 matching, cardinality and eventually base-10 understanding.

Core Lesson: The Core Lesson is the portion of the math instructional block where new skills will be taught. This component will be infused with checks for understanding and culminate in a formal measure of mastery. Teachers will follow a network-designed scope & sequence map for this component.

Small Group Instruction: Every 3 to 5 days, teachers will engage in a small group instruction day in lieu of a core lesson. This serves the following purposes:

- Gives students the opportunity to explore extended application of concepts
- Provide teachers an explicit time to respond to their formative and summative assessment data, and to pull groups to give students the “just right” instruction for them at that time, whether re-teaching, intervention or extension.

For all components of our STEM block, Rocketship has internally developed the unit plans and lessons which teachers will use. We have included in Attachment 37 a sample unit from second grade as an example of one of these units.
**Instructional Planning & Preparation:** The need for solid planning and intellectual preparation is especially important to ensure that teachers leverage the interconnectedness of the process standards. Our teachers and School Leaders will be provided with many resources to help them effectively plan and execute their mathematics instruction. These include:

- **Scope and Sequence Maps:** This is a curriculum map that identifies the key practice and content standards, skills, and concepts to be taught throughout the year, organized into units and paced onto the yearly instructional calendar.

- **Content Modules:** Rocketship prepares comprehensive guide books, called “modules,” for various mathematical concepts that are designed to help teachers develop a profound and broad understanding of mathematical instruction.

- **Unit Assessments:** Centrally created Unit Assessments to help instructional staff understand the bar for mastery and foster cross-network data analysis.

- **Unit Plans & Daily Lesson Plans:** Unit & Daily Lesson Plans help instructional staff understand how to work through the content within the unit, as well as structure and assess daily lessons. Links to exemplar visual charts and graphic organizers for use in the classroom.

**Science:** Science instruction is an integral component of our Rocketeer's educational experience across multiple grade levels. Our science instruction will emphasize building both content knowledge and schema through investigation and inquiry. Using the 5E Model of Science Instruction (Engage, Explore, Explain, Elaborate, and Evaluate), our students explore with scientific tools in order to explain scientific concepts and processes. Rocketship will utilize the TEKS to develop teaching and coaching tools for TEKS-aligned instruction in science. We provide opportunities for hands-on experiments, supported by use of the TEKS-aligned curriculum STEMScopes, which has been adopted by the Texas State Board of Education. Another advantage of STEMScopes is that it has embedded supports for ELs. The cost per school for STEMScopes is included in each school's budget under “Textbooks/ Workbooks” *(Attachment 31, Budget, row 100).*

**Social Studies:** Rocketship will provide a TEKS-aligned social studies curriculum in the Thematic Unit portion of our Humanities block that teaches our students about the eight strands of social studies knowledge and skills: citizenship, culture, economics, geography, government, history, science, technology, and society as well as the social studies skills. Through social studies, our goal is for students to become active and engaged citizens. The content, for each grade level or course as appropriate, will enable students to “understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values” of Texas and the United States as required by TEKS.42

Key concepts that our students will learn as they progress through Rocketship will

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42 19 TAC §113.11(a)(5).
include, as directed by the TEKS, investigations into Native Americans, the founding of the United States, and, in particular in 4th grade, the history of Texas from the early beginnings to the present. Students will also explore topics like the structure and functions of various levels of government, the impact of science and technology, key historical figures such as Rev. Dr. Martin Luther King, Jr. and General Sam Houston; major historical conflicts such as the Texas Revolution and the Civil War; and geography and map skills. We also use Social Studies as a further opportunity to celebrate our students’ diverse heritage. We invite students to share their language, cultural ideas, customs, and backgrounds to provide a multicultural dimension. We have included in Attachment 37 a sample Social Studies lesson in our Humanities classroom.

Enrichments: Our elementary instructional program will incorporate a number of enrichment opportunities for our Rocketeers. In accordance with TEC §28.002(a)(2), we will offer the required instruction and utilize the appropriate TEKS for each of the enrichment subjects--health, physical education, fine arts, and technology applications. All students will receive daily Physical Education for at least 30 minutes in accordance with TEC §28.002(l). We will hire enrichment instructors who have demonstrated expertise and interest in a specific enrichment content area. Students will receive some type of enrichment during every full school day. As with all members of our instructional staff, our enrichment instructors receive regular coaching, training, and professional development. We will continually strive to ensure that all enrichment content is rigorous, standards-aligned, and data-driven.

Online Learning Programs (OLPs): As mentioned above, part of our approach to personalized instruction will include the purposeful use of adaptive technology through Online Learning Programs (OLPs). While we believe that effective instructors are at the heart of effective instruction, the reality is that no single teacher can reach all learners at every minute. OLPs deliver many benefits, including: 1) Personalized instruction delivered on a constant, reliable basis; 2) Basic skill remediation as well as acceleration; 3) Student accountability, motivation, and engagement; and 4) Additional progress monitoring data for teachers. Students may engage with OLPs during any of the instructional blocks, including Humanities, STEM, and the Learning Lab but typically no more than a total of 30 minutes a day for students in upper grades and less for younger students. The use of OLPs facilitates independent student learning while the teacher or tutor is focused on small group instruction.

Social Emotional Learning (SEL): We believe that students must master both academic and critical life skills to become positive and productive contributors to society. Rocketship’s approach to social-emotional learning also aligns well with the principles of high quality character education43 with its schools’ Core Values a foundation for both--see the School Culture section for a discussion of Rocketship

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43 “The 11 Principles of Character,” Character.org

Generation 26 Application Rocketship Public Schools Page 50
schools’ Core Values. Our staff will provide daily SEL lessons during community meetings as well as leveraging teachable moments throughout the day by facilitating a restorative conversation whether class-wide or between just two students.

**Social-Emotional Curriculum:**

The Shortest Distance: The Shortest Distance is an internally developed social-emotional curriculum with a well-developed scope and sequence of SEL skills that we use across all grades for our daily SEL lessons. The lessons will be delivered in the morning during a dedicated block of time for SEL lessons as well as reinforced throughout the day when needed. The curriculum’s name “The Shortest Distance” is inspired by the following words, “The shortest distance between truth and a human being is a story.”

These words from Anthony de Mello inspire us to believe that our students are most deeply impacted by discussing SEL skills and actions through story and conversation, rather than solely relying on explicit instruction. The curriculum includes five units throughout the year: Unit 1: Respect, Inclusion, and Welcome; Unit 2: Kindness, Empathy, and Friendship; Unit 3: Persistence, Grit, and Patience in Growth; Unit 4: Mindful of Myself, Others, and the Environment; Unit 5: Responsibility, Problem-Solving, and Community Action.

Kimochis Curriculum: Kimochis is a behavioral curriculum that we will use to supplement the Shortest Distance in our lower grades (Pre-K - 2nd grade). Kimochi means “feelings” in Japanese. The curriculum is designed to give young students the knowledge, skills, and attributes they need to recognize their emotions, demonstrate care and concern for others, establish positive relationships, make responsible decisions, and correctly handle challenging situations.

RULER Approach: The RULER Approach is a social-emotional curriculum that we will use to supplement the Shortest Distance in our upper elementary grades (3-5th grade). The curriculum includes a set of four tools designed to build students’ emotional intelligence: 1. Class Charter: Each class comes together to name the feelings that the students want to feel at school, the actions they will take to produce these feelings, and the actions they will take if someone is not showing these feelings. 2. Mood Meter: The mood meter is a coordinate grid that plots students’ levels of pleasantness against their energy levels. Students are taught to identify how they feel in relation to the grid. Students are also taught vocabulary associated with these feelings and regulation strategies to introduce actions they can take to change their feelings. 3. Meta-Moment: For students who find themselves angry or anxious, the meta-moment is a tool for students to use to stop themselves from reacting, picture their “best selves,” and pick a strategy to become their “best selves.” 4. Blueprint: The blueprint is a conflict management tool that teaches students to take others’ perspectives and react to a situation based on how another person is feeling.

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**Curriculum Evaluation & Updates:** During the school year, teachers, school leaders, the Director of School, and Regional Achievement Managers will work in close collaboration with Rocketship’s content teams, EL and Special Education instructional experts to review classroom instruction, student work samples, as well as formative and interim student data to determine successes, challenges, and necessary revisions to the curriculum and instructional strategies to accelerate student academic achievement. A key benefit of Rocketship’s internal content teams is the ability to shift curriculum and instruction quickly within the school year to respond to current student academic performance. The Board and its Achievement Committee will review our schools’ academic performance and its implications for curriculum and instruction with the Superintendent no less frequently than semi-annually.

**Strategies for Assessment of Learning and Data-Driven Instruction**

**Assessments:** We will use an assortment of assessments to measure students’ achievement levels and propose the following schedule to monitor student progress. On an annual basis each spring, we will administer the TEA-required STAAR math and reading assessments for 3-5th graders, STAAR science for 5th graders, as well as TELPAS to assess English language proficiency in the domains of listening, reading, speaking, and writing for English-language learners.

In addition, we plan to administer the NWEA MAP assessment three times a year--beginning, mid, and end of year--to measure our students’ progress and proficiency in comparison to others in Texas, across the Rocketship network, and the nation. To measure our students’ progress in reading, we utilize both the STEP assessment developed by the University of Chicago and the Fountas and Pinnell assessment system to provide teachers with a granular breakdown of students’ reading ability in terms of “foundational skills” and general comprehension skills. STEP and F&P are administered during three windows in Sept, Nov, and March, with a fourth window for pre-K in June. For Math, in addition to daily and weekly formative data, we will use internally developed cumulative assessments three times a year in Oct, Feb, and May. For science, we will use the formative and summative assessments included with STEMScopes with interim assessments three times a year. All of these assessments are aligned with TEKS. We will also conduct additional bi-monthly standards-aligned assessments of each student in reading, writing, and math. These assessments will drive decisions about whether students need additional classroom support or tutoring and allow us to progress-monitor students throughout the year in a way that annual assessments do not. Assessment costs in Y1 total $21K and include $12K for proctors, about $20 per student for assessment tools (see below), and the remaining for materials, supplies, and administrative costs (**Attachment 31, Start-Up, Y1 & Assumptions**, row 105).

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Generation 26 Application [Rocketship Public Schools](#)
Analysis: Following our bi-monthly interim assessments, we will hold data days for teachers, Assistant Principals, and the Principal to take a deep dive into the analysis. A key component of these data days is the identification of overall positive trends as well as any challenges and/or achievement gaps among students. This exercise leads the teacher to identify specific “focus” students within the identified groups. After identifying three to five students, the teacher identifies specific instructional areas that have been challenging for these students. The teacher then sets academic goals for these students to be accomplished within the next four and eight weeks. Using these goals, the teacher develops an instructional plan for these specific students, which is intended to ensure that the student will realize the goals that have been set for them. We expect teachers to use these plans to guide instruction for those students faced with similar challenges. Thus, by focusing in-depth on one student within an identified group, the modified instruction should be able to positively impact the student achievement of all students within this group.

For students who fall behind goals, we will implement our Multi-Tiered Systems of Support (MTSS) process--explained in more detail in Promotion and Graduation Requirements--ensure students who are failing to properly progress receive the appropriate tiered intervention. As part of our MTSS system and its data monitoring process, we will constantly monitor student progress such that if a student is failing to adequately respond to an intervention, the Student Study Team (SST) may change or increase the intensity, frequency, or duration of the current intervention.

Goal-Setting and Progress: After teachers analyze the data from diagnostic interim assessments during quarterly Data Days, students, teachers, and parents will work together in a variety of ways to set and/or revisit goals to help ensure that all students are on track to make the requisite growth during the school year.

- **Teacher-Student Conferences:** Teachers will prepare and review data summaries with students to identify places in which performance is on track to achieve established goals and areas in which improvements are needed. Teachers will also communicate with parents (via parent/teacher conference, phone calls home, e-mails, notes in backpacks, home visits, and other means as needed) about their student's progress towards their goals.

- **Classroom Progress Monitoring:** Each classroom or grade-level will publicly track and celebrate a number of class-based and individual goals, including progress toward ELA/Literacy and mathematics benchmarks, as well as other measures like sight word recognition, progression in STEP reading levels, letter/sound mastery, and OLP goals.

- **School wide Recognition:** Outside of the classrooms, our entire school will celebrate progress toward goals as well. Every week during the Rocketship Launch time, we will celebrate achievements and give out awards based on growth and mastery.

- **Report Cards:** Students’ progress will be shared with parents through
TEKS-aligned report cards that are shared with parents online as well as printed out for parent conferences which will occur at least three times annually.

**Data-Tracking Tools:** RPS uses various tools to track and manage data, including:

- **Illuminate:** Provides easy access to assessment items and supports the scoring and data capture of assessments, ensuring educators can effectively measure their students’ progress and modify their approach as needed.
- **Schoolzilla:** Data warehouse and reporting system to collect and organize student achievement, enrollment, and attendance data. Enables teachers to quickly understand which students have mastered a particular standard and re-group them for small group instruction the next day to re-teach.

**Supports for Special Populations**

**Special Populations:** We expect each of our schools in Tarrant County to reflect the unique demographics of the local neighborhoods where they are located. As detailed in the **Targeted Community and Anticipated Population** section, we projected the demographics of our first campus based on those of surrounding elementary schools and for campuses two through four, we projected demographics based on elementary schools located in our primary attendance boundary. Based on these projections, we expect to serve 8-10% students with disabilities, 36-45% ELs, and 67-70% at-risk (see **Figures 1-3**).

As described, RPS’s model—personalized learning, the design of its curriculum and instruction, implementation of Multi-Tiered Systems of Support (MTSS)—is built to serve a diverse range of student needs with excellence for all. With its approach and an inclusive mindset, RPS has been able to demonstrate strong academic and social/emotional growth for all student groups. Outlined below is Rocketship’s specific approach to supporting students with disabilities, ELs, and gifted students.

**Special Populations Academic Performance Data:**

**English Learners (ELs):** As reported in the **Portfolio Performance** section, Rocketship’s ELs consistently outperform their peers across the state. In CA, Rocketship’s average EL proficiency rate was three times greater than the state average in 2019 (36% vs. 13%). Similarly, the TN and WI Rocketship schools serving large EL populations achieved results 9-10 percentage points higher than their state averages. In DC, the number of combined ELs in its two schools who took the annual state assessment is very small—less than 5 students—and therefore we have excluded their scores for reasons of privacy. At the regional level, Rocketship’s EL students also outperform neighboring districts on annual state assessments:

- **CA:** 35.8% average proficiency on ELA & Math vs. 8.6% in neighboring districts.

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46As with all aspects of our instructional program, we constantly monitor development in data analysis tools. We strive to keep abreast of advances that may lead to greater efficiency and effectiveness. We may at times alter our data analysis tools and will notify our authorizer if we plan any changes that may be require the need for a material revision to our charter.

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- TN: 22.0% average proficiency on ELA & Math vs. 6.5% in neighboring districts.
- DC: N/A
- WI: 23.5% average proficiency on ELA & Math vs. 8.4% in neighboring districts.

**Students with Disabilities:** As reported in the *Portfolio Performance* section, there is a wider variety of outcomes for students with disabilities across Rocketship campuses. Part of this is a reflection of the low number of students with disabilities taking annual state assessment at any one campus—with approximately 10% of Rocketeers being identified with a disability, any one campus may have just 20 students with disabilities taking the annual state assessment. With these low numbers per campus and the impact that 1-2 students can then have on the outcomes, there is greater year-to-year variance in the outcomes for students with disabilities by campus. As a result, it is helpful to also look at regional trends for state assessment data as well as NWEA data for students with disabilities in order to obtain a more consistent and complete picture of performance for Rocketship's students with disabilities. At the regional level, Rocketship's students with disabilities perform above neighboring districts on the annual state assessment:
- CA: 13.6% average proficiency on ELA & Math vs. 11.9% in neighboring districts.
- TN: 7.5% average proficiency on ELA & Math vs. 6.7% in neighboring districts.
- DC: 2.9% average proficiency on ELA & Math vs. 2.7% in neighboring districts.
- WI: 2.7% average proficiency on ELA & Math vs. 3.5% in neighboring districts.

While Milwaukee's average special education results was slightly below neighboring districts in the 18-19 SY, it was above those districts the prior two years. To address this decline, RPS has collaboratively built students’ service schedules, provided more scaffolded lesson plans and increased the amount of instructional coaching for our special education teachers.

On NWEA, the average annual growth for Rocketeers with disabilities was 1.44 years in Math and 1.37 years in Reading in the 18-19 SY. As a result of this growth, at the end of the 18-19 SY RPS had 35.9% of students with disabilities above the 50th percentile on Math and 30.4% of students with disabilities above the 50th percentile in Literacy. We believe NWEA provides a more complete picture of the performance of Rocketship's students with disabilities because it includes all grade levels for RPS's schools, not just the testing grades (3rd -5th).

**Special Education:** RPS’s commitment to eliminate the achievement gap extends to all students, including students who have an educational need based on a learning disability or behavioral need. The mission of RPS’s Integrated Special Education (ISE) department is to ensure students with disabilities receive a free and appropriate public education within the least restrictive environment. Accordingly, it develops rigorous, individualized educational programming for all students with disabilities, including through: high quality direct services, strategic professional development of ISE and general education staff members, and a consultation and coaching model that empowers classroom teachers, school leaders, and families to
appropriately support each student's individualized education plan.

**Special Education Eligibility Determination:** We understand our duty and responsibility to ensure that all children with disabilities potentially needing special education and related services are identified and evaluated. In accordance with federal Child Find requirements, we will make a continuous and proactive effort to identify students with special needs and those in need of a pre-referral intervention plan. In order to proactively identify students who have already been found eligible to receive accommodations and/or services via an Individualized Education Plan (IEP) or Section 504 plan, we will include a “Child Find Supplement,” which will ask families to indicate if the enrolling student has a current IEP or 504 plan, has recently been evaluated for any purpose, or if the family has additional concerns. This information will be entered into our student information system, and our special education staff will work with office managers and families to secure copies of IEPs, 504 plans, and/or evaluation reports in order to ensure that a student's identified supports and services are in place at the start of the school year. In accordance with Texas state special education regulations, if the information is current and the parent indicates in writing they are satisfied with the IEP and Rocketship determines the current IEP is appropriate and can be implemented as written, the Admission Review and Dismissal/IEP Committee can adopt the IEP and determine services in a single ARD/IEP Committee meeting or via a transfer agreement (depending on time of enrollment as to whether it will be a transfer ARD or new enrollment ARD). Depending on time of enrollment, if the current IEP and Full and Individual Evaluation (FIE) is not available immediately upon the student's enrollment, the ARD/IEP Committee will conduct a transfer ARD/IEP Committee meeting, develop an IEP to be used for 30 days while data is being collected and re-convene in 30 days to determine the appropriate least restrictive environment and range of Special Education services. In accordance with recent TEA guidelines, students' enrolling at the beginning of the school year are not considered transfers and normal ARD/IEP timelines will be complied with.

The Individual with Disabilities Education Act (IDEA) governs the identification, evaluation and implementation of special education services. We will respond formally and urgently to all parent and staff requests for special education evaluation in accordance with state guidelines and regulations. If a parent or staff member makes a verbal request for a special education evaluation, the receiving staff member will assist the parent to put the request in writing. Written requests will be day and time stamped by the receiving staff member and immediately delivered to the special education team, including a special education teacher, a school leader and a Licensed Specialist in School Psychology (LSSP) or Diagnostician. The school team will then schedule a formal SST meeting, which includes the parent, to respond to the formal request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, a FIE will be completed. Within 15 school days of a parent's request for
evaluation, we will notify the parent in writing that we will be proceeding with an evaluation or if we are refusing to move forward with an evaluation. At this time, we will provide the parent with a Notice of Procedural Safeguards. If we are proposing to move forward with an evaluation, we will provide the parent with the opportunity to complete a written consent for evaluation.

Upon receipt of parental consent, we will complete the evaluation within 45 school days as required by Texas law. Within 30 days of the completion of the evaluation the ARD team will meet to determine if the student is eligible for special education and related services. Once a student's eligibility is determined, the ARD will develop an IEP within 30 days. The IEP will be implemented immediately unless there is disagreement, in which case the required process to resolve the issue will occur. All campus staff, including OMs and BOMs, will be trained in the Child Find mandate and referral process prior to the start of each school year.

**Assessment & Review:** An assessment for special education services is a comprehensive, in-depth evaluation of a student's school, health, and family history, and present academic and social-emotional functioning. An assessment is the same as evaluation in IDEA (CFR Section 1414, Title 20). Our Rocketeers will be assessed by a multidisciplinary team in all areas of suspected disability. The team will include a lead assessor (generally a LSSP, Diagnostician or the Speech Language Pathologist), the family, the Education Specialist, classroom teachers, and any other individual knowledgeable of the student. Additional specialists, such as occupational or physical therapists, adaptive PE teachers, mental health providers, etc. may be involved depending on the student's needs. Rocketship will inform parents that special education and related services are available and provided at no cost to them. Assessment reports will be provided to parents in their primary language whenever indicated. In the case where a parent disagrees with Rocketship's assessment in a particular area, they are informed of their right to request an Independent Educational Evaluation, which is provided at the school's expense.

If a student is found eligible to receive special education services, the team will meet to create an IEP for the student. The team will then meet annually to review the IEP and every three years to hold a triennial IEP meeting. The team may also meet in other circumstances, including after the student has received a formal assessment or reassessment; within 30 days of a parent's request; when an Individual Transition Plan (ITP) is required at the appropriate age; and when a manifestation hearing is required. We assume full responsibility for IEP review. Unless otherwise specified on the student's IEP, parents will be informed four times a year of the student's progress toward meeting annual goals. If reassessment is requested any time during the year, the school will have 30 days, not including school vacations >5 days, to hold the ARD Committee meeting.

**IEP Development:** At the conclusion of a formal evaluation for special education
services, the ARD committee—comprised of the Education Specialist, general education teacher, administrator or administrative designee, assessors, related service providers, and the parent, will then meet to reach an eligibility determination in consideration of all of the data, observations, and assessment results. We will follow all applicable federal and state laws governing the IEP process and procedural safeguards. We will use an electronic IEP form for documenting this process—likely through usage of the eSped program. The IEP will include a child's present level of academic performance, annual progress goals and the way that they will be measured, dates, frequency and duration of services to be provided, and the degree of inclusion for this student in the general education classroom.

We will design IEPs such that it can be reasonably expected that the child will receive meaningful educational benefit from the program that is developed. The ARD Committees focus on developing the accommodations and services that are necessary for the student to access and benefit from the general education program, and we take very seriously our mandate to educate students with disabilities in the least restrictive environment. Whenever possible, special education services will be provided by specialists within the general education classroom. We will also provide pull-out specially designed services when the ARD Committee determines that this is most appropriate for the individual student.

**English Learners (ELs) who are Students with Disabilities:** Because many of our Rocketeers are ELs, we will carefully consider the cultural and instructional needs of students for whom English is a second language. Verbal and written translation of all materials, notices, documents, reports and communications will be offered to parents when indicated or provided at parents’ request. Assessments are to be conducted in a student's primary language, or with translation as appropriate, whenever it may be needed. The results of the Home Language Survey and TELPAS will be considered when developing a student’s IEP.

Dispute Resolution: In the event that an issue cannot be resolved through the standard IEP process, we will attempt all means of mediation as a way to meaningfully settle issues. We believe that all parents have a right to be informed of their rights in their preferred language. Parents will be provided procedural safeguards prior to any assessment process or ARD Committee meeting.

**Continuum of Services:**

Specialized Academic Instruction (SAI): We will provide students with the full continuum of services and placements as required by law. SAI is provided to students for whom it is required to access and benefit from the educational program. SAI services are tailored to the individual needs of the student and may be provided within the general education setting or in a pull-out setting, in a small group or individually. Rocketship uses an extensive suite of evidence-based curricula to support the implementation of SAI services, although each child's
program is individualized based on his or her identified needs.

Supports for Students with Moderate to Severe Learning Needs: Rocketship’s flexible and supportive approach to special education reduces the need for separate special day class “SDC” placements for many students, and it has historically found that the vast majority of students who enter Rocketship from an SDC placement are able to be successful in an inclusive model with the appropriate supports and collaboration between special and general educators. Because of its open lottery process, Rocketship has students with a variety of learning and behavioral needs in its schools and has developed supports and structures to support all learners within its model. Students with moderate to severe learning needs will be case managed by a teacher on a caseload with a much lower student-to-staff ratio than students with mild learning differences. Our moderate to severe teaching staff will have access to professional development opportunities uniquely designed for their specific student needs. Rocketship has adopted a suite of curricular resources specifically designed to support students with more significant needs, and our moderate-to-severe teaching staff will weave support and instruction in adaptive and communication skills throughout the day for these learners. Rocketship has been utilizing the STAR Program to provide exceptional instructional systems and structures to our students with the highest level of need and will continue to do so as STAR is aligned to TEKS.

Referral to Non-public School Agency: In exceptional cases, when a student may require a placement in a more restrictive setting, the ARD Committee will consider partnerships with other public schools, cooperative placements, TEA approved nonpublic day schools or a referral to a private placement at the school’s expense.

Transportation: The ARD Committee will review transportation needs of students with disabilities and when the ARD Committee finds transportation needed in order to receive a Free and Appropriate Public Education (FAPE) Rocketship will provide appropriate transportation options for the student. This may include direct transportation services in a specialized bus or vehicle.

**Staffing:** Our ISE team will consist of an ISE Program Manager, School Psychologist, Education Specialists, Paraprofessionals, Speech and Language Pathologists, Occupational Therapist, and other specialists, such as a Behavior Support Specialist and Social Worker, as might be required by a student’s IEP. All roles are crucial to provide the appropriate amount of services personalized for the student. All service providers will have the appropriate credentialing and/or licensing to meet all of the ESSA requirements. We will directly hire most of our related service providers, including speech language pathologists, school psychologists, and occupational therapists. Other low incidence related services, including vision services and deaf/hard of hearing services are provided by contracted providers.

**Section 504 Plans:** In addition to IDEA, we will follow Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA),
which prohibits discrimination based on a disability. A 504 team will be assembled by the Assistant Principal and shall include the parent/guardian and other qualified persons. The 504 team will review the student’s existing records, including academic, social, and behavioral records, and will be responsible for making a determination as to whether a recommendation for 504 services and/or supports is appropriate. The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent. A copy of the 504 Plan will be maintained in the student’s file. Each student’s 504 Plan will be reviewed annually in order to update and determine the continuing appropriateness of the plan, any necessary updates or modifications to the plan, and a student’s continued eligibility.

We are excited that Texas, unlike many states, emphasizes effectively serving students with Dyslexia. For students with Dyslexia, we will complete appropriate Dyslexia screenings. For those students who are eligible, the 504 team will develop a 504 that provides the student with the appropriate accommodations to meet their needs. If the student requires more specialized support, the team will complete the eligibility process to determine if the student can be found eligible for special education services using SLD criteria.

**English Learners**

**Identification:** Our administration of the Home Language Survey (HLS) will comply with all applicable laws and regulations including 19 TEC 89.1215. If a student is enrolling here for the first time, the HLS will be administered. The HLS will be administered in English and Spanish; for students with other languages, the HLS will be translated into the primary language whenever possible. If the parent's response on the HLS indicates that a language other than English is used at home, the student will be tested pursuant to applicable law. The LPAC will use the results from the LAS assessment to determine if a student should be classified as limited English proficient and consider the appropriate program placement. Families will be notified of program placement and parents their right to opt out of bilingual programming and ESL services.

**Language Proficiency Assessment Committee (LPAC):** We will establish and operate a Language Proficiency Assessment Committee (LPAC). The LPAC will consist of required members, which include an appropriately certified educator, a parent of an English learner participation in the bilingual program, and a campus administrator, as well as other trained members. We will train all members of the LPAC committee and the committee will complete all responsibilities described in Texas Education Code (TEC) §29.063.

**EL Services and Equitable Access:** We will implement bilingual education through a Transitional Bilingual Early Exit Model. Students will be provided instruction in both English and their primary language. This will be done by a teacher appropriately certified in bilingual education pursuant to TEC, §29.061(b)(1), for the
assigned grade level and content area. Students will use their primary language as a resource while they acquire full proficiency in English. This provides instruction in literacy and in academic content using the student's primary language, while instruction in English is given targeting second language development by use of the academic content. Rocketship uses a research-based approach to program development and curriculum selection. Our teachers will also be trained in research-based strategies for educating English Learners, including Guided Language Acquisition Design (GLAD), Sheltered Instruction Observation Protocol (SIOP), and Specially designed academic instruction in English (SDAIE) strategies.

We value the diverse language and cultural backgrounds of our Rocketeers. School teams will implement instructional best practices for ELs to ensure equitable access to our TEKS and ELPS based instruction. The instructional day and master schedules are planned with all students in mind. Students who are identified as ELs will have access to all educational programs, extracurricular programs, and culture-building activities. If students need additional support or intervention they will not be pulled from content instruction or enrichment programs.

**Monitoring and Evaluating EL Progress:** We will use formative assessment data to frequently monitor EL progress and mastery of grade level content. Systems implemented to collect data and analysis by school teams will be used to inform instruction and intervention. The ongoing progress monitoring cycle will ensure that EL's achieve language and academic proficiency. The TELPAS will be administered annually to students who are identified as English Learners. The results of the TELPAS will be used to monitor language proficiency and growth. Students who have met the exit requirements by the TEA and have completed at least two years in school will be reclassified. Students who have exited the bilingual program will be monitored for up to four years to ensure students continue to make adequate progress with grade level material. Teachers will review academic data and discuss student progress, making instructional shifts as needed to address students who have low performance or have not made adequate growth.

**Evaluation of EL Program:** The LPAC will conduct an annual evaluation of all EL programs to determine program effectiveness and ensuring student academic success. Members of the LPAC will review various academic (TELPAS and STAR assessments, NWEA-MAP, and STEP Reading Assessment) and non-academic indicators (parent survey, student survey, implementation notes) to determine the performance of the EL program. The LPAC's review of data and its feedback will be used to make strategic changes to the program to continually improve outcomes.

**Gifted & Talented:** We will not offer a formal Gifted and Talented program as we believe our core program offers many components which benefit high achieving students. With Rocketship's personalized learning model, we believe we will be able to accelerate each student to reach their full potential as evidenced by Rocketeers in the top quartile of NWEA MAP consistently exceeding one years worth of growth.
while at Rocketship. Because our internal systems will measure student gains every four to six weeks, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages. We will effectively serve this population in a variety of ways:

- **Early Detection and Ongoing Assessment**: We will use internal assessments in ELA/Literacy and Math to help identify high-performing students within the first four to six weeks of school and monitor their continued progress thereafter.

- **Focused Instruction**: Rocketship’s standard instructional approach is for teachers to plan their lessons with at least three groups of students in their development towards meeting the same overall grade-level standards. All students, including high-performing students, receive targeted small group Guided Reading and skills instruction in both the Humanities and STEM blocks.

- **Differentiation**: Teachers will use assessment and progress-monitoring data to plan enrichment activities with their high-performing students.

- **Family Collaboration**: For home, teachers will provide high-performing students with additional books and enrichment work to deepen their understanding of a particular subject area.

- **Daily Enrichment**: In the Learning Lab, high-performing students can read a variety of leveled literature and use adaptive software that challenges them.

### School Culture and Safety\(^48\)

**School Culture, Systems, and Structures**: Our school culture will be grounded in Rocketship’s core values—Respect, Responsibility, Empathy, and Persistence—but it will be so much more. Culture will be baked into everything we do, from our beliefs and norms to our attitudes and relationships. Our relentless pursuit of strong school culture will shape and influence every aspect of how our campuses function.

**Core Values**: In addition to RPS’s core values—respect, responsibility, persistence, and empathy—each of our campuses will choose its own fifth core value. These will form the basis of our development of character, behavioral instruction, and management systems. At the start of the year, teachers will explicitly teach core values lessons, demonstrating what different core values look like in action. Every campus will also have its own system to promote and reinforce the core values.

**Launch**: Each campus will begin the day with Launch, which brings the campus together around a school-wide focus, usually including one of the core values. During Launch, the campus may also promote a particular successful student habit, such as preparedness, going above and beyond, or urgency. Finally, campuses may use Launch time to foster school culture, pride, and student engagement.

**Community Meetings**: Just after Launch, each grade will participate in a Community Meeting in the classroom led by the classroom teacher. This is a set

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aside time to complete SEL lessons and sets the tone for the day. Community Meeting time builds relationships between students and teachers and creates a cohesive classroom and school culture. Teachers will be provided with read-alouds, videos, and guided discussion questions that target how students can connect their thoughts, feelings and actions across a variety of situations.

**Positive Behavioral Interventions and Supports (PBIS):** PBIS is our framework for creating learning environments that are consistent, predictable, positive, and safe. We believe that students need to be taught how to behave and struggling students must be taught replacement behaviors. Each campus will have a PBIS Team comprised of a wide cross-section of staff members with each member of the team tasked with overseeing a different PBIS component:

- **PBIS Lead:** Leads the PBIS team and is the point of contact with the entire school leadership team to make sure Tier 1 stays top of mind.

- **Data Lead:** Enters information on negative behaviors that occur at school into an online system to analyze trends and make data-based decisions about how to shift behaviors.

- **Reinforcements Lead:** In charge of school-wide reinforcement programs such as Core Value of the Month and Student of the Month and ensuing consequences are given fairly.

- **Staff Lead:** Oversees staff culture and designs programs to promote staff enjoyment, wellness, and ensure a positive environment.

- **Character Education Lead:** Oversees the fidelity of implementation of the social-emotional learning curricula described in *Curriculum and Instruction.*

**Behavior Approach and Safety:** Safety, order, and student discipline are fundamental to learning. We expect all students will behave and act in a way fostering a safe and welcoming environment for their peers, staff, and community members. We believe Rocketship’s deep implementation of Multi-Tiered Systems of Support (MTSS) in the domains of behavior and social-emotional development has been a key differentiator for Rocketship from its neighboring schools in its successful service to all students. For many years, Rocketship has been implementing key Tier I initiatives with PBIS and daily Social-Emotional Learning (SEL) lessons. In addition, it has implemented universal screens for behavior and combined that with multiple behavior and social-emotional interventions at both the Tier II level--Check In, Check Out; Social Skills Groups, Peer Mentorship, Lunch Bunches--and the Tier III level--Behavior contracts with individual students, Behavior plans for individual students, Individual Counseling.

The system is successful because Rocketship has made the commensurate investments in time and money to implement MTSS at a high level. RPS staff provide daily SEL lessons combined with the flexibility for teachers to pause academic instruction to leverage a teachable moment or facilitate a restorative conversation whether class-wide or between two students. RPS has active PBIS teams who faithfully meet monthly to improve its systems for reinforcing positive
behavior. Each of its grade level teams meet weekly to review each of the three tiers of interventions for their grade level students. During the course of the week, grade level teams hold as many student huddles and Student Study Team meetings as student-need demands. Rocketship has full-time mental health providers in each of its schools to fully implement our tiered interventions for all students who may need it, coordinate the full MTSS system, and coach teachers in implementing our student's behavior plans. Rocketship has invested in outside experts to provide regular training throughout the school year for all staff--school leaders, teachers, paras, operational staff--to learn about behavior, how to effectively respond to the cycle of escalation, as well as how to implement trauma informed education.

Rocketship's success in the domain of behavior is further supported by its function-based approach. The purpose of a behavior is also called the function. If we understand why a behavior is occurring, then we can be more likely to provide an intervention that is effective. With a function-based approach, Rocketship has the related five beliefs about behavior, which RTX is embracing:

1. **Behavior Communicates a Need**: We not only need to teach and modify behavior, but we also need to determine what the need is that the student is trying to communicate as behavior is a form of communication.

2. **Behavior is Learned**: Behavior needs to be taught just like we teach academics. Just like we would never expect a student who is unable to currently read to be able to read without being taught, we would not expect a student who is unable to follow the rules of behavior to be able to make appropriate choices without being first taught the necessary behavior.

3. **Behavior Can Be Changed Through an Instructional Approach**: Just as we need to differentiate our instruction to meet students where they are, we need to do the same for student behavior. Our behavior systems--both our approaches to reinforcement and modification--which often work for the vast majority of students need to be differentiated in order to work for a subset of our students.

4. **Behavior is Predictable**: Once we determine the need students are trying to communicate, we need to help them find a better way to meet their need in a way that is least disruptive.

5. **Behavior is Increased through Successive Interactions (Practice)**: We believe students need prompting to learn the new skill/behavior we are trying to teach. We believe just as we reinforce academic progress and growth, we must also reinforce behavior progress and growth. We must communicate what we want students to continue to do for a new behavior to be learned. We know and understand that behavior takes time and must remain consistent.

We will welcome and receive the same students as our neighboring schools. A key reason that all types of students are more successful--both academically and behaviorally--at Rocketship is that they have invested the resources necessary to implement MTSS at a high level across the three domains of academics, behavior, and social-emotional development.
If students do engage in prohibited conduct while on campus, when attending any school-sponsored activity, or while in transit going to or coming from one of our campuses, they will be subject to disciplinary action. In accordance with our code of conduct, we will also have jurisdiction over students for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student’s ability to participate in the school program. Some disciplinary infractions may be so harmful or serious that they will subject the student to either suspension or expulsion. A list of these infractions along with the procedures that we will take when considering suspension or expulsion can be found in **Attachment 8.** This Policy outlines the Rocketeer Code of Conduct that we expect students to follow; expectations for students; examples of prohibited conduct that will subject a student to in-school disciplinary action; and disciplinary actions that we may take in order to effectively respond to behavioral infractions, including In-School Suspension. The policy also includes how we appropriately support students with disabilities. While Rocketship does have a suspension and expulsion policy that outlines what we may do, because of Rocketship’s mindset and approach to behavior, its suspensions average less <1% network-wide and it has never expelled a student.

**Communication of Discipline Policy:** Through summer professional development, teachers will be trained in the school’s discipline policy (**Attachment 8**). All teachers will receive a handbook outlined with the school’s discipline policy. Before school starts, parents attend an orientation, where they receive a parent handbook including the discipline policy and where the Principal and school staff discuss the school’s discipline policy. The school’s handbook will be available for parents in their native language if requested and there are opportunities for ongoing training throughout the year. In the first weeks of school, students will be taught the school’s behavior expectations through explicit lessons.

**Student Uniforms:** Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. All students will be expected to wear the Rocketship uniform to school every day, which consists of a khaki bottom (shorts, dress, skirt, pants, or skorts) and either a green, or dark purple shirt with a collar. Students may also wear a Rocketship polo, which can be obtained from a designated vendor. Each Principal will have the discretion to set more detailed dress codes on his/her campus that align with this policy.

**Safe and Secure Students and Facility:** We are committed to the safety and security of students, faculty, staff, and visitors on our campuses. To support that commitment, we will have a Health/Safety Plan that is updated by our legal and operations teams and approved by our board annually. The Health/Safety plan will ensure that each campus has emergency mitigation/prevention, health, preparedness, response, and recovery procedures relevant to natural and human-caused disasters documented at the school-site. Every employee will be
trained and knowledgeable of this plan so that they may carry out their responsibilities in an emergency. The primary objective of emergency preparedness is first to save lives and second to protect property. To this end, we will adopt a Mandatory Emergency Operations Plan (MEOP) as required by SB11 and with guidance from the Texas School Safety Center at Texas State University.

Security Personnel. If input from the community and local law enforcement suggest that on-site security personnel is needed, we will employ staff to fulfill this need. The Business Operations Manager (BOM) will partner with local law enforcement to ensure they are aware of our arrival and dismissal traffic patterns to get their advice and support in order to keep our kids and families safe during those high traffic school systems and school events.

Controlled Access. Campuses will be equipped with controlled access technology for staff and guest entrances. Staff will receive a key fob which will give them access to the building during certain hours of the day determined by school leadership. Guests will need to be “buzzed” into the building by a staff member through the main lobby doors. All guests will be required to sign-in using a computerized check-in system and wear a printed badge. All guests will be expected to enter and exit from the same centralized location. We will utilize technology such as localized exit door alarms and cameras to further strengthen security.

Safety Training and Walkthroughs. Staff trainings will be held each summer to ensure all staff understand their role in our safety procedures and feel comfortable executing drills before children arrive on campus. Administrators, School Office Personnel, and the PE teacher will be certified in adult and pediatric CPR and First Aid and additional staff will be offered the opportunity to be trained as well. The BOM and Principal will lead campus safety training for all staff, which will cover the campus visitor procedure, dismissal procedure, and all safety drills. During the training the entire faculty will review the evacuation map for their classroom, their safety clipboard and practice a fire evacuation and a lockdown drill. Mandated Reporter training will be completed annually by all staff to educate employees on their responsibilities and rights under the Child Abuse and Neglect Reporting Act. The BOM and Principal will hold safety walkthroughs regularly, supplemented by multiple formal observations by central Ops staff. Outside vendors ensure key safety items--First Aid kits, AED machine, fire extinguishers, and fire sprinklers and alarms--are regularly restocked, maintained, and/or checked. We will follow TX rules regarding the frequency of safety drills for fire, lockdown, shelter-in, and hold.

Student Pick Up Procedure. Over the summer, parent/guardians will complete and submit an Emergency Contact/Authorization to Pick-Up Card. Only those listed on a student’s approved pick-up list will be authorized to pick up a student. During dismissal the person picking up must show the “dismissal card” to gain access and pick up the student identified on the card. If the person does not have the “dismissal card” they will be required to show identification.
Promotion and Graduation Requirements\textsuperscript{49}

Criteria for Retention and Promotion: All our campuses will be expected to adhere to the guidelines below when making decisions on retention and promotion:

\begin{itemize}
    \item In accordance with Texas law, a student must demonstrate academic achievement of the subject matter of the current grade level in order to be promoted. Demonstration of this academic achievement will include the student's grades and performance on relevant tests, including (where applicable) the State of Texas Assessments of Academic Readiness (STAAR), as further discussed below. The school shall also consider the recommendation of the student’s teacher as well as other factors, as further described below in this section. See T.E.C. 28.021; 28.0211.
    \item Students vary considerably in their rate of development. Factors that affect development include chronological age, communication skills, academic ability, social, physical, and emotional maturity, attendance, cognitive ability, etc.
    \item Children who perform at exceptionally high levels in relation to their grade-level peers and are developmentally (physically and mentally) on-level may benefit from acceleration to the next grade level.
    \item Educators must consider the academic needs of a child when determining acceleration as well as emotional maturity, physical maturity, and social adjustment. School leaders will consider myriad factors including both absolute performance and growth/progress made on assessments when ascertaining whether or not students are academically prepared to move on to the next grade level.
    \item Schools typically should not make decisions regarding retention or acceleration (i.e. “skipping a grade”) during the enrollment process. Schools are expected to enroll all students in the next consecutive grade level and then assess students as needed. Students may be considered for retention or acceleration, as appropriate between grades 1 and 2, grades 2 and 3, grades 3 and 4, grades 4 and 5, and grades 5 and 6.
\end{itemize}

As stated above, students who successfully complete their grade level expectations will be considered for promotion to the next grade level. Successful completion of grade level expectations include scores of Average, High-Average or High on NWEA MAP assessments for reading and math OR demonstration of at least one year's growth on any of the relevant assessments, as well as proficiency on any relevant grade level benchmark assessments. For students in grades 3 through 5, the student's performance on the STAAR test will also be considered. In accordance with T.E.C. 28.0211, students who perform unsatisfactorily on the STAAR test will be provided accelerated instruction in the applicable subject area.

Requirements for Promotion to the Sixth Grade: In accordance with T.E.C. 28.0211, as a general rule, students in fifth grade must perform satisfactorily on the STAAR test in order to be promoted to the next grade level. A student who fails to perform satisfactorily will have two opportunities to retake the STAAR test. Rocketship may administer an alternate assessment instrument to a student who has failed the STAAR test on two previous opportunities. A student may be considered for promotion if the student performs at grade level on an “alternate assessment instrument” that is determined to be appropriate for the student's grade level and that is approved by the Commissioner of Education/TEA.

If a student fails to perform satisfactorily on a STAAR retake exam, then we will offer accelerated instruction to that student in the subject area of need. If and when a student fails to perform satisfactorily on an assessment instrument for a second time, we will convene a grade placement committee (GPC). The GPC prescribe the accelerated instruction provided for the student before the assessment is given the third time. In accordance with state law, the GPC is composed of the principal or designee, the student's parent or guardian, and includes the teacher for the identified subject. We will invite the parent or guardian and provide them date and time to attend the GPC and explain the purpose of the GPC. Generally, the group of students receiving accelerated instruction will not exceed 10:1 student to teacher ratio.

A student that fails to perform satisfactorily on the STAAR test after three attempts shall be retained in fifth grade during the subsequent school year. This may be appealed by parents challenging the student's retention through a request to the GPC described above. We will provide written notice of the right to appeal to the GPC. The GPC may promote a student only if it concludes that, through promotion and the accelerated instruction, the student will likely perform at grade level. A student may not be promoted unless the GPC's decision is unanimous. The decision of the GPC is final and not appealable.

We shall provide accelerated instruction during the next school year to any student who has failed the STAAR, as prescribed in the educational plan developed for the student by the GPC described above. This accelerated instruction will be provided regardless of whether the student has been promoted or retained. The educational plan must be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. Throughout the school year, the student will be monitored to be sure that the student continues to progress under the plan.

In accordance with T.E.C. 28.0211(j), we shall provide students that are required to attend an accelerated program of instruction and also provide transportation to those programs if the program occurs outside of regular school hours. Our schools are PK-5th grade, but all efforts in the classroom and with families are geared toward preparing students for graduation from high school.
**General Retention Process:** The process above describes the retention process for fifth grade students who fail to meet standards on the fifth grade STAAR test, pursuant to Texas law. However, in accordance with T.E.C. 28.0211(g), we may also legally pursue retention for students who meet standards on the STAAR, as well as students in other grade levels. Any such retentions shall be done in accordance with this section.

Students will be identified as “at-risk for retention” as early in the school year as possible. Parent notice will be provided by mid-year if their student is identified as being at risk of retention. Parents will participate in the decision-making process when considering retention, as further described below.

Achievement indicators that will be considered for retention decisions include:

- Consistent scores in the bottom quartile of assessments (i.e. state assessments, NWEA, math or ELA benchmarks).
- Failure to make adequate academic progress when compared to peers (i.e. data shows that rate of improvement is considerably less accelerated than class average).
- Failure to make adequate progress towards individual goals after receiving evidence-based interventions, implemented with treatment integrity.
- Severe social or emotional immaturity when compared to peers that causes harm to the student's academic, behavioral, and/or social-emotional development.
- Recommendation of student's teachers that retention is or is not an appropriate option, with supporting rationale.
- Parent buy-in in regards to retention or not.

These indicators must be evident despite having received interventions before retention should be considered. Student progress will be monitored using a variety of assessments (NWEA, statewide assessments, benchmark assessments, progress monitoring data, etc.) School staff will notify parents when a student is at risk for retention.

If retention is being considered, a Student Study Team (SST) shall be convened consisting of at least a School Leader, the student's classroom teacher, and the student's parent/guardian. The SST will consult in accordance with the guiding principles described above and will arrive at a mutually agreed-upon decision. The Principal will have authority over confirmation of final retention decisions. The parent of the student who is being considered for retention will be provided with objective evidence supporting the retention recommendation using the Retention Recommendation form. Parents will be asked to confirm in writing that they are in agreement with the recommendation for retention, via a Retention Recommendation form.

Kindergarten students who have completed the grade shall be admitted to first grade. There may be rare exceptions if there is an educational need for the student to be retained in kindergarten for not more than one additional school year, but
this will be done only when Rocketship determines appropriate.

For students who will be retained, the SST will develop an intervention plan which details the supplemental interventions and supports that will be made available to the student using Rocketship’s “Retention Intervention Plan’ template. During the subsequent school year, school leaders are responsible for continuing to monitor the academic progress of all retained students and reconvening the SST to make changes to the intervention plan when necessary.

At the end of the school year, the Principal is responsible for maintaining documentation of the following information:

- The student’s name;
- The underlying reason for the retention decision;
- Whether the principal identified the student as at risk of retention;
- Whether the principal provided written notice to the student’s parents within 60 calendar days of the last day of school.

**Special Education:** Students who participate in special education will be considered for promotion when they demonstrate adequate progress toward their annual IEP goals. In accordance with T.E.C. 28.0211(i), a student who participates in Rocketship’s special education program and who does not perform satisfactorily on the STAAR cannot be administered a STAAR retake until the student's admission, review, and dismissal (ARD) committee holds a meeting. At this meeting, the ARD must determine (1) the manner in which the student will participate in an accelerated instruction program under this section; and (2) whether the student will be promoted or retained. The ARD committee sitting as a GPC (in this case they act as a combined committee) may promote the student if the committee concludes that the student has made sufficient progress, specifically toward the measurable academic goals that are contained within the student's IEP. If the student is promoted, they are not required to retake an additional STAAR assessment.

**Communication/Distribution of promotion criteria:** In addition to the parent communication and engagement efforts described above, our promotion criteria will be communicated to all families at the beginning of each school year through the Parent/Student Handbook, which will be distributed in hard copy and also made available on the school's website.

**Support for students at risk of not being promoted:** Our ability to serve all types of students is enabled by the depth and rigor with which we are implementing Multi-Tiered Systems of Support (MTSS) to support students success across three domains: academics, behavior, and social-emotional development. MTSS is a data-based instruction and intervention model designed to efficiently identify at-risk and academically low-achieving students, match them with appropriate, evidence-based interventions, and guide teams in engaging in a clear problem-solving process to ensure that every student receives the support needed
to achieve grade level expectations across the three domains.

In order to support the MTSS process, we have ensured that we are implementing a full suite of evidence-based interventions and supports at each tier of support for each of the three domains. In addition, we systematically monitor the implementation of interventions in order to ensure that they are implemented as intended to enable appropriate and legally defensible decision-making. Finally, we employ a structured problem-solving process that guides the school team’s actions in: identifying the problem, analyzing the problem, developing a plan of action, implementing the plan, and evaluating the outcome of the plan.

**Family and Community Engagement**

One of our core pillars is Parent Engagement. At RTX, we believe parents are the first teachers of their children. Consequently, a strong partnership between families and schools is essential to our Rocketeers’ success, and to our collective goal of eliminating the achievement gap in our lifetime. This partnership ensures that our Rocketeers thrive at school and beyond, enabling and encouraging parents to advocate for their children in the years to come and ensure they remain on track for college while also further transforming their home communities. We will accomplish this by reaching out to the community instead of waiting for the community to come to us. We will also be relentless in creating opportunities to build community within the school and finding ways for parents to participate in low-pressure environments such that their input is pursued and heard. Finally, we will drive our parents to recognize their power and influence, whether by helping name the school, by selecting staff, or by organizing and advocating for broader system- and city-wide transformation.

**RTX’s Approach:** RTX seeks to authentically serve the unique needs of Tarrant County families. Our approach to parental involvement is responsive and respectful to all types of family make-ups and statuses. We are mindful that families have varying dynamics and therefore provide multiple paths to create greater investment, inclusion, and engagement. We recognize that there can be many factors such as income, work schedules, transportation, and language that can present themselves as barriers preventing families from advocating for their children in the way they desire. This leads to deeper understanding and engagement in academic achievement. We will encourage families, but not require them, to achieve 20 hours of parent partnership each school year per family. Parent partnership can take the form of home visits, school community meetings, school volunteering, parent-teacher conferences, and other academic and school-based activities. We will provide food, childcare, and translation at each community event sponsored by the school. Additionally, all printed materials

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created and distributed by the school will be translated from English to the language(s) responsive to the school community’s needs.

At all meetings, parent-teacher conferences, and home visits, we will offer translation services. All school materials (such as homework) and all school communication (through text, email, or otherwise) will be translated into the languages of our school community. We will also hire bilingual office administrators to ensure we are able to meet the needs of the community.

We believe it is our responsibility to hear from and inform our families about school priorities, academic progress of students, and qualifications of teachers. Our front offices are hubs for parent information, where we will provide up-to-date resources and school information. In accordance with TEC §12.1111(a)(9), we will also maintain all staff professional qualification information in our schools’ front offices so that they are available to families at all times. Additionally, as regular practice, we will solicit feedback from our families by administering a beginning-of-year satisfaction survey in August and an annual parent survey in the winter. Once survey responses are collected, we will analyze data and share results with school leaders, who host meetings to present and discuss survey data with parents. In response to survey results and additional parent feedback at these meetings, School Leaders will adjust priorities and initiatives to best serve families. Beyond the surveys, parents will have additional opportunities to give input to our school leaders via monthly parent-principal coffee chats, public RTX Board meetings, School Health Advisory Councils and more.

**Parent Engagement at Existing Schools:** Parent Engagement is the lifeblood of our campuses. We will continue to increase parent engagement through partnership with families, connecting to what is most important to them and how they hope to engage with their school community. Conversations will be facilitated through monthly parent-principal coffee chats, monthly community meetings offered both in the mornings and evenings to accommodate family schedules, and our annual parent survey. To inform and refine our approach, we will prioritize data tracking and analysis of various parent engagement metrics. Through similar efforts, Rocketship has assessed the direct correlation between student achievement and parent engagement and knows that students who receive a home visit tend to achieve 3% more growth on the NWEA MAP test than their peers who do not. Additionally, students who receive a home visit are 13% less likely to be chronically absent. We believe it is our responsibility to ensure students receive a home visit with their teachers. Rocketship has increased parent partnership hours by 10% and the data shows that students whose families complete at least 10 partnership hours showed 11% more growth on the NWEA Map test. We believe it is our responsibility to provide equitable opportunities for families to be involved in our schools and in their student’s achievement.

51 See footnote 9 (Evaluation of Rocketship Students’ Middle School Outcomes. Menlo Park, CA: SRI International)
Home Visits: Home visits are critical components of parent engagement at Rocketship. Home Visits will be prioritized for every student from the summer through the first couple of months of school. Home Visits are designed for teachers to build connections with families outside of the classroom. Teachers are encouraged to learn about family values, traditions, and dreams for their children, helping set the foundation for true personalized learning experiences.

Engagement in School Design: We commit to engaging families in critical decisions like teacher and administrator interview processes, the school naming process, and enrichment offerings at our schools. In addition, each campus will have five core values, four of which are standard across Rocketship schools: Respect, Empathy, Responsibility, and Persistence. Each of our campuses will have a unique fifth core value, which will be selected by founding parents and will speak to their community and values.

Community Resources: We will partner with community resources at existing schools to provide deeper supports and services to our families. Dental and vision screenings will be coordinated at each campus and, similar to Rocketship's long-standing partnerships with local children's healthcare initiatives in its current regions, we will initiate and maintain these partnerships in Tarrant County as well. Rocketship has also secured partnerships with local counseling services, mental health services, community food pantries, and community-based organizations. If awarded a charter, we will continue to secure these partnerships with social and community resources available in Tarrant County.

Leadership and Governance

Board Structure and Qualifications

<table>
<thead>
<tr>
<th>Proposed board member</th>
<th>Area of expertise</th>
<th>Brief description of experience in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loretta Burns</td>
<td>Parent Engagement</td>
<td>Led development of policies, procedures, academic enrichment and parent engagement programs for vulnerable youth as Founder and ED of AB Christian Learning Center since 2006. Four years as a high school teacher and 10 as an adjunct professor at Tarrant County College. Founder and Director of Power of Seven Parent Engagement initiative.</td>
</tr>
<tr>
<td>Derek Carson</td>
<td>Legal Comm. Svc.</td>
<td>Ten years’ experience in the practice of law. Co-founded an ongoing nonprofit focused on Fort Worth’s eastside.</td>
</tr>
<tr>
<td>Walter Dansby</td>
<td>Education &amp; Facilities</td>
<td>Nearly 50 years of experience in education, including over 40 years serving in Fort Worth ISD -- three years as superintendent. Led the creation of the Young Men’s Leadership Academy, World</td>
</tr>
</tbody>
</table>

Languages Academy Program, and other school and district programs still in place today. Currently serves as a Senior VP and program executive for multi-million and billion dollar construction projects. Worked in public accounting for >20 years in his hometown of Fort Worth. Partner in charge of his current CPA firm in Fort Worth. Involved in the community, serving on a couple of boards and teaching at his church. Knows the importance of an education and how important it is to the future of our children in Fort Worth.

Senior pastor at Rising Star Baptist Church, where he has served for 20 years and helped grow from 200 to 3,000 members. Has served on the board of several local and national organizations. Before retiring as VP at TXU Corp., led several divisions, including Corporate Facilities. Has served on the board of several Fort Worth- and Dallas-based community orgs. and local commissions. >10 years of experience in people, program, project management, leadership, and executive C-suite solutions. Worked several years in the Staffing/Talent Acquisition/HR industry for a Global Fortune 500 company before starting Integrity Staffing. Decades of experience in the financial services industry, currently serving as a financial advisor at Baird and before that at Morgan Stanley. Has served as Board chair and Chair of the Finance and Executive Committee’s at Cook Children’s Healthcare System. Also has served as board chair at ACH Child and Family Services and the Union Gospel Mission homeless shelter. His roles with these organizations involved dealing with child abuse and neglect, mental health, foster care and homelessness.

Community volunteer with several years of board governance experience. Local children’s advocate, small business owner, and philanthropist. Professional strategy consultant who works with nonprofits’ on board development, strategic planning, and community engagement. Served on numerous boards and committees for non-profits that serve the underserved youth in Tarrant County, including the McDonald YMCA in East Fort Worth and Girls Inc of Tarrant County.

**Governance Structure:** The TX Board is ultimately responsible for the operation and activities of RTX and for making decisions that are in the best interests of its students and families. The TX Board discharges its duties, in part, by overseeing and holding accountable Rocketship as the CMO who, in turn, supports the Superintendent in the day-to-day operations. The Superintendent holds certain non-delegable duties and acts as an agent of the board, keeping the TX Board apprised of the school’s academic, financial, and operational progress. The Board is composed of community leaders with expertise in all fields necessary for the effective operations of a network of school sites, including expertise in academics and school improvement. In line with ensuring that the board includes members with the expertise required to operate high performing schools, these 10
individuals also reflect the gender, ethnic and racial composition of the community.

An organizational chart illustrating the governance structure between the TX Board, RTX staff, and Rocketship Education (as CMO) is provided in Attachment 13. RTX's framework for evaluating the superintendent is outlined in Attachment 14.

The TX Board will be solely responsible for all duties assigned in its charter granted by the Commissioner. These responsibilities, will include the non-delegable duties set forth in 19 TAC 100.1033(b)(14):

- Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
- Final authority to adopt or amend the budget of the charter holder or the charter school;
- Final authority to authorize the expenditure or obligation of state funds or the use of public property;
- Final authority to direct the disposition or safekeeping of public records;
- Final authority to adopt policies governing charter school operations;
- Final authority to approve audit reports;
- Initial or final authority to select, employ, direct, evaluate, renew, nonrenew, terminate, or set compensation for the Superintendent.

The TX Board will meet at least quarterly to review and act on its responsibilities. The TX Board meetings will be held in accordance with Texas open meetings law and presided over by the Board Chair or other officer of the Board.

The Superintendent will hold certain non-delegable duties, as required by law, to organize RTX's central administration, to approve required reports and data submissions, and to select and terminate charter school employees. See also 19 TAC 100.1033(b)(14). In order to ensure transparency and alignment, each spring Rocketship Texas will require the CMO to produce an Annual Plan to achieve goals for the subsequent school year. The Superintendent will also approve the Annual Plan, which will serve as the blueprint for the Director of Schools who will be responsible to work with the CMO to execute the plan under the Superintendent's oversight. The Superintendent and CMO will confer on recommended changes to the Annual Plan, including the selection or termination of Rocketship Texas employees, which are subject to the approval of the Superintendent.

Rocketship Texas is entirely separate from Rocketship Education. They have independent boards and there will be no overlap of board members.

**Process for Objecting to Board Decisions/Policies:** If a parent or student should have an objection to a policy, decision, or practice by the Board, or a practice at the school, they will be encouraged to file a Complaint and follow the Complaint Process, as set forth in the Complaint Policy. The Complaint Policy shall set forth a process for the Board to follow when a complaint is filed. It shall provide that all documentation related to an investigation conducted as a result of a complaint will be considered confidential only as permitted by law. Students are encouraged to
bring their complaints, if any, to their teacher or principal, to be resolved informally through candid discussion. If a concern cannot be resolved at the informal level, complainants should follow the process below when they wish to file a formal complaint:\(^5^3\)

1. Fill out a Complaint Form, available at the school's front office. In the Complaint Form, complainants should describe the nature of the complaint and any steps taken so far to resolve the issue. The Complaint Form should be submitted to the school Principal. Complaint Forms must be submitted within 90 days of encountering the issue that is the subject of the complaint. *Id.* n. 53

2. The Principal will timely initiate an adequate, reliable, and impartial investigation of the complaint. This will include interviewing witnesses, obtaining any relevant documents, and allowing parties to present evidence. The investigation is considered highly confidential and is not to be revealed or discussed by any participant with persons not directly involved with the decision-making process. The investigation will be concluded within 10 school days of receiving the complaint unless exceptional circumstances justify a more expedited response. The amount of time granted for an exceptional circumstance will be determined on an individual case basis. Upon receiving a complaint, the Principal shall also promptly notify the Superintendent. *Id.* n. 53

3. The Principal will prepare a final report with a recommendation for resolving the complaint. The final report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution, and the reasons for recommendation. *Id.* n. 53

4. If the complainant is not satisfied with the Principal's response, he/she may appeal to the Principal's direct supervisor. All appeals must be in writing and include the reason for appeal. Appeals must be submitted to the appropriate party within 10 school days of receiving the response. *Id.* n. 53

5. The Principal's supervisor will conduct an investigation upon receiving the appeal. This process may include an interview with the decision-maker to discuss the rationale. The supervisor will issue a written resolution within 15 business days of receiving the appeal. *Id.* n. 53

6. If the complainant is not satisfied with the supervisor's resolution, he/she may file a final appeal to the Board. The Board will conduct an investigation upon receiving the appeal and may delegate certain board members to conduct the investigation and report back to the full board. This process may include an interview with the decision-maker to discuss the rationale. The Board will issue a written resolution within 20 business days of receiving the appeal, unless exceptional circumstances exist. Any decision by the Board shall be final. *Id.* n. 53

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If the original complaint pertains to the school Principal, complainants should begin by filing their complaint with the Principal's direct supervisor as described in Steps 4-5 above. Appeals will go to the Board as described in Step 6. If the original complaint pertains to the Superintendent, complainants should begin by filing their complaint with the Board as described in Step 6. *Id.* n. 53. If the original complaint pertains to an action by the Board, complainants should begin by filing their complaint with the Board. RTX will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy. In addition, RTX will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, other unlawful action, or who cooperates in an investigation of harassment, discrimination, or a report of unlawful action. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

**Board Orientation, Training, and Assessment:** The TX Board understands the importance of each board member receiving a comprehensive orientation as well as on-going training. To establish a strong foundation, orientation will take place with each new board member once the charter has been approved to communicate the mission, goals, and values of RTX; define the roles of the Board and its members; provide an overview of RTX's educational program; share board policies and manuals; familiarize the Board with financial management systems implemented at RTX and the financial requirements for handling public funds; and establish goals for the academic outcomes of students. Further, all members of the TX Board will participate in 12 instructional hours of the Commissioner-required training modules within one calendar year of appointment, and then six instructional hours annually thereafter, each in accordance with 19 TAC § 100.1102. The TX Board will also participate in Lone Star Governance training.

**Board Support, Development and Evaluation:** In alignment with the Lone Star Governance training and guidance, we also will utilize the quarterly progress tracker and monitoring calendar. In addition to Board orientation and required training, we will facilitate an annual Board retreat that re-establishes norms and priorities and reviews the conduct of the Board. In addition, we will have quarterly reviews that include an analysis on the efficiency and effectiveness of the Board using Lonestar tools and in collaboration with the Texas Council.

**Superintendent Support, Development, and Evaluation:** The Rocketship TX Board of Directors will evaluate the Superintendent using an annual appraisal process in accordance with TEC § 21.354, based on a leadership evaluation tool containing both qualitative and quantitative metrics along the six key dimensions of Governance and Board Relations, Community Relations, Staff Management, Academic Performance, Finance and Operations, and Instructional Leadership.

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please see Attachment 14 for more details. This tool was developed to align with the mission and goals of RTX schools, and also with the performance management goals described elsewhere in this document. Progress toward these goals will be evaluated quarterly by the full board. Items included under the above headings to be measured will include such things as parent engagement, student achievement and teacher development. A part of the Superintendent's incentive bonus plan will be tied to achievement of specific goals related to these and other imperatives.

The Superintendent will be supported by numerous parties within RTX. His close relationship with RTX' Board of Directors will provide him with support and expertise on a number of key functional topics. such as Leadership Development; Staff Management; Diversity, Equity, and Inclusion; and Project Management. His regular meetings with staff in similar roles across the CMO national network will provide him with thought partners who can serve as a sounding board and share best practices from across the network. He will also be able to use budgeted funds to access external development opportunities.

Proposed Superintendent Qualifications

RTX has identified Sajade Miller as its proposed Superintendent. He has a proven track record as a school, district, and community leader and has dedicated his life and career to advocating for and empowering his community. He embodies the core competencies needed to actualize our mission to catalyze transformative change in low-income communities. Mr. Miller began his career in education as a Tutor in Fort Worth ISD (FWISD) in 2006 and worked his way through the ranks to Assistant Superintendent. As a Fort Worth native, he is excited to serve the community that ignited his passion to improve educational equity and excellence in public education. He has strong relationships across the region that will help ensure that our school and team are best able to meet the unique needs of the kids and communities we aim to serve throughout Tarrant County.

Most recently, Mr. Miller served as Chief of Schools for DeSoto Independent School District where he oversaw the learning process of nearly 9,000 students. In this role, he was responsible for the coaching, development, and supervision of the district's 25 campus administrators on instructional leadership and effectiveness. This work led to a 12-point improvement in the district's overall accountability rating, moving from a 67 ("D") to a 79 ("C") in one school year. At the same time, he supported the restructuring of an existing district school to launch a PK-6 application-based school of choice.

Mr. Miller also previously served as Assistant Superintendent of Innovation for FWISD. In this role, Mr. Miller was responsible for FWISD's Transformation Zone

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Generation 26 Application Rocketship Public Schools
portfolio of 11 schools as well as new school development strategy. He was responsible for leading several key initiatives at FWISD to create new schools and improve existing options as a part of the TEA’s “System of Great Schools Network.” During his tenure at FWISD, Mr. Miller held numerous other positions, including principal of the legendary Paul Laurence Dunbar High School. Mr. Miller’s detailed résumé is included as Attachment 15.

As indicated in Attachment 23, the proposed Superintendent’s salary range is reasonable and consistent with salary ranges for superintendents in surrounding districts of comparable size. The starting salary range is $150,000, which is comparable based on the estimated student enrollment at capacity (about 3,000 students). In the event of a Superintendent’s departure, we would conduct an extensive internal and external search for replacement candidates. We would leverage Rocketship’s robust leadership pipeline, which is maintained through professional development and internal promotions. During a search for a replacement Superintendent, one of RTX’s Board Members would likely step down from the Texas Board and serve as interim Superintendent.

Proposed Instructional Leadership Team

RTX: We will employ an instructional team, led by the individuals below, responsible for managing and running day-to-day instruction and ensuring compliance with TEKS. See Attachment 18 for job descriptions and the Talent Management section for the hiring process.

- Superintendent (SaJade Miller): Develop and execute the regional strategy, aligned with RPS’s theory of change, to launch and grow a network of high-performing public elementary schools and collaborate with partners across the region. (See Attachment 16.)
- Director of Schools (DoS): Manage school principals and provides regional support for staff hiring, management, and school operations.
- Achievement Manager: Build instructional staff capacity and elevate student achievement, working closely with school leaders and teachers on implementing the academic model.
- ISE Manager: Work closely with the DoS and principals to support and develop accessible instruction for our students with disabilities, including managing and supporting professional growth for school based staff and overseeing compliance implementation.
- Principals (P): Drive achievement and build rigorous college prep cultures. Serve as cultural and community leaders, building staff capacity in culture, behavior and parent engagement. The backbone of our schools, Ps have multiple years of teaching and managerial experience.
- Assistant Principals (AP): Work closely with Ps to drive achievement, build a

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rigorous college prep culture, and lead/implement the instructional vision for 1-3 grade levels. Manage/coach teachers, lead data analysis, conduct classroom observations, provide continuous feedback, co-plan units of study and coordinate lesson plans that increase educator effectiveness. Serve as cultural and community leaders, building teacher capacity in culture, behavior and parent engagement.

**CMO:** The Network Support Team (NeST), led by the individuals below, will provide further support. As employees of the CMO, their services are provided under the management agreement (see CMO Addendum) and covered under the management company fee (Attachment 31, “Start-Up, Y1, & Assumptions” tab, row 83). See Attachments 17 and 18 for resumes and job descriptions.

- **VP of Schools** (Maricela Guerrero): Manages and coaches DoS’ to support principals in ensuring high-quality implementation of each school's educational design, including school culture, standards, assessments, and instructional guidelines.
- **VP, Student Services and School Strategy** (Josh Drake): Manages RPS’ special education and MTSS as well as other key strategic school efforts.
- **Dir., STEM** (Meghan Pierce): Develops RPS’ STEM curriculum, associated resources, and content-specific professional development, monitoring and adjusting her team's support in response to academic performance data.
- **Dir., Humanities** (Eesir Kaur): Develops RPS' Humanities curriculum, associated resources, and content-specific professional development, monitoring and adjusting her team's support in response to academic performance data.
- **Associate Dir., Humanities/EL** (Jordan Blanton): Designs instructional curriculum and supports for ELs and coordinates EL supports across content teams and with schools to effectively implement EL instructional programs.
- **Manager, Professional Development** (Kane Koller): Supports the creation and operationalization of all training and PD across the network by coordinating trainings and analyzing data to improve efficacy.

**Additional NeST Instructional Support:** The Analytics Team provides school-level data analysis and tools to enable school leaders to identify trends and actions needed to support student learning. The team also provides centralized planning, training, and tracking of assessment execution to ensure smooth and on-track testing in collaboration with school leaders. The Talent Operations and Support team oversees policies and practices related to licensing, performance evaluation, compensation, benefits and other human resources processes.

- **Manager, Analytics** (Susan Paterson): Guides data-driven decisions within RPS by analyzing achievement trends and investigating the effectiveness of network programs.
- **Assessment Operations Assoc.** (Kayla Morehead): Coordinates major assessments for all Rocketship schools throughout the year, and further supports schools by staying up-to-date on compliance and changes, as well as
by training site coordinators.

- Dir., Talent Operations (Keith Vigraham): Oversees design and execution of the performance evaluation system and compensation for school-based staff, and ensures that talent practices meet Texas standards for employment and evaluation.

**School Leader Support, Development & Evaluation:** The TX instructional team will lead on direct school support with extensive support and development from National NeST. For example, during the start-up phase, National NeST will provide training and support on topics such as: Rising Principal coaching, planning support, and PD workshops instructional coaching, hiring, enrollment planning, budget and operations; enrollment and student recruitment tools, resources, planning and support; curriculum design support to emphasize mastery of TEKS and meet the needs of the community; and recruitment support to generate qualified applicant pools in compliance with TX requirements. The type of support from National NeST will vary over time, but the TX instructional team will continuously receive support on topics such as P and AP coaching and development; teacher coaching and development; and resource design and development from content teams, including teams focused on supporting special populations.

At the school level, school leaders receive extensive support and development every year to improve their practice and support their career growth. The first and most critical source of support is their manager, the DoS, who supports school leaders in their work on the ground every week. A DoS is typically assigned to support no more than 4-5 schools. School leaders also participate in multiple weeks of summer PD and several opportunities each month to learn from and collaborate with other school leaders (see Professional Development and Evaluation). All school leaders receive two annual performance evaluations (examples in Attachment 19). These evaluations incorporate student achievement outcomes, measures of effective management of staff, community engagement and key observed actions (e.g. coaching, PD).

**Proposed Financial and Operations Leadership Teams**

**RTX:** RTX will employ a finance and operations team, led by the positions below, responsible for managing day-to-day campus operations. See Attachments 20-21 for resumes and/or qualifications and the Talent Management section for the hiring process.

- Regional Director of Operations (RDO): Provides operational leadership for Texas campuses, including both region-wide support on topics like contract management and direct support and coaching for each campus’ Business Operations Manager.

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• PEIMS Coordinator: Ensures full compliance and accuracy with PEIMS reporting and related compliance requirements beginning Y0. Will receive multipronged training immediately in compliance reporting, student attendance reporting, and other key functions from internal experts with expertise in RPS systems and protocols, and from external experts (e.g., Region 11 Education Service Center) to receive PEIMS-specific training. Topics will include data systems, data standards, error checking and data validation, enrollment and attendance tracking, and submission processes. Professional development will continue over time to ensure the PEIMS Coordinator remains current on all requirements and processes. External training costs are included under “Staff Development” (Attachment 31, “Startup, Y1 & Assumptions”, row 110). The PEIMS Coordinator will be supported by Rocketship Education’s AD of Student Information Systems (discussed below), who will also attend formal PEIMS trainings to increase knowledge of all PEIMS structures and requirements.

• Business Operations Manager (BOM): Member of the school leadership team. Oversees operational topics such as procurement, safety, transportation, nutrition, recess, arrival, dismissal, and compliance, and partners with the Principal on financial management. As part of this work, the BOM directly manages, coaches and develops all Operations Specialists.

• Office Manager (OM): Member of the school leadership team. The Office Manager will be responsible for a variety of areas, including attendance data collection, family relationships, and front desk management. Key qualifications for this role include customer service mentality and comfort managing systems such as those used for data reporting.

• Education Organizers (Angela McCutcheon-Jones and Lety Gomez): Lead our efforts to engage parents in education advocacy, unleashing the power of parents in Fort Worth and Tarrant County.

• Family Recruitment Manager (MarQuessa Brooks): Leads new family recruitment and community mobilizing efforts for our schools, managing and coaching a team of family recruiters and interns.

• Human Resources Business Partner (HRBP): The primary point of contact for employees in the region to support strong employee experience and retention.

**CMO:** NeST will provide further led by staff below. As employees of the CMO, their services are provided under the management agreement (see CMO Addendum) and covered under the management fee (Attachment 31, “Start-Up, Y1, & Assumptions” tab, row 83). See Attachments 20-21 for resumes and job descriptions.

**General Operations**

• Chief Executive Officer (Preston Smith): Co-founder of Rocketship, Preston leads Rocketship Education’s executive initiatives and oversees broad organizational functions.

• Chief Growth and Community Engagement Officer (Cheye Calvo): Leads
Rocketship’s growth and community engagement team. The team partners with communities, stakeholders, parents, and families to grow and support Rocketship schools.

- Chief Operating Officer (Carolyn Davies Lynch): A native Texan with experience including nearly a decade of operations management at Rocketship, in addition to years in the private sector and MBA and Masters in Education degrees.
- Chief Communications Officer (Chris Murphy): Leads all marketing and communications efforts across the Rocketship network.

**Finance and Accounting**
- Chief Financial Officer (Keysha Bailey): Manages the Business teams, which include Accounting, Financial Planning, Real Estate, HR/Benefits Management and Legal.
- Dir., Finance (Julie Sele): Manages financial planning and budgeting, oversees education grant reporting, and provides financial support to school leaders.
- Controller (Fariba Bagheri): Responsible for overseeing all aspects of accounting and finance, reporting directly to Rocketship's Chief Financial Officer.
- National Dir., Development (Kristarae Flores): Leads development and implementation of national fundraising strategy. Retained the services of M. Gale & Associates, a Fort Worth-based firm, to help provide local expertise, further supporting TX fundraising goals.

**Facilities Acquisition and Management**
- VP, Capital Finance (Laura Kozel): Leads the development and implementation of Rocketship's strategic initiatives relating to real estate development and capital financing.
- Associate Dir., National Facilities Assets (Charlene Martins): Oversees RPS’ work to maintain and improve our facilities with a focus on safety and security of the physical sites.

**Policy Development and Implementation**
- General Counsel (Maya Sethi): Oversees the Legal Department; provides legal advice to six regional schools and to RPS teams, including HR, Facilities, and Business; and manages litigation, insurance, and contract management/negotiations for the entire organization.
- Associate General Counsel (Leah Olson): Provides legal advice to RPS’ CA schools and also is in charge of policy revisions and management, updating and organizing the Parent Handbook, charter renewals and petitions, and provides assistance on MOU negotiations.

**Talent Management**
- Chief Talent and Strategy Officer (Lynn Liao): Leads Rocketship's talent management, leadership development, and recruitment and selection.
- Senior Dir., Talent Development (Meg Robinson-Li): Oversees school leader recruitment, as well as talent development, including leadership development programming for school staff.
Parent Engagement, Family Recruitment, Enrollment, and PEIMS Reporting

- Dir., Parent Leadership (Daiana Lambrecht): Supports and manages EO initiatives.
- Associate Dir., National Family Recruitment & Growth (Taylor Nyman): Oversees family recruitment, determining both national and regional strategies and coaching regional Family Recruitment Managers in execution of strategy and team management.
- National Associate Dir., School Communities (Sara Escamilla): Leads parent engagement efforts and oversees related initiatives.
- Associate Dir., Student Information Systems (Leydi Cottrill): Manages RPS’ Student Information Systems (SIS) team, implementation of new state data systems, and meeting all requirements for state reporting on SIS-related compliance.

Performance Management

The RTX Board will review the school’s performance after fall, winter and spring testing results become available. At the end of the school year, the board will review the final school results and the metrics included in the State Accountability Framework and the Charter School Performance Framework in comparison to their stated goals.

Rocketship monitors portfolio performance using a network health dashboard. This dashboard monitors the health of our schools across a number of dimensions, including student achievement, staff satisfaction, and staff retention. We also have quarterly data reviews to review in detail the performance of each school, recommend next steps for each school, and determine the appropriate network-level support for each campus. If the network fails to reach our goals, we would reevaluate our organizational resources and priorities to ensure our schools have the direction and staffing needed to accomplish our goals. We would also re-evaluate our growth plans. The board, senior leadership team and school leaders will monitor progress and status of the academic, financial and operational indicators detailed below.

Academic Indicators: Academic metrics include STAAR, NWEA MAP, STEP, Fountas and Pinnell, and internal interim assessments to track current proficiency and progress toward end-of-year goals. In accordance with HB3, the RTX Board will adopt appropriate annual goals for both student growth on 3rd grade math proficiency and reading literacy, as well as adopting annual goals for each “closing the gap” subgroup identified in TEC § 39.053.

School leaders frequently review the dashboards to check that all grades are on-track and to identify areas in need of support. If we fail to reach our goals, we will reevaluate our organizational resources and priorities to ensure our schools have the direction and staffing needed to accomplish our goals.

have the direction and staffing needed to accomplish our goals. Moreover, campuses that do not meet our goals will receive need-specific professional development for classroom teachers serving kindergarten through third grade. Our specific academic metrics are outlined below.

1. **Rocketship students will achieve grade-level mastery on ELA:**
   a. NWEA: % students on or above grade level on NWEA MAP Reading increases by 1% point per year. Y1=Baseline; Y2=Baseline +1; ... ; Y5=Baseline +4
   b. STAAR: % students scoring approaches, meets or exceeds on STAAR ELA assessment increases by 1% point per year. Y1=Baseline; Y2=Baseline +1; ... ; Y5=Baseline +4

2. **Rocketship students will achieve grade-level mastery on Mathematics**
   a. NWEA: % students on or above grade level on NWEA MAP Math increases by 1% point per year. Y1=Baseline; Y2=Baseline +1; ... ; Y5 = Baseline +4
   b. STAAR: % students scoring approaches, meets or exceeds on STAAR Math assessment increases by 1% point per year. Y1=Baseline; Y2=Baseline +1; ... ; Y5 =Baseline +4

3. **Rocketship students will meet or exceed growth targets**
   a. 60% of students will achieve one year of growth on NWEA MAP Reading
   b. 60% of students will achieve one year of growth on NWEA Mathematics
   c. 70% of students achieve expected or accelerated growth on STAAR assessments

4. **Rocketship students will exceed the average performance levels of students in schools with similar demographics in the local school districts on state assessments:** Rocketship proficiency on STAAR assessments equivalent to or higher than schools in local district with similar demographics

5. **All student subgroups are achieving proficiency and expected yearly growth:** Schools earns B or higher on the Closing the Gaps domain in the Texas Accountability Framework.

6. **English Learners make progress toward becoming proficient in English:** 40% of English Learners meet expectations of English Learner Progress Indicator (TELPAS).

7. **Maintain a high average daily attendance rate:** K-5th grade ADA rate is 95% or higher

Academic Indicators 1-6 will be monitored throughout the school year by reviewing results for all students and specific subgroups on internal interim assessments aligned to TEKS standards, NWEA MAP and STEP/Fountas and Pinnell. Academic Indicator 7 will be monitored through daily attendance records, weekly summary reports and FSP six-weeks report detail.

**Response to Underperformance:** Rocketship has a robust Multi-Tiered Systems of Support (MTSS) program to serve individual students who fall short of achievement
MTSS is a data-based instruction and intervention model designed to efficiently identify at-risk and academically low-achieving students, match them with appropriate, evidence-based interventions, and guide teams in engaging in a clear problem-solving process to ensure that every student receives the support they need in order to achieve grade level expectations. We will assist Rocketeers at the individual level using MTSS, which has seven essential components: (1) Universal Screening: a systematic process for identifying a subset of students from the entire student population who are struggling academically and/or behaviorally, and are at-risk of negative short- or long-term outcomes; (2) Multiple Tiers of Support: the service delivery model of providing a graduate sequence of intensifying interventions in order to match services to student need; (3) Evidence-Based Interventions: the implementation of interventions and supports which are supported by empirical evidence to have positive academic and/or behavioral outcomes for the student population with which they are being implemented; (4) Ongoing Progress Monitoring: the continual monitoring (using research-based assessment methods) of the ongoing progress of students participating in intervention, in order to assess the effectiveness of interventions for specific students and overall; (5) Data-Based Decision Making: the utilization of student progress monitoring data to make decisions whether to intensify, modify, keep in place, or remove particular interventions or supports; (6) Treatment Integrity: the systematic monitoring of the implementation of interventions in order to ensure that they are implemented as intended to enable appropriate and legally defensible decision-making; and (7) Problem Solving: the dynamic and systematic process that guides the school team’s behavior in: identifying the problem, analyzing the problem, developing a plan of action, implementing the plan, and evaluating the outcomes of the plan.

If a classroom falls below student achievement expectations over a data-cycle (8 weeks for Reading, 4-5 weeks for Math, by Trimester for NWEA MAP), School Leaders immediately work with teachers to identify sources of the gaps and co-create a data-action plan and coaching plan with academic and teacher execution goals. Following the planning phase, APs and Principals prioritize coaching in that particular classroom while also monitoring student outcomes on a weekly basis. If a teacher does not execute on the Coaching and Data Action Plan, we create a discussion log that may lead to a Performance Improvement Plan (PIP).

If a school falls below student achievement expectations, we would take immediate corrective action, including working with the state where possible. Technical measures we may take include, but are not limited to: (1) performing a gap analysis to identify specific areas of deficiency; (2) consulting with RTX staff members,

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60 Rocketship has described its MTSS program, including the seven essential components details below, in other charter applications. E.g., https://www.sccoe.org/supoffice/charter-schools-office/Documents/petitions/RS%20Mateo%20Sheedy%20Renewal%20Petition%202020-25.pdf

parents, and the Texas Board to develop a targeted corrective action plan; (3) reserving funds for additional professional development; (4) implementing new or revised academic curricula to address specific deficiencies; and (5) restructuring or replacing certain RTX staff.

**Financial Indicators:** The schools will be assessed quarterly on the metrics specified in the Charter FIRST rating system. These metric goals will include: (1) submission of the annual financial report as mandated by the State within deadline and with an unmodified opinion and free of material weakness of internal controls; (2) compliance with the payment terms of all outstanding debt agreements; (3) making timely payments to all other required government agencies; (4) transparent posting of required financial information on our website, in accordance with TEA requirements; (5) maintaining a total net asset balance in the Statement of Financial Position greater than zero; (6) maintaining a number of days of cash on hand and current investments sufficient to cover operating expenses (expenses excluding depreciation); and (7) maintaining a current assets to current liabilities sufficient to cover short-term debt.

The goal of these reviews is to identify any potential risk of failing to comply with FIRST and develop a plan to mitigate such risk. In this regard, possible actions include amending the operating budget, liquidating investments to convert to cash on hand, negotiating and executing a forbearance agreement, securing long-term debt financing for short-term debts, reducing administrative costs, correcting any instance(s) of noncompliance, and posting required financial information on the charter’s website.

**Operational Indicators:** As part of a quarterly review process, the Texas Board will also evaluate the school’s operational success based on its compliance with each indicator identified in the Charter School Performance Framework. If there are any areas out of compliance, the Texas Board will address these areas promptly.

### Talent Management and Development

**Talent Management**

**Talent Management, Development, Evaluation & Retention:** Our ability to recruit, develop, promote, and retain high-performing educators is central to our mission. RPS’s Talent team will work in partnership with our DoS and school leaders to support our teachers over time. An assigned recruiter and HRBP will spend time on each campus to get to know staff and act as a critical thought partner to the leadership team and DoS on staff effectiveness and culture. Once the school staff

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team is formed, RPS provides robust training to prepare staff and intensive ongoing coaching for all educators. See Attachment 23 for detailed descriptions and qualifications for anticipated RTX staff.

**Teacher Recruitment:** To ensure student success, we will prioritize finding the best teachers and instructional staff for our schools. These educators are data driven, believe that all students can achieve with the right supports, and have a desire to grow as leaders within the classroom, school, and community. We will recruit teachers with at least two years of experience working in the same or similar communities. Our goal is that each campus will have one or two teachers who have at least one year of teaching experience at an existing RPS campus.

RPS is committed to building a school team composed of staff from diverse cultures and experiences. In fall of 2019, 62% of RPS teachers identified as people of color. They recruit both locally and nationally with the understanding that a combination of teachers with local context and high-quality teachers, regardless of origin, best serve their students. In order to find this caliber of teachers locally, RTX will partner with local universities, meet with local education organizations and advertise all roles on social media and job boards targeting the Dallas Fort Worth area. RPS understands that it must supplement our local hiring with strong performers from both a statewide and national pool. To do so, it will directly source on LinkedIn and Indeed, solicit employee referrals, leverage the networks of current RPS staff, partner with national organizations such as Teach For America, and allow for internal transfers from existing RPS schools. All RPS teachers interested in transfer to RTX will participate in a selective application process that assesses their evaluation data, recommendations from current Principal, ability to transfer a credential to TX and fit for the Fort Worth community.

Additionally, we will supplement our talent pool by recruiting recent college graduates with a focus on those with a Bachelor’s degree in education. We will partner with universities, including UT Arlington, SMU, Baylor, Texas Christian University, Texas Tech University, Texas A&M University, UT Austin, Texas State University-San Marcos, University of North Texas, Texas Woman’s University, Texas Wesleyan University, and the University of Texas at Dallas (among others), to post jobs, attend career fairs and meet with students on campus. In addition to partnering with career services and schools of education at these universities, we will also work with centers of intercultural affairs and diversity to find talent that reflects the identities of the students we serve.

To successfully attract talent, we offer a strong coaching model, engaged parents and families, and accelerated career pathways within RTX. All candidates are offered competitive salaries and benefits packages and out-of-state candidates receive a relocation bonus. We will offer a supplemental stipend for bilingual and
special education and will specifically recruit from partners and universities with a
history of producing applicable talent.

**School Leader Recruitment:** Each campus will be led by the Principal, 2-3 Assistant
Principals, a Business Operations Manager and an Office Manager. This team is
critical for the school's success, from coaching teachers to engaging parents,
families and the community. Our goal is that this team of founding school leaders
will reflect a combination of local talent and people with prior RPS experience.

RPS's School Leader Recruiter is responsible for identifying and recruiting P and AP
talent. The RPS Ops Team will recruit our BOMs and Schools Team will recruit our
OMs. All use the RPS Applicant Tracking System (ATS) to manage applications,
review credentials and bring candidates through the process. All candidates will
follow the interview process outlined below. Offers will be contingent upon criminal
history background checks and reference checks.

**Hiring Process:** The Recruitment Team and School Leaders will use RPS's ATS to
navigate all candidates through the hiring process.

1. Cultivation call: 20-minute call with the Recruiter for candidates who have not
yet applied to RTX to discuss our mission and the roles that are available to
gauge candidate interest and fit.

2. Application screening: Applications that come through the ATS will be screened
by an assigned Recruiter who assesses fit based off of education, experience
and indicators of mission alignment.

3. Phone Interview: 30-minute phone interview where Recruiter asks questions to
assess the candidate’s experience in the classroom while looking for examples
of data driven teaching, grit, social emotional awareness, family engagement
and ownership over student results.

4. In Person Interview: In-person interview held at the campus or a nearby office
should the campus not be ready for occupancy. The candidate will present a
demo lesson to students while the hiring manager observes, and later provides
feedback. Interviews with the hiring committee cover instruction, data, students
and families and leadership. Answers to all sections will be scored so that
candidates can be compared objectively.

**Hiring Team:** RPS's Chief Talent Officer is responsible for overall talent strategy and
implementation. The Senior Director of Talent oversees and manages the Teacher
and School Leader Recruitment Team and will provide input on the strategy. The
Associate Director of Recruitment is responsible for sourcing candidates and
moving them through all stages of the process. The School Leader Recruiter brings
the Principal and Assistant Principal candidates through all stages of the process.
The Human Resources Business Partner (HRBP) is responsible for advising
decisions made on offer letters to ensure that all roles have the appropriate
education and certifications. The Principal and Texas Director of Schools, under the supervision of the Superintendent, will interview candidates, make hiring decisions, and work to close candidates after an offer has been made. They involve other team members, such as teachers and other school leaders, in the process when considering fit or trying to close a candidate. Finally, our earliest enrolled families and community members will interview candidates in Year 0.

**Timeline:** To ensure a successful start of school, we will aim to fill roles on the following timelines: assess local talent landscape and build interest in Rocketship - 12-24 months in advance; Principal - 9-12 months in advance; Assistant Principals - 4-9 months in advance; BOM - 4-9 months in advance; OM - 6-12 months in advance; Teachers (including Special Education, and Bilingual) - 2-6 months in advance; all additional instructional support roles - 1-2 months in advance.

**Placement of Instructional Staff:** Upon hiring instructional staff members, the Principal will ensure that newly hired staff members are placed in a role that best sets them up for success, typically one that both aligns with their past experience and is best for students. The Principal will assess the strengths of all School Leaders in order to create cohesive role and coaching assignments that leverage prior experience. In placing teachers, principals consider prior content experience, experience with a given grade level and attempt to disperse veteran and local talent across grades. Each grade level team will be designed to maximize both instruction and student culture, considering the student population of a given grade level.

**Other Instructional Staff:** We will employ a number of instructional support staff, including ISE Paraprofessionals, ILS (Tutors), and Assistant Teachers. These roles will be hired by the P or AP and we will prioritize candidates from the community to fill these vacancies. All instructional staff will apply to positions through the ATS and be screened through a phone interview, in person interview, and reference check. Paraprofessionals are required to have a certification, but otherwise we will focus on finding mission-driven individuals with experience working in elementary settings. We also hire related services specialists for our students requiring additional support, including speech therapists, mental health providers, and occupational therapists. These individuals must hold Bachelor’s degrees and any licensure required in TX.

**Operational Staff:** We also employee non-instructional staff who ensure our schools are safe and productive places of learning. These roles include our hourly Operations Specialists. They follow the same hiring process as other staff members with adapted questions for the role. The BOM leads the hiring process and priority is given to candidates from the local community. Operations Specialists are placed at a campus based on budget and campus need. They are trained in food service, with one staff member serving as Lead Server. For custodial support, we work with
local vendors to hire staff as contractors. The BOM oversees the hiring of vendors.

**Evaluating Recruitment Strategies:** At least nine months prior to the start of school all recruitment metrics will be mapped so that the Recruitment Team and other stakeholders can backwards map to monthly hiring targets for warm leads, phone interviews, in person interviews, offers, and hires made. The strategies listed to identify and recruit teachers and other staff members at Rocketship will be assessed monthly to ensure hiring targets are being met. Should any area be lagging, the Senior Director of Talent will meet with the Associate Director of Recruitment to strategize solutions to increase candidates at the identified stage in the hiring process. Should a gap persist, other stakeholders from the School Leadership Team, Special Education Team, and recruiters from other regions will collaborate to hit the hiring target. Additionally, Rocketship will establish a cross functional group of organizational leaders and our Texas leadership team to evaluate progress toward school design and start up across all functional areas, including Talent. This group will regularly assess progress toward hiring goals and recommend interventions and course adjustments as needed.

**Strategies in the Case of Staff Shortages:** As we are now in the midst of a national teacher shortage, we are aware that staffing our schools with the highest quality teachers on our desired timeline will be challenging. One obstacle will be finding Special Education and Bilingual teachers who are both aligned with our mission and who meet all TX educator requirements. A second known obstacle will be finding a racially diverse pool of local talent. To address these obstacles, the Recruitment Team will partner with our ISE leadership team and our DoS to align on the ideal candidate for each role and then strategically identify the necessary talent through direct sourcing, staff referrals and partnership with the community.

In the past, RPS has used additional strategies including both external and site-based solutions. External solutions, if RPS’s hiring is tracking low against checkpoints throughout the season, include leveraging community partnerships, tapping Teach For America corps members, recruiting teachers with out of state licenses and assisting with their certification transfer, inviting applicants from other Rocketship regions to interview in Texas, leveraging referrals from Rocketship staff, and offering stipends for hard-to-staff positions. Site-based solutions include restructuring grade team assignments to address gaps in staffing during the school year and requiring certified instructional leaders to assist with the teaching case load. A staffing chart illustrating our staffing model is included as **Attachment 22**.

**Hiring Staff:** In order for any candidate to be hired, they must submit multiple references, which a member of the hiring team is responsible for checking prior to extending an offer. An offer letter is approved by both the Hiring Manager and the HRBP prior to being sent to the candidate. Upon signature, candidates are sent
instructions for completing a background check, an I-9, tax paperwork and a TB test. All individuals are required by local policy and Texas law to submit to a criminal background check. Rocketship is committed to following the Texas FAST process so that all educators are fingerprinted and comply with the state's criminal background review. No condition or activity will be permitted that may compromise our commitment to the safety and well-being of students. Therefore, Rocketship will not employ any person who is ineligible to work in a Texas public school as described in TEC §22.092, by applicable administrative rules promulgated by the State Board of Educator Certification, or by applicable administrative rules promulgated by the Commissioner of Education.

**Dismissing Staff:** Rocketship is an at-will employer. At-will means an employee can be terminated at any time, with or without notice, and with or without cause, for any reason not prohibited by law. In an attempt to retain all employees, managers provide regular verbal and written feedback. If there are recurring concerns with an employee's performance or conduct, managers may (but are not required to) utilize the progressive discipline framework (left). The progressive framework maximizes the chance for the employee's improvement and ensures that the manager and employee are aligned in their understanding of the issue at hand. Should sufficient progress or change not be observed or if the misconduct is egregious enough to warrant immediate termination, managers work with Human Resources to initiate an involuntary termination. All involuntary terminations must be submitted to and pre-approved by the Human Resources team.

**Retention Strategies:** Rocketship staff go above and beyond on a daily basis to serve our students and families and are a critical factor for student growth and operating an excellent school. While we expect a certain level of staff turnover each year, Rocketship utilizes numerous school staff retention strategies, and principals create customized retention plans to meet the unique needs and goals of different teachers. Our network also maintains a focus on retaining high-performing teachers who have the most significant impact in improving student growth.64

**Strengthening Management Practices at School Level:** To strengthen management practices, RPS employs surveys with staff twice per year to provide managers upward feedback. The Talent team also facilitates monthly meetings with

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each school leadership team to partner on management issues and regular Leadership Labs focused on the management skills. Strong management practices on diversity, equity, and inclusion are also a lever for boosting retention of teachers of color. The Learning Policy Institute, Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color, 2018

Rocketship has launched a Diversity, Equity, and Inclusion program which includes training with managers and staff to facilitate conversations on how diversity, equity, and inclusion affects us, our colleagues, and our work in schools.

**Developing Career Pathways and Network Supports:** Providing staff with meaningful development and career pathways is another lever we will utilize to retain great teachers. Managers will discuss with staff at all levels individual professional goals and opportunities for staff to take on new and higher-level responsibilities. As described above, RPS also has developed a robust Rising Leaders initiative. More than half of our new APs for the 19-20 school year were promoted from within the network through our Rising Leaders program.

**Supporting Teacher Career Sustainability and Flexibility:** We will implement structures to help promote teacher sustainability including flexible days during the month when teachers can work off campus or attend to personal errands.

**Competitive Compensation, Incentives, and Benefits:** We offer competitive pay structures and incentives to attract and retain high-quality and high-performing teachers. RPS uses a performance-based pay system, which allows teachers demonstrating strong results to move up quickly within its compensation bands, which we plan to adopt. The performance-based pay structure is also a key lever for retaining our highest-performing teachers. We will also provide incentives and competitive benefits to create opportunities for additional growth within their profession, including a teacher professional development fund and financial support with meeting state credential requirements.

**Compensation Package:**

**Cell Phone Reimbursement:** We will reimburse full time staff up to $600 every year to support them in staying connected to colleagues and parents.

**Health and Life Insurance:** Full time staff are eligible to enroll in our medical, dental, vision, and life insurance programs. We cover an average of 60-95% of all employee only healthcare premium costs. Employees are eligible for benefits on the 1st day of the month following or coinciding with their first day of employment.

**Retirement Savings Plan:** Full time staff will be eligible to enroll in our 403(b) retirement plan on the first day of the first month of their employment. We anticipate matching 100% of the first 5% of base salary, up to $2,500 per year.

**Salary/Wages:** RTX’s anticipated employee salary and wage ranges vary by position, and were developed to be competitive with those in surrounding districts.

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65 The Learning Policy Institute, Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color, 2018
66 See Attachment 32 for further detail on the inclusion of the costs of our compensation package in our budget.
See Attachment 23 for specific salary ranges and benchmarks.

Retention Rates: RPS’s teacher retention strategies allow it to consistently retain a significant portion of teachers within the network year-over-year, especially its highest-performing teachers. In 2017-2018, the RPS network retained 68% of all teachers and 96% of all high-performing teachers. These figures grew to 77% and 92%, respectively, in 2018-19. In 2019-2020, RPS retained 87% of all teachers.\(^67\) RTX’s goal is to retain 80% of all teachers and 90% of high-performing teachers.

Timeline of Retention-Related Strategies

<table>
<thead>
<tr>
<th>Retention Strategies</th>
<th>Responsible Individual(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>SLs + HRBP + Recruiter</td>
</tr>
<tr>
<td>- Monthly meeting between SLs and Talent Team</td>
<td></td>
</tr>
<tr>
<td>- Retention conversations (start in Nov.)</td>
<td>Talent Operations Team + SLs</td>
</tr>
<tr>
<td>Jan.-Feb.</td>
<td></td>
</tr>
<tr>
<td>- Staff Satisfaction Survey + Debriefs</td>
<td>Talent Operations Team + SLs</td>
</tr>
<tr>
<td>- Intention to Return Survey Sent to all Staff</td>
<td></td>
</tr>
<tr>
<td>- Midyear Performance Reviews</td>
<td></td>
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<tr>
<td>Feb.: Early Salary Offers for returning staff</td>
<td>Talent Operations Team</td>
</tr>
<tr>
<td>Mar. - Apr. Selection for Rising Leaders Program</td>
<td>Talent Development Team + DOS</td>
</tr>
<tr>
<td>May: EOY Perf. Reviews and Final Salary Offers</td>
<td>Talent Operations Team + SLs</td>
</tr>
</tbody>
</table>

Professional Development and Evaluation\(^68\)

Professional Development (PD) Plan: We believe our teachers are most effective when they feel both invested in their school and that their school is invested in them. To this end, we will have structures in place to ensure all members of our staff receive high quality professional development described in detail below.

Summer: Each summer, RPS hosts an intensive three-week training for all teachers that emphasizes foundational knowledge in its culture and instructional model. This summer training allows staff to build a collaborative culture of trust while creating a school shaped around personalized learning and the RPS model. RPS provides training in classroom management and effective year-long, unit, and lesson planning. This training is provided to all teachers at all grade levels across our network. However, there are both grade and content-specific trainings and development, which encompass other, foundational components of the RPS program, including the process for the use of data, instructional techniques (i.e. differentiated behavior management strategies for different grade levels), and the

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\(^67\) Rocketship defines high-performing teachers as those who achieve the highest performance level on our end of year teacher performance evaluation. Due to COVID-19, Rocketship does not have comparable end of year high-performing teacher retention data for 2019-2020.

scope and sequence of curricula. We also have differentiated professional development opportunities based on student population. For example, while we host generalized development on multilingual learners and those with exceptionalities, we have team members and staff who also receive highly differentiated and more specialized support. Ultimately, there is a mix of both generalized professional development provided to all teachers, and content and grade-specific training. As an additional note, per our mission on parent empowerment, educators also learn strategies to effectively engage parents, including how to empower parents as key supporters of their children’s education after students graduate from Rocketship. This helps ensure that our students actualize our mission and go on to succeed “to and through” college. Just prior to summer teacher professional development, school leaders, including both Principals and Assistant Principals, participate in two weeks of training to become well-versed in similar topics, ensuring that they are well-prepared to be effective instructional leaders while establishing that important school culture that enables student success.

**Weekly:** In addition to summer training, Rocketship schools dedicate time every week throughout the school year for staff PD, for a total of 300+ hours per teacher each year. At each of our schools, we dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. Based on student data, instructional observations and coaching, Principals and Assistant Principals facilitate sessions targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers based on experience, strengths, and key areas for growth to best support student learning. Topics have included analyzing and planning using formative assessment data, creating rigorous independent work, exploring whole brain teaching, launching literature circles, culturally responsive pedagogy, and facilitating small group instruction for struggling readers in the upper grades.

In order to develop the necessary subject expertise for our teachers as well as our school leaders, Rocketship regularly partners with several outside professional development organizations and higher education institutions to conduct in-depth professional development in various content areas. In the past, RPS has partnered with Project GLAD, the Santa Clara County Office of Education, Uncommon Schools, and the Lavinia Group. Based on the needs of our Texas educators and students, we would expect to utilize some of these same partners, with the potential to add local partners, especially in the context of adapting and aligning TEKS standards with the RPS curriculum. Rocketship is constantly reflecting on student achievement data and teacher instructional needs in order to refine the professional development program to best realize significant gains in student achievement.

In addition to weekly PD, all prekindergarten through third grade teachers and principals will also complete a reading academy by the 2022-2023 school year. Teachers also have regular common planning multiple times a week to collaborate
on planning, data analysis, and to hone in on both grade level and content specific items that reflect challenges they’re experiencing in their classroom. More specifically, there are multiple hours each week (at RPS, each school has an early release day) dedicated singularly toward teachers working with data and meeting with their instructional coaches. While this work is often differentiated at the grade level (and in some cases, by teacher expertise, student population, or other parameters), teachers have the opportunity to meet collectively and participate in data meeting protocols (namely, the Get Better Faster framework for Data Analysis) that allow them to both dissect student, group, and class level strengths and gaps, and then plan and execute remediation plans directly into future instruction. When teachers aren’t participating in a data meeting (note that these are scheduled at different intervals in specific schools), they participate in PLCs and common planning time, usually in both content and grade level teams. For example, in one particular early release day, teachers participated in grade-level data meetings and then transitioned to content meetings where they vertically broke down similar standards across grade levels. Ultimately, the time is meant to support the academic (and social) needs of students by allowing dedicated time for teachers to plan, collaborate, and get support from their instructional leadership team, and that time is planned directly by the school leadership team based on the needs of the campus, grade level, or classroom.

Targeted Training for School Leaders: RPS also invests in developing school leaders as managers of adults through its Leadership Labs program. The Leadership Lab program is a four-part series that focuses on developing leader skills in communication, feedback, staff motivation and development, and problem solving. During this school year, RPS has targeted a primary focus on its work in the realm of Diversity, Equity, & Inclusion, which are sessions held throughout the school year (facilitated in collaboration with an external partner, LiberatED) that all teachers, staff, and school leaders attend. This work primarily focuses on identifying and responding to personal biases in education, understanding the history of institutional racism, and operating classroom and schools with an anti-racist lens.

Supporting All Students: A core component of our PD for both school leaders and teachers is preparing them to effectively support all of our students successfully including our ELs and students with disabilities. Recent RPS trainings for school leaders and teachers have included addressing the English-Language Development Standards and Instructional Strategies, coaching small-group Special Education instruction, understanding and responding to the Behavior Escalation Cycle, and coaching on Trauma Informed Education. RPS has worked with various external partners to prioritize its work around coaching programming for both its general education and special education faculty, and has worked deliberately across all of its regions to intensively and intentionally support students with physical, emotional, and alternate disabilities. Additionally, RPS has also started to re-align its curriculum(s) to better reflect the diversity of its students and staff, and have
incorporated new research on culturally responsive teaching/pedagogy (CRT) into our instructional design practices and curriculum alignment, which it does both at the national and regional level.

**Coaching:** A foundational piece of RPS's ongoing staff development is customized, targeted one-on-one coaching that school leaders provide for teachers and staff members. The overarching principles of its coaching program revolve around a tight feedback loop, regular opportunities for practice, the identification of root cases of problems and their accompanying solutions, weekly foci for teachers, and measurable goals for coaches to assess progress and collect data.

RPS implements a variety of coaching strategies and practices for all teachers, and find this to be especially important for the development of new teachers. Coaches observe and provide written feedback, deliver in-the-moment feedback (i.e. speaking into an earpiece that the teacher wears during instruction), model instruction, and engage in co-observations with the teacher (i.e. watching a video of the teacher, or observing a different teacher). All teachers will receive at least four hours of support outside the classroom per week and are generally observed at least twice a week. They will also receive at least two hours of weekly PD, and also have one-on-one meetings with their coaches. The support that teachers receive is informed by the school leaders’ classroom observations, the teacher’s student data, and the teacher’s unique experiences, interests and goals. To expound on this last component, one arm of RPS’s PD programming is its *Rising Leaders* program (mentioned below), where high-performing teacher leaders are coached and developed on various aspects of change management during monthly extra-school sessions that reflect their interests to successfully complete a project at their schools each year. Additionally, aside from our experienced and veteran staff, we will also work extensively with our new faculty and staff on deliberate, additional coaching cycles to ensure they are fully ready to tackle the challenges of being a new classroom teacher.

**New Teacher Induction:** RPS provides targeted support for new teachers to ensure their success and retention over time. RPS's approach aligns closely with the goals and structure of the Texas Beginning Teacher Induction and Mentoring (BTIM) program. New teacher support begins with a specialized track of professional development during summer training and continues throughout the year with personalized support from their coach during the year, which typically includes more intensive coaching on classroom management, instructional planning, and pacing. Because all teachers receive several hours of coaching each week, this is the most significant way new teachers receive differentiated support. RPS has at times provided supplemental peer mentoring through formal induction programs in accordance with local policies and practices. In these cases RPS provides training, stipends and/or release time for experienced mentor teachers who teach similar grades and subjects to the new teachers they mentor. These mentors use state standards to support teachers as they focus on particular areas of practice.
Teacher Leadership (Rising Leaders Program): In an effort to cultivate strong internal teacher-leader pipelines, Rocketship provides the opportunity for high achieving teachers to participate in a leadership development program called “Rising Leaders.” As part of this program, teachers engage in monthly sessions that are focused on both instructional leadership as well as leading adults. Content includes strategies for peer observation and feedback, influencing others, and developing coaching goals for teachers. In addition to this monthly programming, Rising Leaders are provided with additional responsibilities on campus including supporting data-driven instruction, facilitating grade-level meetings on culture and instructional practices, or project management of grade-level events.

Costs: For Y1 we have budgeted ~$49K (over $2,100 per Teacher) to cover the costs of our PD programs (Attachment 31, Budget, row 110). Note that this amount is inclusive of development and training for all levels of staff, not just teachers. Teachers are paid for all days worked including summer and school year PD; this time is built into our normal calendar and salary schedule.

Teacher Performance Management & Evaluation: Rocketship implements an annual performance evaluation system for school staff that we plan to adopt. We believe that performance evaluations are a vital part of helping us to achieve our mission of closing the achievement gap because evaluations allow us to recognize and reward improvement and excellence and ensure that teachers receive consistent and direct feedback that helps them improve and grow. Rocketship's evaluation frameworks and policies align with Texas rules and expectations regarding the appraisal of teachers and administrators. Detailed performance evaluation frameworks are provided in Attachment 24.

Our performance evaluation system will consist of three formal evaluation activities during the school year complemented by our ongoing coaching cycles as described above. In the fall of each school year, teachers will complete a self-reflection where they self-assess themselves on Rocketship's performance rubrics to reflect on performance trends to date, areas of growth, and opportunities for improvement. Teachers will also meet with their manager for the self-reflection process to align on performance expectations, debrief on the self-assessment, and discuss next steps for growth. Teachers will also participate in two formal evaluations during the year where they receive an overall performance score and meet with their manager to discuss next steps for development. Mid-year evaluations take place in the winter and end-of-year evaluations in the spring before the end of the school year.

Teacher evaluations include multiple measures, including student growth and achievement and educator performance. The four components align with teacher role and responsibilities and Rocketship's theory of action on how we can achieve our mission. Each of the four components was developed with the goal of

promoting transparency, consistency, and communication.

1. **Student Achievement**: Teachers are evaluated based on both absolute and growth metrics. Absolute metrics evaluate the percentage of students at national norms on objective assessments such as the NWEA MAP. Growth metrics evaluate the percentage of students making growth and the average years that students grow on objective assessments such as NWEA MAP. The use of student outcomes based on the NWEA MAP assessment also helps to ensure that our Rocketeers are proficient on the State of Texas Assessments of Academic Readiness (STAAR) as studies show the link between student performance on MAP and STAAR. 70

2. **Family Engagement**: Teachers are also evaluated on the percentage of home visits completed and the percentage of parents completing partnership hours.

3. **Core Characteristics**: Teachers are also evaluated on their ability to demonstrate our five Core Characteristics. The Core Characteristics outline our network's expectations for professionalism and ways of operating our schools including: pursuit of excellence, innovation, authenticity, community, and tenacity. Managers use a performance rubric outlining examples of ways teachers can exemplify the Core Characteristics in their work.

4. **Teaching Performance Rubric (TPR)**: The Rocketship teacher performance rubric (TPR) outlines the expectations for teacher performance and is used by managers to provide formal scores and feedback to staff. The core of Rocketship's TPR (Attachment 24) is derived from the 2013 Charlotte Danielson Framework for Teaching with modified language to reflect Rocketship's specific academic model and instructional priorities (e.g., serving all students). 71 The Framework for Teaching is a research-based performance rubric validated to show positive correlations between the Framework for Teaching ratings and student outcomes. 72 The Rocketship performance rubric examines teaching performance in four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Rocketship domains align with the dimensions included in the Texas Teacher Evaluation and Support System (T-TESS) teacher performance rubric (Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities). 73

We provide support and resources to our evaluators to ensure the evaluations they conduct of teachers are valid and reliable. Our robust and ongoing training on evaluation processes help ensure our evaluators are aligned in their scoring of our observation tool and equipped to provide meaningful feedback to our teachers to improve their practice. Each summer, we provide our school leaders with training

73 https://teachfortexas.org/Default
on our teacher evaluation system to ensure they are deeply familiar with our approach and system. Evaluators must participate in norming sessions during mid-year and end-of-year evaluations in order to ensure we are maintaining inter-rater reliability. During the mid-year and end-of-year evaluations, the Talent Team and Director of Schools also meet with the evaluators at each school to ensure alignment in scoring as a network and check for misalignment. The team will discuss school ratings of teachers on the teaching performance rubric, looking at alignment of scores with student achievement data and other evidence of professional performance. The Talent Team will also review network wide data to make sure that we are flagging any significant outliers in scores or probing further where we may see a skew in ratings in a domain or with a particular evaluator.

Rocketship deploys a range of strategies to address and support teachers demonstrating unsatisfactory performance. Rocketship’s coaching and development systems provide employees with ongoing opportunities to receive verbal and written feedback from their manager on performance. Teachers and coaches discuss performance expectations, set measurable goals, and circle back on progress during 1:1 coaching meetings to discuss progress. If through the development and/or performance evaluation process, school leaders identify a teacher not demonstrating satisfactory performance, Rocketship leverages a progressive disciplinary framework to clarify expectations and outline next steps (See the “Dismissal” section above).

Operational and Financial Plans

School Calendar and Schedule

Annual School Calendar: If awarded a charter for the 2022-2023 school year, our annual school calendar would begin with two weeks for School Leader Launch in July 2022 and then three weeks of professional development for our teachers prior to our first day of school on August 15th, 2022. Our school year would be 180 days long with the last day of school on June 9th, 2023. Please see Attachment 25 for details on our school calendar for the 22-23 SY. In order to maximize annual student learning, our total annual minutes of operation range from 76,980 at Kindergarten to 80,580 minutes at 5th grade thereby exceeding state requirements for minutes at every grade level. Attachment 25c details the calculation of annual minutes for every grade level.

School Day: Our regular school day is an extended school day from 7:45am to 3:20pm with our early release day on Thursdays from 7:45am to 2:00pm. We utilize a rotational schedule across all grade levels with our students typically spending 180 minutes a day in Humanities (language arts and social studies) with the

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Humanities teacher, 90 minutes a day in STEM (math and science) with the STEM teacher, and 90 minutes in the learning lab with both enrichments as well as tutoring and online learning programs with the ILS (tutor). See Attachment 26a (regular day) and 26b (early release day) for additional details on specific times by grade level.

**Accelerated Teacher and Student Learning:** With the rotational model, Rocketship teachers are better able to focus and become experts in their specific content areas. The combination of the extended school year and early release day every week help accelerate teacher development through additional time for professional development. As a result, student learning is increased through improved teacher skill as well as additional instructional time with the increased minutes of operation.

**Student Recruitment and Enrollment**

As an open-enrollment charter school, RTX is committed to serving all students within our Geographic Boundary. Our projected Y1 demographics are: 93% econ. disadvantaged, 45% ELs, and 9% students with disabilities (see Demographic Projections). Because parent partnership is a key pillar of our model, we employ a “family recruitment” (FR) strategy rather than a “student recruitment” strategy focused both on reaching full enrollment and engaging parents as advocates.

**Enrollment Policies:** Our Admission & Enrollment Policy (Attachment 27), in accordance with T.E.C. §12.111(a)(5), “prohibits discrimination in admission on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend.” This policy outlines RTX's only enrollment criteria: verification that the student meets the minimum age requirement for the grade they are entering, in accordance with TEC §12.111 (a)(14). With a Y1 Budgeted Enrollment Target (BET) of 387 total students in grades PK-2 (see School Overview), we commit to serving no less than 100 students per year per campus, in accordance with 19 TAC §100.1015(b)(1)(D). RTX will also use a common admission application form in compliance of Texas Senate Bill 2293.

**Enrollment Targets:** We will focus recruitment efforts in areas with a demonstrated need for high quality school options. Consistent with community demand and parent interest we will engage primarily within the boundaries of schools near our proposed site that have D and F ratings. Additionally, we will ensure families within a three mile radius of our proposed site are informed and invited to explore Rocketship Texas as an option. Due to our commitment to provide transportation for families and a means to eliminate location and a barrier to access, we will also engage a broad group of Tarrant county families. This prioritizes Harlean Beal E.S. and Sunrise McMillan E.S, which both currently have

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unacceptable performance ratings under TEC § 39.054. Additionally, we will recruit in the neighborhoods of Christene Moss E.S., Sagamore Hill E.S, Edward Briscoe E.S., Carroll Peak E.S., and Clifford Davis E.S., which all currently have D rating under TEC § 39.054.

**Enrollment Strategies:** We’ve developed our plan by coupling learnings from local charters like IDEA Public Schools with best practices from RPS’s existing regions. Because we are located in diverse neighborhoods made up of primarily low-income families zoned to C, D, and F schools (see Rationale for Proposed Geographic Location), execution of the below strategies reaches low-income families, families who speak a language other than English, and families who live in areas zoned to underperforming schools. For an explanation detailing why our academic program will serve these families, see Serving All Students with Excellence. Our marketing materials are always available in English, Spanish, and other languages represented in a given neighborhood. RTX will have dedicated Family Recruiters and a FR Manager beginning in Y0. Continuing in Y1 and beyond, the FR team’s enrollment strategy will be composed of:

1. **Neighborhood Canvassing.** Our bilingual team canvases all neighborhoods surrounding our sites on evenings and weekends when more families are home. We leave behind our multilingual flyers when families are not home.

2. **Partner with local preschools.** We will present at Kinder readiness programs and info sessions for families attending nearby preschools.

3. **Partner with local churches.** It’s important we build relationships with local faith leaders to authentically serve the community. We’ve had over a dozen conversations with local faith leaders, who’ve provided deeply valuable information about how to approach recruitment. Working with local churches will also provide opportunities to table at church events and host Info Sessions.

4. **Employ targeted social media outreach & digital presence.** We will employ a robust social media outreach campaign to ensure as many people as possible within our Geographic Boundaries hear about us. We use “Leads Generation” campaigns that allow interested families to fill out interest forms on Facebook. A member of our FR team then reaches out via phone and/or email to answer questions and engage them in the enrollment process.

5. **Conduct monthly Info Sessions.** We will publicly advertise and invite all interested families to a series of monthly Info Sessions, beginning September 2021. We’ll use these sessions to build interest, share information, and support with the enrollment process. These Info Sessions will be held at community centers, churches, libraries, and our office.

6. **Attend Community Events.** We will participate in as many local events as possible. Some that we aim to attend in Y0 are the McDonald YMCA Thanksgiving food distribution and the Boys and Girls Club East-side Branch annual Christmas Block Party. We’ll partner closely with community organizations to determine COVID-responsive approaches to planning events.
7. **Table at local businesses.** We will reach local families by tabling at local businesses, seeking to discuss school choice as they run their errands.

8. **Facilitate Transportation to-and-from School.** We will provide transportation for families who would otherwise be unable to enroll their children at RTX.

**Costs:** We have budgeted $50K for Student Recruitment/Marketing in Y1 for these efforts (Attachment 31, Start-Up, Y1 & Assumptions, row 112).

**Enrollment Timeline:** Our phased timeline for Y0 is outlined below. From Y1 onward, the below timeline will become a cycle that begins in September with “Phase 2: Build Interest and Awareness” and progresses as it did in Y0. The “Collect Applications” phase will focus primarily on PK/K recruitment through preschool partnership, as we anticipate reaching full enrollment in our upper grades in Y1.

- **Phase 1: Listen & Plan (Jul 2019 - Dec 2020).** We learned where there is the greatest need for high-quality school options in Fort Worth and developed our founding board who influenced our FR strategy to ensure we reach everyone in our target neighborhood, facilitated 1-on-1 conversations with local families and community leaders, and launched our digital presence.

- **Phase 2: Build Interest & Awareness (Jan 2021 - Oct 2021).** We’re now focused on boosting awareness in our target areas. We’ll execute our digital marketing plan, share information about our schools with the broader community, and hire our team of Family Recruiters. We’ll also continue 1-on-1s with community members, focusing on church, preschool, and community center leaders.

- **Phase 3: Collect Applications (Oct 2021 - Feb 2022):** Our application opens on the last Monday of Oct., which will be Oct. 25, 2021 in Y0. In this period, we’ll work to ensure everyone in our Geographic Boundary knows that Rocketship will be an option for their children beginning in the 2022-23 SY, and that, if they choose to submit an application in the lottery, they have an opportunity to do so. Info Sessions, tabling at grocery stores, presentations to churches and preschools, and attendance at community events take place during this phase.

- **Phase 4: Enroll & Engage (Feb 2022 - Aug 2022):** The student application will close to the public for the lottery on the second Friday of February; in year 0 this will be February 11, 2022. The application will re-open after lottery results are made public for any interested families to apply and, if there are no spots available, to have a space on the waitlist. In this period, we will work closely with families who are enrolling by providing ample opportunities to engage founding families, as described in the Community Engagement and Family and Community Engagement section. If, after the lottery, there are still any open spaces, we will continue to recruit using strategies outlined in the “Collect Applications” phase, while also engaging founding families for referrals.

**Metrics & Contingency Planning:** Our team tracks each family’s journey from initial meeting through full enrollment in our FIRE (Family Interest, Recruitment, and Enrollment) Plans. We set specific goals for how many families each team member meets per week and per month. We also set goals for and track home visits. When
the application opens, we set monthly application goals based upon our campus BET, assuming a conservative 60% application-to-enrollment rate. We regularly analyze recruitment and enrollment data; if enrollment numbers are lower than expected, our leadership team will determine our most effective sources of enrollment, then develop a plan to further leverage those sources. We'll also continue outreach to any interested families from our FIRE Plan who have not yet enrolled. In addition, we'll broaden our efforts to reach our full Geographic Boundary, rather than the targeted areas outlined above. Our Y1 budget allocates $800K for contingencies (Attachment 31, Start-Up, Y1 & Assumptions, row 136); a portion of which can be used towards mitigating any budget shortfalls. If, one month before school starts, we have not met our enrollment targets, we will either allocate some of the contingency towards the school budget to make up for the shortfall, or use some of those funds to broaden our recruitment efforts to our full geographic boundary via social media marketing and neighborhood canvassing. Though we do not anticipate a need to do so, we are also prepared to re-allocate some budgeted non-compensation to make up for shortfalls.

**Roles & Responsibilities:** Though all team members who open a new school play a role in FR, five key roles drive the process. The Regional FR Manager is responsible for planning and executing FR strategy, setting the recruitment calendar, and managing a team of Family Recruiters. This person receives support, coaching, and guidance from RPS’s Associate Director for Family Recruitment and Growth. Founding Principals of new schools attend FR Events, lead Info Sessions, and attend home visits. Founding OMs lead the enrollment process in addition to leading Info Sessions and attending home visits with the Founding Principal. Finally, Family Recruiters execute FR strategy with the Regional FR Manager through canvassing, tabling, attending community events, following up with interested families, and supporting families through the application and enrollment process.

**Facility Acquisition**

1. Has the applicant identified a specific location for at least one campus in Year 1? Yes ☒ No ☐

**Facility Identified**

**Physical Address of Facility:** 3520 E. Berry Street

2. Does the applicant currently own the property, plan to purchase it, or plan to lease it? Currently Own ☐ Purchase ☒ Lease ☐

3. Has the building been issued a certificate of occupancy for educational use? Yes ☐ No ☒

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Generation 26 Application *Rocketship Public Schools* Page 104
**Location & Design:** We identified and selected 3520 E. Berry St. as the location for our first campus during our greenlighting process due to its location in the heart of the southeast community (see Performance Management). The process included a deep analysis of the targeted market by RTX and RPS staff from Facilities, Finance, Achievement, Strategy, Growth & Community Engagement, Schools and Talent. We have reached an agreement in principle for the site acquisition in advance of the charter award determination, with short term financing assistance from a local supporter (Attachment 30). Once the charter is awarded, the site will be transferred to RTX for development of the campus.

The campus will be designed with our specific programming needs in mind, including our rotational approach, extended learning opportunities in our Learning Lab, and our full continuum of services for students with disabilities. The building will be completed in advance of Y1 and include 22 traditional classrooms, 2 small classrooms for ISE/SIP, 2 Learning Labs, a gymnasium, cafeteria/MP room, food servery and food storage, administrative office, counseling offices, a nurse's office, conference room, storage and copy rooms, student and adult restrooms, janitorial closets and all related IT and mechanical rooms. The outdoor areas will include age-appropriate play structures/areas, staff and visitor parking, and drive aisles for vehicular drop-off and pick-up. The campus will be newly constructed in compliance with local building codes and American with Disabilities Act (ADA) requirements. The Certificate of Occupancy for our 1st campus is expected by July 31, 2022.

**Strategy & Structure:** In accordance with local, legal requirements for campus development, and consideration of optimal and affordable structures for ownership and financing, RPS and RTX will deploy a strategy that involves working with both local and national experts in charter school campus development. As the design of the campus is nearing completion and an initial general contracting RFP has been undertaken, RTX is expecting that at least 30% of hard costs for the campus will be awarded to local, minority-owned and disadvantaged small businesses. RPS will also assist RTX with determining the optimal long-term financing strategy, which may include working with the TEA to determine the feasibility of a commitment under the Permanent School Fund (PSF) Guaranty Program, if qualified. Similarly, to provide early support and enhance predictability for RTX, RPS will support the financing efforts by deploying its real estate and finance experts to review options and make a recommendation to the Board. The level of commitment and financial risk of gaining site control, designing the facility and beginning to work through entitlements for the Berry St. campus is estimated to be up to $800K for the deposits, design, due diligence work and entitlement fees. This early work is critical for the predictability of opening a permanent campus in the Summer of 2022. This early risk will not be an immediate obligation of RTX, but will become a part of the overall project costs once the charter has been awarded.
Projected Cost, Type, and Financing Plan: RTX facility expenses will be based on lease or debt service payments and amortized over ~30-35 years. The facility expenses will be finalized and agreed to by all parties prior to project financing, and memorialized by an industry-standard lease document. The facility expenses will reflect normal and customary components of market-based rents, including: project costs, property management fees, taxes, insurance, and reserves for replacement of capital items. At present, we anticipate a total project cost of approximately $12.5M per campus, resulting in lease payments per campus of ~$865K per annum, and a lower annual lease payment of ~$780K per campus upon issuance of the long term financing (assumed in Y4) assuming a similar market environment to the present (Attachment 31, Budget, row 127). An important charter school industry metric is the percentage of facility expenses relative to total revenue, and typical industry investors and lenders prefer to see between 10-15% and no more than 20% once enrollment is stabilized. On that metric, RTX's budget provides a ~11-12% projection upon enrollment stabilization and issuance of long term debt, which is well within the acceptable range for investors and lenders to underwrite the project at attractive terms and conditions.

RTX will determine the best methodologies for developing new, state of the art campuses for the families we serve in Tarrant County while maintaining both affordability and quality to best serve our families and students.

Facility Not Identified

1. Does the applicant intend to lease or purchase a property?
   Lease ☐     Purchase ☐

Transportation77

While many charters do not offer transportation except to their students with IEP needs and while we anticipate the majority of our families will walk or drive as our campuses will be located in the heart of our communities, we budgeted significant funds to allow us to provide buses where needed.

We plan to offer daily bus transportation to best serve our students and families. We will conduct focus groups to help set route locations that provide access to our campuses for the largest number of families. To ensure we have sufficient funds, we conservatively budgeted $180K per first-year campus and $200K per full-scale campus (Attachment 31, Budget, line 107), which allows for an average of 2-3 routes/school given the $400/day/bus cost we were quoted by a local vendor. As each bus holds 70+ students, this will allow us to serve 200+ students/school. We plan to do in-depth family interviews to determine where transportation is truly

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needed and sensible, and may reallocate some of these funds to other programmatic needs if the full amount is not needed. RPS has experience building successful partnerships with bus companies and we plan to partner with a similar vendor locally. We have spoken with local vendors and Directors of Transportation from other charters to understand the local market and costs. To be conservative, we did not budget for public reimbursement as it is minimal compared to costs. Given this large investment, and the fact that we expect the majority of our families to walk or drive, we do not plan to offer public transportation vouchers as a standard practice, but campuses will have the discretion to do so.

We also budgeted transportation for students whose IEPs require it. Our current conservative transportation estimates cover multiple bus routes per school; these will first cover IEP-related requirements and then transportation for other students, so we are confident that we can serve all students with IEP-related needs within this budget. By partnering with a bus company with school expertise, we will have access to buses with the necessary accommodations, creating the option for students with IEP transportation needs to be served on standard bus routes and/or with specialized buses as needed. Paraprofessionals already budgeted within our Special Education model can accompany students if required by student IEPs.

We will also provide transportation for field trips and athletic events. We will hire in-day buses from our same before-and-after-school bus provider. These services cost ~$40-50 per hour (so ~$100-200 per trip) based on our initial vendor conversations. We budgeted >$5K per grade in the field trip line item (Attachment 31, Budget, line 106), which is more than sufficient to cover transportation. Exact cost will depend on how each individual grade level team decides to structure their field trips, allocating funds between transportation and other field trip expenses.

**Start-up Plan**

**Staffing:** Drawing from RPS’s experience launching schools across four states over the past 14 years, we plan to invest in strong regional capacity from day one to ensure consistent quality and scale.

**RTX:** Beginning in Y0, our regional team will include eight FTEs who will lead our start-up efforts: the Superintendent leads the overall development of the school; 2 Education Organizers lead parent engagement; a FR Manager and Family Recruiters lead our recruitment and enrollment efforts; the DOS, Achievement Manager, and ISE Manager (who join mid-year) adapt the RPS model to meet the unique needs of our students; and the PEIMS Coordinator builds out our compliance systems. In addition, we plan to hire key school leadership in advance to set the school up for success. We will bring OMs on in the fall and Principals and BOMs on mid-year. Principals, who are typically released from AP positions at existing RPS campuses,

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lay the groundwork to hire talented educators, build relationships with their future students and families, and learn RPS best practices. OMs help drive student recruitment and BOMs establish the necessary operational infrastructure for opening. We budgeted $891K (Attachment 31, Budget, row 77) for these expenses.

RPS: RPS will provide best practices and support in areas such as curriculum, talent recruitment and HR, finance, and accounting. These costs are covered by the CMO.

See the Proposed Instructional Leadership and Proposed Financial and Operational Leadership sections and Attachments 17-21 for more detail.

Other Costs: We budgeted $48K for accounting/audit fees, $39K for legal fees, $5K for board expenses, $50K for staff recruitment/development, $40K for student recruitment/marketing, $25K for travel, $5K for technology, and $14K for office expenses (Attachment 31, Budget). While we will be in construction on our first campus in Y0, RPS and Launchpad mitigate the early real estate risks so RTX will not begin making facilities-related expenditures until Y1 (see Facility Acquisition).

Funding & Contingency: Our $12.9M in total funding commitments to date (Attachment 33) includes $1.2M from Fort Worth Education Partners (FWEP) for Y0 to fully offset these start-up costs. Should this commitment fall through for some reason, we would seek to raise the funds elsewhere and, if necessary, delay the hiring of some staff and RPS (the CMO) would provide additional support.

Milestones & Board Monitoring: See Attachment 30 for a detailed startup plan. The board will monitor the implementation of this plan and associated budget through regular check-ins. In February 2021, the board greenlights our 2022 opening, approving the facility location and startup plans. Then, in May, the board approves the budget for the following fiscal year. Throughout, the board continuously monitors how we are progressing against major milestones.

See CSP Addendum for greater details on start-up costs.

Financial Planning

1. Identify the fiscal year for the sponsoring entity.
   July 1-June 30 ☒ September 1-August 31 ☐

2. Identify the fiscal year for the proposed charter school.
   July 1-June 30 ☒ September 1-August 31 ☐

Systems, Policies, and Processes for Financial Planning: RTX will maintain financial sustainability by: monitoring and reviewing organizational compliance with the budget (i.e., compare actual expenses to date against budgeted expenses to date) monthly and addressing material unfavorable variances (i.e., actual expenses exceeding ten percent of budgeted expenses) in accordance with Board policy; monitoring and reviewing enrollment and attendance after each six-weeks

reporting period; comparing estimated revenues, as adopted on the budget, to realized revenues, as disclosed on the latest Summary of Finances and other comparable reports; and reviewing monthly accounting close procedures and ensuring internal control compliance. As appropriate, RTX will perform the above activities with greater frequency (e.g., weekly) if unfavorable fiscal results are observed.

As described in the Board Structure and Qualifications and Performance Management sections, the Superintendent will prepare and submit monthly and quarterly financial reports for the RTX Board's review. If necessary, the Board will act upon financial information received by providing the Superintendent direction to address concerns. To mitigate the risk of fraud, waste, mismanagement, or other abuse, the Board, with the assistance of legal counsel, will adopt policies conforming to Texas law and federal regulations governing the school's finances. Through these policies, the Board will direct and oversee RTX finances, including the development and adoption of the budget, use of public property, particularly between the charter school and CMO, and procurement of public works contracts, professional services, and other goods and services subject to specific purchasing requirements, with a special emphasis on compliance with Texas conflict of interest law and statutes governing related-party transactions. As set forth in Board policy and the Texas Administrative Code, the Board will subject the school's finances to annual audits by an independent auditor associated with a certified public accounting firm having a current valid license issued by the Texas State Board of Public Accountancy and conforming with other applicable rules (e.g., complying Governmental Audit Quality Center membership requirements). As required under the Texas Education Code and Texas Administrative Code, each Board member and the Superintendent and charter school officers, as defined in state rule, will receive orientation and training by a TEA authorized course provider regarding their respective financial management responsibilities. The Superintendent will also ensure that required state and federal reporting is completed on a timely basis and that such reports are available to and reviewed with the Board.

In addition, RTX will employ several systems to support quality in financial processes and controls, which help ensure consistency and fidelity to accurate accounting and adherence to rules set forth in the Financial Accountability System Resource Guide (FASRG): manage payroll within an Automatic Data Processing (ADP) system; manage accounting general ledger and accounts payable within Intacct, accounting software designed to streamline accounting processes and support management of general ledgers across net asset (fund) classifications; manage and program the monthly and quarterly accounting close with FloQast, close management software that facilitates closes through centralized checklists and automated tie-outs80; manage lease obligations and lease accounting with LeaseQuery, an accounting software for lease management, that facilitates

compliance with FASB, IFRS, and GASB standards; support expense activity, travel and credit card management with Concur; and support financial planning and budgeting with Adaptive Insights, software that supports business planning and forecasting. To provide controls, Rocketship segregates duties among staff accountants and provides oversight to the accounting staff from the Assistant Controller and Controller.

**Roles & Responsibilities:** The RTX board includes members with significant experience in finance, accounting, business management, and school finance, including Peter Philpott, Walter Dansby, Alex Jimenez, and Vincent Davila (see Board Structure and Qualifications). Texas Board members, Superintendent and charter school officers, and CMO staff will also receive specific charter school finance training on TEA financial performance requirements and reporting. The Board is ultimately responsible for financial accountability of the RTX schools and will approve and review the annual budget for the school and will have final oversight over the obligation and expenditure of public funds and the use of public property, including the approval of the procurement of goods and services, as established in Board policy and under applicable law. In contrast, the Superintendent will oversee the daily finances of the schools and provide regular financial reports to the Board including the statement of activities, statement of financial position and cash flow, and other relevant indicators. Moreover, in accordance with Board policy, the Superintendent will provide the Board with state mandated regulatory reports (e.g., financial management report) and keep the Board informed of organizational compliance with fiscal requirements. Reports will be available to the Board monthly and will be reviewed in detail on a quarterly basis during Board meetings.

**Financial Transparency:** The schools will assess and meet metrics as specified in the Charter FIRST rating system. These metric goals will include: submission of State-mandated annual financial report within deadline and with an unmodified opinion and free of material weakness of internal controls; compliance with the payment terms of all outstanding debt agreements; compliant timely payments to the TRS and all other required public agencies; transparent posting of required financial information on website, in accordance with TEA requirements; maintaining total net asset balance in the Statement of Financial Position greater than zero; maintaining days of cash on hand and current investments sufficient to cover operating expenses; and maintaining ratio of current assets to current liabilities sufficient to cover short-term operational needs. In compliance with the Texas Open Meetings Act, the Texas Board will conduct meetings open to RTX’ constituents. During these meetings, the public in attendance will hear the Superintendent present a budget proposal, request budget amendments, recommendations for the procurement of goods and services, and report on fiscal compliance for metrics described above and on other school finance requirements. As required under Texas law, the Superintendent will post financial information
Centralized Support Services: Rocketship's Network Support Team (NeST) comprises six core functional groups with staff at both national and regional levels focused on supporting schools across the network: (1) School Leadership & Achievement: School Leader development, curriculum design and effectiveness, including subgroup populations; (2) Talent & Strategy: Talent recruitment, performance management, human resources, analytics, organizational strategy and planning; (3) Business: Finance, accounting, legal, and real estate; (4) Growth & Community Engagement: External relations, family recruitment, parent leadership; (5) MarComm.: Marketing, communications, development; (6) Operations: Operational systems and support, compliance, and technology. Within each of these categories, NeST staff provide support services that will, among other things, help RTX develop and execute regional strategy. Specific staff and services that NeST provides are detailed in the Proposed Instructional Leadership Team and Proposed Financial and Operations Leadership Team sections. We project a network support service fee of $0.45M in Year 1. By Year 5 this grows to $2.7M or 10% of revenue (excluding food service and philanthropic revenue).

Contracted Services: RTX intends to contract out those services that benefit from specialized expertise and/or cost savings. As shown in rows 81-87 of the Start-Up, Y1, & Assumptions tab of Attachment 31, these include: (1) Accounting / Audit: $48K in Y0; $48K in Y1; (2) Legal: $39K in Y0; $39K in Y1; (3) Nurse Services: $0 in Y0; $20K in Y1; (4) Food Services: $0 in Y0; $249K in Y1; and (5) Special Ed Services $0 in Y0; $61K in Y1. Services are selected based on quality, service levels, and cost.

Detailed Financials and Budget: Please see the Financial Plan Workbook (Attachment 31) and Budget Narrative (Attachment 32) for greater details regarding RTX's financial plans.

Financial Status: As reflected in MO5, the Rocketship network is fiscally healthy with a strong financial record. As shown in Rocketship's audited financials, total assets were $209.8M and total net assets were $24.6M at the end of the 2020FY on a consolidated basis. Revenue for the same period was $142.5M, yielding a surplus in net assets of $0.5M.

Fundraising: We have already secured $12.9M in commitments to support our first five years in Tarrant County. This includes a commitment of $10.7M from the Fort Worth Education Partnership (FWEP), which is comprised of several leading foundations including: Walton Family Foundation, Sid Richardson Foundation, Kleinheinz Family Foundation, and City Fund (Attachment 33). We've also received a commitment of $2.2M from the Charter School Growth Fund (CSGF), a long-standing supporter of RPS (Attachment 33). Over the 5-year period in this application, a philanthropic contribution of $13.5M is included in the financial plan workbook in Total Local & Other Revenues (Start-Up, Y1, & Assumptions worksheet of Attachment 31). This $13.5M includes establishment of $4.4M of contingency
availability (i.e., a “rainy day fund”) as needed in years 1-5. Our fundraising strategy focuses on three funder segments: foundations, corporate supporters, and high-net worth philanthropists. We partnered with M. Gale & Associates, a Fort Worth based fundraising firm, to help build a current pipeline of Texas funders that are aligned with our vision to improve educational equity and excellence across Tarrant County. A best practice in development is to have 3-4x the fundraise goal in the pipeline. As such, we feel confident in our ability to raise the remaining $550K with well over $2.5M in likely commitments over the next 4 years currently in the pipeline from local foundations including, but not limited to, the Andrews Foundation, Rainwater Foundation, Miles Foundation, and the Morris Foundation

Optional Bonus Points

Proven Superior Performance

Across all four regions, RPS students outperform their peers in neighboring districts and often by very significant margins. As the data below shows, this is particularly true for those sub-group of students who are similar to those students which Rocketship Texas will be serving in Fort Worth. The data below compares the combined proficiency on 18-19 SY state assessment results for Literacy and Math between RPS students and students in comparable districts and schools. As RPS operated nineteen schools in nine different districts across four states in the 18-19 SY, the comparative district performance is an average of district performance weighted by the percentage of RPS students in each of those districts.

Network Performance: RPS’ average network performance across all four regions exceeds the average of local occupying districts by 19 percentage points. As 75%+ of RPS students are low-income, it is particularly germane that the differential expands to 28 percentage points for RPS’ low-income students.

Campus Performance: In order to identify comparable district schools, district schools with similar rates of poverty to RPS schools were selected. Through this comparison, 15 of RPS’ 19 (79%) campuses outperformed 100% of comparable district schools. Three other RPS schools--RRWC, RDL, and RSCP--outperformed approximately 90% of comparable district schools. The only RPS school to perform below this level, RTP, was in its first year of operation and school-wide only had ten students in the third grade take the state assessment. As RTP continues to build out to full enrollment and have an increasingly statistically significant number of students take the annual state assessment, we fully expect RTP’s performance to reflect the high level of outperformance demonstrated by other RPS schools.


82 Rocketship Public Schools and Occupying District calculations from state assessment data files.
African-American and Hispanic Performance: As the graph above details, RPS’ African-American students outperform their peers in occupying districts by 10 percentage points and RPS’ Hispanic students outperform their peers in occupying districts by 21 percentage points. As 75%+ of RPS students are low-income, it is especially pertinent that both RPS’s low-income African-American and Hispanic students outperform their peers in occupying districts by an even larger margin of 24 percentage points. As only California details results for the combination of race and ethnicity with income status, this differential represents the performance of the 70% of RPS Students in California. RPS believes that its focus on representation, a close connection with parents and community, as well as providing a culturally responsive school environment has helped lead to this high level of outperformance for our African-American and Hispanic students.

Special Population Performance: Similar to all students and other sub-groups, RPS special populations regularly outperform their peers in occupying districts. As the graph above details, RPS’ English Language Learners outperform their peers in occupying districts by 23 percentage points and RPS’ students with disabilities outperform their peers in occupying districts by 2 percentage points. RPS’ 30 homeless students in CA outperformed their peers in occupying districts by 17 percentage points (30% average proficiency versus 13% in occupying districts). For all other special populations (dyslexia, homeless students, foster care, gifted and talented, and migrant students), RPS is unable to report out comparable data because either the state does not provide results for these subgroups or because RPS schools do not have enough students to report results.
Attachments

Attachment 1: Articles of Incorporation

Provide the original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation (and any restated Articles of Incorporation and Articles of Amendment). If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation. All forms submitted to the state must be dated prior to January 20, 2021.

1 Note: We noticed that on some of the attachments cover pages references to other attachments were misnumbered. We edited and corrected these references to mitigate confusion and facilitate the review of narratives and attachments by providing accurate reference numbers.

2 Content provided with permission by SLHA, LLP. SLHA, LLP also has authorized the use and reproduction of same by TEA for Gen. 26 Charter application process.
CERTIFICATE OF FILING
OF
Rocketship Public Schools Texas
803434061

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Correction relating to an instrument that has been filed by the Secretary for the above named entity has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing.

Dated: 05/12/2020
Effective: 05/12/2020

Ruth R. Hughs
Secretary of State
Certificate of Correction

MAY 12 2020

Corporations Section

Entity Information

1. The name of the filing entity is:

Rocketship Public Schools Texas

State the name of the entity as currently shown in the records of the secretary of state. If the certificate of correction corrects the name of the entity, state the present name and not the name as it will be corrected.

The file number issued to the filing entity by the secretary of state is: 803434061

Filing Instrument to be Corrected

2. The filing instrument to be corrected is: Restated Certificate of Formation

The date the filing instrument was filed with the secretary of state: 04/29/2020

Identification of Errors and Corrections

(Indicate the errors that have been made by checking the appropriate box or boxes; then provide the corrected text.)

☐ The entity name is inaccurate or erroneously stated. The corrected entity name is:

☐ The registered agent name is inaccurate or erroneously stated. The corrected registered agent name is:

Corrected Registered Agent
(Complete either A or B, but not both.)

A. The registered agent is an organization (cannot be entity named above) by the name of:

OR

B. The registered agent is an individual resident of the state whose name is:

First Middle Last Name Suffix

The person executing this certificate of correction affirms that the registered agent, whose name is being corrected by this certificate, consented to serve as registered agent at the time the filing instrument being corrected took effect.
☐ The registered office address is inaccurate or erroneously stated. The corrected registered office address is:

Corrected Registered Office Address

<table>
<thead>
<tr>
<th>Street Address (No P.O. Box)</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
</tr>
</thead>
</table>

☐ The purpose of the entity is inaccurate or erroneously stated. The purpose is corrected to read as follows:

☐ The period of duration of the entity is inaccurate or erroneously stated. The period of duration is corrected to read as follows:

Identification of Other Errors and Corrections

(Indicate the other errors and corrections that have been made by checking and completing the appropriate box or boxes.)

☐ Other errors and corrections. The following inaccuracies and errors in the filing instrument are corrected as follows:

☐ Add Each of the following provisions was omitted and should be added to the filing instrument. The identification or reference of each added provision and the full text of the provision is set forth below.

☐ Alter The following identified provisions of the filing instrument contain inaccuracies or errors to be corrected. The full text of each corrected provision is set forth below:

See attached corrected Article III

☐ Delete Each of the provisions identified below was included in error and should be deleted.
Defective Execution

The filing instrument was defectively or erroneously signed, sealed, acknowledged or verified. Attached is a correctly signed, sealed, acknowledged or verified instrument.

Statement Regarding Correction

The filing instrument identified in this certificate was an inaccurate record of the event or transaction evidenced in the instrument, contained an inaccurate or erroneous statement, or was defectively or erroneously signed, sealed, acknowledged or verified. This certificate of correction is submitted for the purpose of correcting the filing instrument.

Correction to Merger, Conversion or Exchange

The filing instrument identified in this certificate of correction is a merger, conversion or other instrument involving multiple entities. The name and file number of each entity that was a party to the transaction is set forth below. (If the space provided is not sufficient, include information as an attachment to this form.)

<table>
<thead>
<tr>
<th>Entity name</th>
<th>SOS/file number</th>
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<tr>
<th>Entity name</th>
<th>SOS/file number</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Effectiveness of Filing

After the secretary of state files the certificate of correction, the filing instrument is considered to have been corrected on the date the filing instrument was originally filed except as to persons adversely affected. As to persons adversely affected by the correction, the filing instrument is considered to have been corrected on the date the certificate of correction is filed by the secretary of state.

Execution

The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized under the provisions of law governing the entity to execute the filing instrument.

Date: 05/12/2020

By: Rocketship Public Schools

/s/ Peter Philpott
Signature of authorized person

Peter Philpott
Printed or typed name of authorized person (see instructions)
ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors, and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The current Directors are:

Peter Philpott  
845 Proton Road  
San Antonio, Texas 78258

Alex Jimenez  
845 Proton Road  
San Antonio, Texas 78258

Reverend Ralph Waldo Emerson  
845 Proton Road  
San Antonio, Texas 78258

Walter Dansby  
845 Proton Road  
San Antonio, Texas 78258

Loretta Burns  
845 Proton Road  
San Antonio, Texas 78258

Derek Carson  
845 Proton Road  
San Antonio, Texas 78258

Victoria Puente  
845 Proton Road  
San Antonio, Texas 78258

MiShon Landry  
845 Proton Road  
San Antonio, Texas 78258

Cynthia Prince  
845 Proton Road  
San Antonio, Texas 78258

Vincent Davila  
845 Proton Road  
San Antonio, Texas 78258
CERTIFICATE OF FILING
OF
Rocketship Public Schools Texas
803434061

The undersigned, as Secretary of State of Texas, hereby certifies that a Restated Certificate of Formation for the above named domestic nonprofit corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

Dated: 04/29/2020
Effective: 04/29/2020
FED
In the Office of the Secretary of State of Texas
APR 29 2020
Corporations Section

AMENDED AND RESTATED CERTIFICATE OF FORMATION OF
ROCKETSHIP PUBLIC SCHOOLS TEXAS

1. ROCKETSHIP PUBLIC SCHOOLS TEXAS, a Texas nonprofit corporation (the "Corporation"), pursuant to the provisions of Sections 22.105 to 22.108 of the Texas Business Organizations Code, hereby adopts this Amended and Restated Certificate of Formation which accurately copies the Certificate of Formation as amended by such Amended and Restated Certificate of Formation as hereinafter set forth.

2. The Certificate of Formation of the Corporation is amended and restated in its entirety by this Amended and Restated Certificate of Formation, as summarized below:

   Article IV has been amended.

3. Each such amendment made by this Amended and Restated Certificate of Formation has been effected in conformity with the provisions of the Texas Business Organizations Code and the Corporation's governing documents and was duly adopted by unanimous written consent of the directors of the Corporation.

4. The Amended and Restated Certificate of Formation of the Corporation accurately states the text of the Certificate of Formation being restated and each amendment to the Certificate of Formation being restated that is in effect, and as further amended by the Amended and Restated Certificate of Formation. The attached Amended and Restated Certificate of Formation does not contain any other change in the Certificate of Formation being restated except for the information permitted to be omitted by the provisions of the Texas Business Organizations Code applicable to the filing entity.

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AMENDED AND RESTATED
CERTIFICATE OF FORMATION
OF
ROCKETSHIP PUBLIC SCHOOLS TEXAS

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

ARTICLE I

The name of the corporation is Rocketship Public Schools Texas. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 845 Proton Road, San Antonio, Texas 78258 and the name of its registered agent at such address is Schulman, Lopez, Hoffer & Adelstein, L.L.P.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors, and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The current Directors are:

Peter Philpott
845 Proton Road
San Antonio, Texas 78258

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San Antonio, Texas 78258

MiShon Landry  
845 Proton Road  
San Antonio, Texas 78258

Cynthia Prince  
845 Proton Road  
San Antonio, Texas 78258

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be 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 distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE VIII

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE IX

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:
(a) a breach of a director's duty of loyalty to the Corporation;

(b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;

(c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or

(d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: 4/24/2020

_________________________, 2020

Rocketship Public Schools Texas

[Signature]

By: /s/ Peter Philpott

Peter Philpott, Director
CERTIFICATE OF FILING
OF
Rocketship Public Schools Texas
803434061

The undersigned, as Secretary of State of Texas, hereby certifies that a Restated Certificate of Formation for the above named domestic nonprofit corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

Dated: 01/16/2020
Effective: 01/16/2020
AMENDED AND RESTATED CERTIFICATE OF FORMATION OF
ROCKETSHIP PUBLIC SCHOOLS TEXAS

1. ROCKETSHIP PUBLIC SCHOOLS TEXAS, a Texas nonprofit corporation (the "Corporation"), pursuant to the provisions of Sections 22.105 to 22.108 of the Texas Business Organizations Code, hereby adopts this Amended and Restated Certificate of Formation which accurately copies the Certificate of Formation as amended by such Amended and Restated Certificate of Formation as hereinafter set forth.

2. The Certificate of Formation of the Corporation is amended and restated in its entirety by this Amended and Restated Certificate of Formation, as summarized below:

   Article III has been amended.
   Article IV has been amended.
   Article VII, the Organizer has been removed.
   Articles VIII-XII have been renumbered accordingly.

3. Each such amendment made by this Amended and Restated Certificate of Formation has been effected in conformity with the provisions of the Texas Business Organizations Code and the Corporation's governing documents and was duly adopted by unanimous written consent of the directors of the Corporation.

4. The Amended and Restated Certificate of Formation of the Corporation accurately states the text of the Certificate of Formation being restated and each amendment to the Certificate of Formation being restated that is in effect, and as further amended by the Amended and Restated Certificate of Formation. The attached Amended and Restated Certificate of Formation does not contain any other change in the Certificate of Formation being restated except for the information permitted to be omitted by the provisions of the Texas Business Organizations Code applicable to the filing entity.

[remainder of this page intentionally left blank]
AMENDED AND RESTATED
CERTIFICATE OF FORMATION
OF
ROCKETSHIP PUBLIC SCHOOLS TEXAS

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

ARTICLE I

The name of the corporation is Rocketship Public Schools Texas. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 845 Proton Road, San Antonio, Texas 78258 and the name of its registered agent at such address is Schulman, Lopez, Hoffer & Adelstein, L.L.P.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors, and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The current Directors are:

Peter Philpott
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San Antonio, Texas 78258

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845 Proton Road
San Antonio, Texas 78258

Walter Dansby
845 Proton Road
San Antonio, Texas 78258

Loretta Burns
845 Proton Road
San Antonio, Texas 78258
ARTICLE IV

The Corporation's sole corporate member shall be Rocketship Education, Inc., whose power and authority shall be provided for in the Bylaws.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons; except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be 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 distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all...
liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE VIII

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE IX

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

(a) a breach of a director's duty of loyalty to the Corporation;

(b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;

(c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or

(d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest
extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: January 15, 2020

Rocketship Public Schools Texas

By: /s/ Peter Philpott
    Peter Philpott, Director
CERTIFICATE OF FILING
OF
Rocketship Public Schools Texas
File Number: 803434061

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 09/30/2019

Effective: 09/30/2019

Ruth R. Hughs
Secretary of State
CERTIFICATE OF FORMATION
OF
ROCKETSHIP PUBLIC SCHOOLS TEXAS

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

ARTICLE I

The name of the corporation is Rocketship Public Schools Texas. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 845 Proton Road, San Antonio, Texas 78258 and the name of its registered agent at such address is Schulman, Lopez, Hoffer & Adelstein, L.L.P.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors, and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The current Directors are:

Peter Philpott
845 Proton Road
San Antonio, Texas 78258

Alex Jimenez
845 Proton Road
San Antonio, Texas 78258

Reverend Ralph Waldo Emerson
845 Proton Road
San Antonio, Texas 78258

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as...
exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be 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 distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.
ARTICLE VII

The name and street address of the organizer is Joseph Hoffer, 845 Proton Road, San Antonio, Texas 78258.

ARTICLE VIII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE IX

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE X

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director’s capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

(a) a breach of a director’s duty of loyalty to the Corporation;

(b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;

(c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director’s office; or

(d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE XI

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under
the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XII

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: September 30, 2019

Rocketship Public Schools Texas

By: /s/ Joseph Hoffer
    Joseph Hoffer, Organizer
Provide the 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

If the applicant does not have the 501(c)(3) Determination Letter at the time of application submission, at a minimum, provide documentation to demonstrate that an IRS Form 1023 was submitted by **January 20, 2021**.

**Note**: Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Determination Letter issued by the IRS granting the entity nonprofit status, no later than **April 8, 2021**, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

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Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501 (c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Date: JAN 07 2020

ROCKETSHIP PUBLIC SCHOOLS TEXAS
845 PROTON ROAD
SAN ANTONIO, TX 78258

Employer Identification Number:
84-3223079
DLN:
29053310317009
Contact Person:
ANGELA PARKER
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
September 30, 2019
Contribution Deductibility:
Yes
Addendum Applies:
No

LIBRARY
ROCKETSHIP PUBLIC SCHOOLS TEXAS

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

[Signature]

Director, Exempt Organizations
Rulings and Agreements
Attachment 3: Applicant Information Session Documentation

Provide the *Proof of Attendance* documentation the applicant received via email for completing an Applicant Information Session attended in October or November 2020. Applicants must also complete all of the Mandatory Application Information Session Presentations found on the Subchapter D Experienced Operator Application page and provide the *Certificate of Review Documents*.¹

¹ https://tea.sharefile.com/d-sbbf281662674f0a9

2 The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 30, 2020 and November 6, 2020. Applicants were required to attend one of those sessions. Each session provided details about: (1) applying for (and holding) a charter in the state of Texas; (2) the contents of the Request for Application documents; and (3) application preparation and submission requirements for both electronic and hard copy versions of the application documents.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter **must** have attended one of the sessions. The individual(s) with primary responsibility for preparing and submitting the application should also attend one of these required information sessions.

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¹ https://tea.sharefile.com/d-sbbf281662674f0a9
² https://tea.sharefile.com/d-sbbf281662674f0a9
Hello,

This email is an official Confirmation of Attendance for the Generation 26 Application Information Session held on October 30, 2020. New Operators and Experienced Operators must print this email and include as Attachment 3: Applicant Information Session Documentation. Subchapter E applicants must print this email and include as Attachment 1. This email will fulfill the attendance requirement for your application submission. The printed copy that you submit must show both sender and recipient email addresses. We have attached an example to illustrate this submission requirement.

Please note, your application only requires one copy of this confirmation.

Sincerest Regards,

New Schools Team

Division of Charter School Authorizing and Administration

(512) 463-9575

charterapplication@tea.texas.gov

TEA Charter School Webpage
Generation 26 Application
Certificate of Review

THIS ACKNOWLEDGES THAT

Rocketship Public Schools Texas

SPONSORING ENTITY (NAME)

HAS REVIEWED
SELECTED LEGAL TOPICS.PPT

1/15/21

(DATE)
Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Rocketship Public Schools Texas

SPONSORING ENTITY (NAME)

HAS REVIEWED
CURRICULUM OVERVIEW.PPT

1/15/21

(DATE)
Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Rocketship Public Schools Texas

SPONSORING ENTITY (NAME)

HAS REVIEWED
SPECIAL EDUCATION.PPT

1/15/21
(DATE)
Generation 26 Application
Certificate of Review

THIS ACKNOWLEDGES THAT

Rocketship Public Schools Texas

SPONSORING ENTITY (NAME)

HAS REVIEWED
ENGLISH LEARNERS OVERVIEW.PPT

1/15/21
(DATE)
Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Rocketship Public Schools Texas

SPONSORING ENTITY (NAME)

HAS REVIEWED
STATE ACCOUNTABILITY OVERVIEW.PPT

1/15/21

(DATE)
Generation 26 Application
Certificate of Review

THIS ACKNOWLEDGES THAT

Rocketship Public Schools Texas

SPONSORING ENTITY (NAME)

HAS REVIEWED
FINANCIAL ACCOUNTABILITY OVERVIEW.PPT

1/15/21

(DATE)
Attachment 4: Evidence of Community Demand

Provide the following:

- **Evidence of support.** Provide documentation of any of the following outreach strategies and related results: (1) advertising content; (2) community outreach surveys; (3) social media campaigns; and (4) any additional documentation that demonstrates community demand for the proposed charter school.

- **Meeting Agenda.** The formal agenda that was followed during each required public meeting.

- **Public meeting protocol.** This is the script or list of questions that were prepared and presented at the public meeting. Do **NOT** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.

- **Letter(s) of support.** Provide (if any) non-financial letters of support from individuals, organizations, officials, etc.
Attachment 4

In this section, you will find evidence of community support in the form of outreach efforts via social media, virtual advertising, community surveys\(^1\), virtual meetings and in-person interactions with families. You will also find our materials from the four formal community meetings we held in January of 2021, as well as, 56 letters of support\(^2\) from community members.

The following community members have provided a written letter of support for this application:

1) Alfreida Colvin, Retired FWISD Educator
2) [Name Redacted], Fort Worth Parent
3) Angela James, Sunrise Early Learning & Development Center
4) Annissia Thomas, Fort Worth Community Member
5) [Name Redacted], Fort Worth Parent
6) Asia Jones, A&M Birth Services
7) Brendalyn Jackson, A Time To Heal America
8) Calvin Crosby, Fort Worth Resident & Educator
9) [Name Redacted], Fort Worth Parent
10) [Name Redacted], Fort Worth Parent
11) Christy Henry, Health Care Professional
12) Coral Ramos, Fort Worth Parent
13) Deandre Andrews, Center For Transforming Lives
14) [Name Redacted], Fort Worth Grandparent
15) [Name Redacted], Fort Worth Parent
16) Helen Curtis, Retired FWISD Principal
17) [Name Redacted], Fort Worth Parent
18) Jamie Hunt, Hugs And Kisses Too Childcare Center
19) Jerell Blount, Boys And Girls Club
20) [Name Redacted], Fort Worth Parent


21) [Redacted], Fort Worth Parent
22) Jon Moore, Youth Development Educator
23) [Redacted], Fort Worth Parent
24) Kenny Mosley, William M. McDonald Ymca
25) [Redacted], Fort Worth Parent Leader
26) [Redacted], Fort Worth Parent Leader
27) [Redacted], Fort Worth Parent
28) Larry Braziel, Power Teen Ministry
29) Lisa Cooley, Life Coach And Community Educator
30) Loretta Burns, AB Christian Learning Center
31) [Redacted], Fort Worth Grandparent
32) [Redacted], Fort Worth Grandparent
33) [Redacted], Fort Worth Parent
34) Marilu Carlos, Eugene Mccray Community Center
35) Me'shellia Allums-davis, Diamond Hills Community Center
36) [Redacted], Fort Worth Parent
37) Ontara Nickerson, Good Shepherd Christain Academy
38) Pastor Kristopher K. Dardar, Sr., East Pointe Church Of Christ
39) Pastor Robert J. Mcinty, Community Missionary Baptist Church
40) [Redacted], Fort Worth Parent Leader
41) [Redacted], Fort Worth Parent
42) Shawnessa Dorsey, Cain's Love And Care Learning Center
43) [Redacted], Kids Rainbow Academy
44) [Redacted], Fort Worth Parent Leader & Retired Edcucator
45) [Redacted], Fort Worth Parent Leader & Former Educator
46) Stanley J. Haywood, Handley Meadowbrook Community Center
47) Sylvia Allen, God's Promises International Ministries
48) Tabitha Alford, My King's Kids Academy & King's Kids Learning Center
49) Terran Clemons, Fort Worth Educator
50) [Redacted], Fort Worth Parent
51) Tierra Mccutcheon-raper, Power House Dollz
52) [Redacted], Fort Worth Parent
53) [Redacted], Fort Worth Parent
54) Victoria Leach, City Of Fort Worth
55) Wm Mckinley Jackson, Samaria Baptist Church
56) [Redacted], Fort Worth Parent
Fort Worth Community Virtual Workshop with Rocketship Public Schools

Date: Thursday, April 23, 2020
Time: 6:00pm-7:00pm
Location: Virtual Zoom Meeting
Please register online at: https://forms.gle/L9MeLbzHhZZkoARQo6

Parents, join us for an evening filled with knowledge and fun. You will have the opportunity to hear from our highly performing school leaders concentrating on best practices for distance learning and social emotional learning. We are in this together as a community to support one another during this pandemic.

Rocketship Public Schools, an award-winning charter school network of tuition-free, Pre-K to 5th grade schools is coming to Fort Worth!

Have questions? Contact Angela at (817) 609-4043.
Learn more at www.rocketshipschools.org
Comunidad Fort Worth
Taller Virtual
con Rocketship Public Schools

Fecha: Jueves, 23 de Abril del 2020
Horario: 6:00pm a 7:00pm
¿Dónde?: Reunión virtual por Zoom
Por favor registrese: https://forms.gle/U9EPnvMvFvXz2syZ7

Padres únense a nosotros para una noche llena de conocimiento y diversión. Tendrá la oportunidad de escuchar a nuestros líderes escolares de alto rendimiento que compartirán las mejores prácticas para el aprendizaje a distancia y el aprendizaje social y emocional. Estamos juntos como comunidad para apoyarnos unos a otros durante esta pandemia.

Las escuelas públicas de Rocketship - una red galardonada de escuelas charter sin costo de matrícula, Pre-K hasta 5th grado llega a Fort Worth.

Tienes preguntas? Llama Angela a (817) 609-4043.
es.rocketshipschools.org
Developing a Balanced Life and Mindset

LISA COOLEY THOMAS

THURSDAY, MAY 7, 2020
6:00 PM CST

Register at: https://forms.gle/8VZD7iXTAP7qiexR6

Lisa Cooley Thomas is a certified life coach and longtime educator from Fort Worth, TX. Lisa is partnering with Rocketship Public Schools to share life changing best practices around balancing life with daily responsibilities of family, work, etc., developing a healthy mindset, and how to deal with the unknown as we get through this pandemic together.

Rocketship Public Schools focuses on closing the achievement gap for students by offering great PreK to 5th grade education to all students. Please join us to learn more about Rocketship and Mind & Body Wellness!

For more information contact one of our Education Organizers:
Angela McCutcheon Jones amccutcheon-jones@rsed.org (254) 214-7831
Lety Gomez legomez@rsed.org (408) 493-3188
Desarrollando Una Vida Equilibrada

LISA COOLEY THOMAS
JUEVES, 7 de MAYO
6:00 PM CST

Registrarse aquí: https://forms.gle/8VZD7iXTAP7qiexR6

Lisa Cooly Thomas es entrenadora de vida con certificado y educadora por varios años de Fort Worth, TX. Lisa está asociada con Rocketship Public Schools para este taller, para compartir con la comunidad mejores prácticas en cómo balancear nuestro días con responsabilidades de nuestros hijos, trabajo, etc. y cómo desarrollar una mentalidad saludable para avenzar juntos en comunidad durante esta pandemia.

Rocketship Public Schools cree que cada estudiante merece el derecho de soñar, descubrir y desarrollar su extraordinario potencial. Nuestra red de escuelas primarias públicas chárter sin fines de lucro impulsa el rendimiento estudiantil, desarrolla educadores excepcionales y colabora con padres que permiten que las escuelas públicas de alta calidad prosperen en su comunidad. Unise a este taller, para conocer más de Rocketship y desarrollando una vida equilibrada.

Para más información comuníquese con nuestra Organizadora de Educación:
Lety Gómez legomez@rsed.org (408) 493-3188
Rocketship Info Session!

Preparing for Liftoff
High-performing network of elementary schools hopes to launch in Tarrant County!

Join us online for a virtual meeting to learn about Rocketship. We want to hear from families to help design our school in Fort Worth!

Come ready to learn, engage, and ask questions!

Rocketship Public Schools is a Pre-K through 5th grades public charter school providing excellent education to all students.

DATE
Wednesday, July 22, 2020

TIME
6:00 PM - 7:00 PM

ONLINE MEETING
Register at this link:
https://forms.gle/6TCBfHjnbxHMBkrQ6
Everyone who attends will receive Rocketship swag!

For more information contact one of our Education Organizers:
Angela McCutcheon-Jones

Join our Facebook group for additional information: https://www.facebook.com/groups/RocketshipFortWorth/
¡Rocketship Sesión de Información!

Preparándonos para el despegue
¡Una red de escuelas primarias de alto rendimiento se inaugurará pronto en el condado de Tarrant!

Únase a nosotros por internet para una reunión virtual para aprender más sobre Rocketship. ¡Queremos saber de las familias también, para ayudar a diseñar nuestra escuela en Fort Worth!

¡Venga listo/a para aprender, participar y hacer preguntas!

Rocketship Public Schools es una escuela pública charter de PreK hasta 5to grado que brinda una excelente educación a todos los estudiantes.

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**FECHA**

Miercoles, 22 de Julio del 2020

**HORA**

7:00 pm - 8:00 pm

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**Reunión Virtual**

Registrarse en este link: https://forms.gle/47dJyzCm3PdabhXL9

Todos quienes asisten a la sesión, recibirán mercancía de Rocketship.

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Para más información comunicarse con una de nuestras Organizadoras de Educación

Angela McCutcheon-Jones

Únase a nuestra información:

https://www.facebook.com/groups/RocketshipFortWorth/
Rocketship Info Session!

Preparing for Liftoff
High-performing network of elementary schools hopes to launch in Tarrant County!

Join us online for a virtual meeting to learn about Rocketship. We want to hear from parents to help design our school in Fort Worth!

Come ready to learn, engage, and ask questions!

Rocketship Public Schools is a Pre-K through 5th grades public charter school providing excellent education to all students.

DATE

Wednesday, June 24, 2020

TIME

6:00 PM - 7:00 PM

ONLINE MEETING

Register at this link:
https://forms.gle/fWGdkNr7XSLKU39EA

For more information contact one of our Education Organizers:
Angela McCutcheon-Jones: 423-3188
¡Rocketship Sesión de Información!

Preparándonos para el despegue
¡Una red de escuelas primarias de alto rendimiento se inaugurará pronto en el condado de Tarrant!

Únase a nosotros por internet para una reunión virtual para aprender más sobre Rocketship. ¡Queremos saber de los padres también, para ayudar a diseñar nuestra escuela en Fort Worth!

¡Venga listo/a para aprender, participar y hacer preguntas!

Rocketship Public Schools es una escuela pública charter de PreK hasta 5to grado que brinda una excelente educación a todos los estudiantes.

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**FECHA**
Miercoles, 24 de Junio del 2020

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**HORA**
7:00 pm - 8:00 pm

---

**REUNION VIRTUAL**
Registrarse e neste link: https://forms.gle/BexaK528Nt7x7ZpJ9

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Para más información comunicarse con una de nuestras Organizadoras de Educación
Angela McCutcheon-Jones:
www.rockshipschools.org
Have you heard? Rocketship Public Schools is coming to Fort Worth!

Join us online for a virtual meeting to learn about Rocketship. We want to hear from parents to help design our school in Fort Worth!

Come ready to learn, engage, and ask questions!

Rocketship Public Schools is a Pre-K through 5th grades public charter school providing excellent education to all students.

DATE
Thursday, May 14, 2020

TIME
6:00 PM - 7:00 PM

ONLINE MEETING
Register at this link: https://forms.gle/BBViY1gfr5Dgb7rW7

For more information contact one of our Education Organizers:
Angela McCutcheon - 402.402.3188

159
¡Has oído? ¡Rocketship Public Schools viene a Fort Worth!
Únase a nosotros por internet para una reunión virtual para aprender más sobre Rocketship.
¡Queremos saber de los padres también, para ayudar a diseñar nuestra escuela en Fort Worth!

¡Venga listo para aprender, participar y hacer preguntas!

Rocketship Public Schools es una escuela pública charter de PreK hasta 5to grado que brinda una excelente educación a todos los estudiantes.

FECHA
Jueves 14 de Mayo del 2020

HORA
6:00 pm - 7:00 pm

REUNION VIRTUAL
Registrarse en este link:
https://forms.gle/BBViY1gfr5Dgb7rW7

Para más información comunicarse con Lety Gómez
| 408-493-3188 | www.rocketshipschools.org
¡Rocketship Sesión de Información!

¿Has oído? ¡Rocketship Public Schools viene a Fort Worth!
Únase a nosotros para una reunión virtual para aprender más sobre Rocketship.
¡Queremos saber de los padres también, para ayudar a diseñar nuestra escuela en Fort Worth!

¡Venga listo para aprender, participar y hacer preguntas!

Rocketship Public Schools es una escuela pública charter de PreK hasta 5to grado que brinda una excelente educación a todos los estudiantes.

FECHA
Jueves 14 de Mayo del 2020

REUNION VIRTUAL
Registrarse en este link: https://forms.gle/BBViY1qfr5Dgb7rW7

Para más información comunicarse con Lety Gómez
408-493-3188
www.rocketshipschools.org
Rocketship Public Schools is coming to Fort Worth! Come learn about our network of top-performing public elementary charter schools serving primarily low-income students in neighborhoods where access to excellent schools is limited. Using a blend of traditional instruction, adaptive technology, and targeted tutoring, Rocketship strives to meet the unique needs of each and every student.

DATE
Tuesday, December 10, 2019

TIME
6:00 - 7:30 PM

LOCATION
Rising Star Baptist Church
4216 Avenue M
Fort Worth, Texas 76105

We will provide:
• Dinner

Personalized Learning
Tailoring instruction, content, learning experience, and pace to unleash the potential of every student.

Talent Development
Investing in the growth and development of every team member to unleash their full potential in the classroom and beyond.

Parent Power
Unleashing the power of parents to champion their children's education, hold leaders accountable, and enable high quality public schools to thrive.
Rocketship Public Schools is coming to Fort Worth! Come learn about our network of top-performing public elementary charter schools serving primarily low-income students in neighborhoods where access to excellent schools is limited. Using a blend of traditional instruction,
Hey Rocketeers,

We had the pleasure of participating in a couple of community events over the weekend.
1. Bike/Diaper/Food drive hosted by Child Care Associates
2. Boots & Bling Free Christmas Giveaway hosted by Como Lions Heart Inc & God’s Promises International

Take a look!

We are thankful to have been a part of both events.
This past weekend we partnered with community organizations in Southeast Fort Worth in donating and distributing toys to Fort Worth families.

¡El fin de semana pasado nos asociamos con organizaciones comunitarias en el sureste de Fort Worth para donar y distribuir juguetes a las familias de Fort Worth!

See Translation
Rocketship Texas added a photo.

Published by Ma'Quesa Roshone • December 23, 2020 at 10:45 AM

Last week, Rocketship prepared 150 goodie bags and bought cupcakes and cookies that we later dropped off at child care centers in the Southeast community.

On behalf of Rocketship Texas, we are so thankful for all childcare workers and their dedication to the children and families of our communities.

Merry Christmas
Conversación comunitaria con las escuelas públicas de Rocketship

Parada 6/Sureste
MIERCOLES, 15 de enero de 2020
6 P.M - 8 P.M

Iglesia Rising Star Baptist
4216 Avenue M
Fort Worth, Texas 76105

 Padres, Únanse a nosotros para una noche de cena, cuidado de niños y conversación traducida.

Las escuelas públicas de Rocketship - una red galardonada de escuelas chárter sin costo de matrícula, Pre-K hasta 5th grado llega a Fort Worth. Creemos que cada niño, sin importar el código postal, merece una educación de primer nivel. Nos encantaría conocerte y escuchar lo que crees que es importante en una escuela primaria de calidad.

Tienes preguntas? Llama Angela a (817) 609-4043. es.rocketshipschools.org
Community Conversation with Rocketship Public Schools

Stop 6/Southeast
WED., Jan. 15, 2020
6 P.M - 8 P.M

Rising Star Baptist Church
4216 Avenue M
Fort Worth, Texas 76105

Parents, join us for an evening of dinner, community childcare, and translated conversation.

Rocketship Public Schools, an award-winning charter school network of tuition-free, Pre-K to 5th grade schools is coming to Fort Worth! We believe every child, no matter zip code, deserves a top-rated education and would love to meet you and hear what you think is important in a quality elementary school.

Have questions? Contact Angela at (817) 609-4043.
Learn more at www.rocketshipschools.org
Developing a Balanced Life and Mindset

LISA COOLEY THOMAS
THURSDAY, MAY 7, 2020
6:00 PM CST

Register at: https://forms.gle/8VZD7iXTAP7qiexR6

Lisa Cooley Thomas is a certified life coach and longtime educator from Fort Worth, TX. Lisa is partnering with Rocketship Public Schools to share life changing best practices around balancing life with daily responsibilities of family, work, etc., developing a healthy mindset, and how to deal with the unknown as we get through this pandemic together.

Rocketship Public Schools focuses on closing the achievement gap for students by offering great PreK to 5th grade education to all students. Please join us to learn more about Rocketship and Mind & Body Wellness!

For more information contact one of our Education Organizers:
Angela McCutcheon Jane
4-7831
Lety Gomez
Desarrollando Una Vida Equilibrada

LISA COOLEY THOMAS
JUEVES, 7 de MAYO
6:00 PM CST

Regístrase aquí: https://forms.gle/8VZD7iXTAP7qiexR6

Lisa Cooly Thomas es entrenadora de vida con certificado y educadora por varios años de Fort Worth, TX. Lisa está asociada con Rocketship Public Schools para este taller, para compartir con la comunidad mejores prácticas en cómo balancear nuestro días con responsabilidades de nuestros hijos, trabajo, etc. y cómo desarrollar una mentalidad saludable para avanzar juntos en comunidad durante esta pandemia.

Rocketship Public Schools cree que cada estudiante merece el derecho de soñar, descubrir y desarrollar su extraordinario potencial. Nuestra red de escuelas primarias públicas chárter sin fines de lucro impulsa el rendimiento estudiantil, desarrolla educadores excepcionales y colabora con padres que permiten que las escuelas públicas de alta calidad prosperen en su comunidad. Unise a este taller, para conocer más de Rocketship y desarrollando una vida equilibrada.

Para más información comuníquese con nuestra Organizadora de Educación: 
Lety Gómez legomez@rsed.org (408) 493-3186
Sponsors

Shekinah Glory Hair Creations
Tarrant County REO
Read Fort Worth
Jonathan Andrew Youth Enrichment
Blue Zone
Urban Village Senior Services
WIC of Tarrant County
CPR at Your Door
Martin Luther King Community Center
EnVision Center
Happy Teeth Dental
Rodeo Dental
Marnia Dental
Bear Creek Family Dentistry
Spay Neuter Network
Rocketship Schools

HAVE A BLESSED CHRISTMAS
**Users to the website located in Texas**: 14,844 (Screenshot from Google Analytics in folder)

**Facebook campaign Totals**: (Ad examples in folder)

<table>
<thead>
<tr>
<th>Campaign Name</th>
<th>Leads</th>
<th>Clicks (All)</th>
<th>Reach</th>
<th>Page Engagement</th>
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<td>84,391 reach</td>
<td>60,380 engagements</td>
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</table>
Rocketship Info Session!

Preparing for Liftoff
High-performing network of elementary schools hopes to launch in Tarrant County!

Join us online for a virtual meeting to learn about Rocketship. We want to hear from families to help design our school in Fort Worth!

Come ready to learn, engage, and ask questions!

Rocketship Public Schools is a Pre-K through 5th grades public charter school providing excellent education to all students.

DATE
Wednesday, July 22, 2020

ONLINE MEETING
Register at this link: https://forms.gle/xTCBfHjnbxHMBkrQ6

For more information contact one of our Education Organizers:
Angela McCutcheon-Jones
408-493-3188

Join our Facebook group for additional info: https://facebook.com/groups/RocketshipFortWorth/
¡Rocketship Sesión de Información!

Preparándonos para el despegue
¡Una red de escuelas primarias de alto rendimiento se inaugurará pronto en el condado de Tarrant!

Únase a nosotros por internet para una reunión virtual para aprender más sobre Rocketship. ¡Queremos saber de las familias también, para ayudar a diseñar nuestra escuela en Fort Worth!

¡Venga listo/a para aprender, participar y hacer preguntas!

Rocketship Public Schools es una escuela pública charter de PreK hasta 5to grado que brinda una excelente educación a todos los estudiantes.

---

FECHA
Miercoles, 22 de Julio del 2020

REUNION VIRTUAL
Registrarse en este link: https://forms.gle/47djyzCm3PdabhXL9
Todos quienes asisten a la sesión, recibirán mercancía de Rocketship.

---

Para más información comunicarse con una de nuestras Organizadoras de Educación
Angela McCutcheon-Jon
Lety Gómez

Unase a nuestro grupo de Facebook para más información: https://www.facebook.com/groups/RocketshipFortWorth/
Fort Worth Community Virtual Workshop with Rocketship Public Schools

Date: Thursday, April 23, 2020
Time: 6:00pm - 7:00pm
Location: Virtual Zoom Meeting
Please register online at:
https://forms.gle/L9MeLbzHHhZkoArQo6

Parents, join us for an evening filled with knowledge and fun. You will have the opportunity to hear from our highly performing school leaders concentrating on best practices for distance learning and social emotional learning. We are in this together as a community to support one another during this pandemic.

Rocketship Public Schools, an award-winning charter school network of tuition-free, Pre-K to 5th grade schools is coming to Fort Worth!

Have questions? Contact Angela at (817) 609-4043. Learn more at www.rocketshipschools.org
We're sharing our distance learning lessons, tips, tutorials, and resources. All available for free to any family, anywhere.

ROCKETSHIP
PUBLIC SCHOOLS
DISTANCE LEARNING LAUNCHPAD
rocketshipschools.org/distance-learning

ROCKETSHIPSCHOOLS.ORG
Welcome to the Distance Learning Launchpad

LEARN MORE
Estamos compartiendo nuestras lecciones, consejos, tutoriales y recursos de aprendizaje a distancia. Todo disponible de forma gratuita para cualquier familia, en cualquier lugar.

ROCKETSHIPSCHOOLS.ORG
Bienvenido al Launchpad de Aprendizaje a Distancia

LEARN MORE

Leticia P... 7 Comments 30 Shares
Looking for ideas to ignite your child's creativity while giving your kids a tool to manage their emotions? Access our #DistanceLearning Creativity & Movement resources for free! Our education experts want to help families adapt to learning from home by sharing what is working for us.

Check out the Rocketship Distance Learning Launchpad for these resources and more!

ABC Yoga for Kids  Learn More

Tulip Origami Art Project

2 Comments 16 Shares
¿Familias, quieren participar en "Los Dichos"? "Los Dichos es un programa gratuito y virtual donde los padres lean cuentos bilingües con sus niños para ilustrar lecciones importantes como el respeto, autoestima, amistad, y orgullo cultural.

Estamos compartiendo nuestros recursos para ayudar a las familias a navegar el aprendizaje a distancia mientras las escuelas están cerradas. ¡Vean este recurso y otros en el Launchpad de Aprendizaje a Distancia!

ROCKETSHIPSCHOOLS.ORG
Descarga el libro y la actividad gratis
Want to learn about a new, free elementary school coming to your community that personalizes learning & prepares your child for college? SIGN UP below to learn more!
Need support during the COVID-19 crisis? Download this guide to learn about local financial assistance, food distribution centers, immigration resources, domestic violence support, housing and employment services, medical and mental health options, and more.
Need support during the COVID-19 crisis? Download this guide to learn about local financial assistance, food
Thank you Rocketship Public Schools James Elems, Cornelius Johnson (it won't let me tag you), and everyone who sent monetary donations, dropped off gifts, sent gifts, helped decorate, etc. for our Annual Toy Drive. This post is extremely late, but well overdue. Our event was fantastic and we could not have done it without any of you! And to have a special appearance by our Mayor Betsy Price was the icing on the cake! We already can't wait until the Toy Drive this year and we hope to see you all there too! Happy New Year from EMCC!

P.S. please check out the album that we just posted of all of the great toy drive pictures!
At Rocketship Public Schools, we believe in the infinite possibility of human potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve.

116 people like this including 6 of your friends

117 people follow this

https://www.rocketshipschools.org/fortworth/
Last week, Rocketship prepared 150 goodie bags and bought cupcakes and cookies that we later dropped off at child care centers in the Southeast community.

On behalf of Rocketship Texas, we are so thankful for all childcare workers and their dedication to the children and families of our communities.

Merry Christmas ❤️
Rocketship Texas added 3 new photos.
December 23, 2020 at 10:14 AM - 

Preparing for the Christmas Toy Drive at Eugene McCray Community Center today. This is a public event and is first come first serve, so get there early! Can't wait to see you all.

Address: 4932 Wilbarger St. Fort Worth, TX 76119
Time: 4:00pm - 7:00pm... See More
Rocketship is partnering with the Eugene McCray Community Center in donating and distributing toys to Fort Worth families. All are welcomed, first come, first serve.

Rocketship se está asociando con el Centro Comunitario Eugene McCray para donar y distribuir juguetes a las familias de Fort Worth. Todos son bienvenidos, por orden de llegada.
This past weekend we partnered with community organizations in Southeast Fort Worth in donating and distributing toys to Fort Worth families!
¡El fin de semana... See More

You, and 5 others  

Seen by 83
Hello, families and Rocketship Fort Worth supporters!

I am reaching out to you all today with an important update from the Rocketship Texas team. I am excited to announce that this January, we will be submitting a new application to the Texas State Board of Education to launch Rocketship elementary schools in Fort Worth in the 22/23 school year! We will be holding virtual community meetings on Saturday, January 9th at 11 am, Tuesday, January 12th at 9 am and 7 pm, and Thursday... See More
"We've added a Racial Justice section on our #DistanceLearning Launchpad! We've compiled some resources on how to educate yourself and your kids. We'll add more resources throughout the year. ❤️"

https://www.rocketshipschools.org/distance-learning/racial-justice/
BLACK LIVES MATTER

COMMEMORATES #BLACKAUGUST

in honor of the freedom fighters who walked before us and stand among us, especially our political and politicized prisoners.

We are grateful to those who put their bodies and freedom on the line for the liberation of Black people. This is a month of self-determination and discipline...a time to recommit ourselves to the collective liberation of Black people. Through fasting, study, training, and struggle, we offer our lives and our selves to the work of getting free.

@blklivesmatter

Rocketship Public Schools
August 7, 2020 · 🌐

Rocketship commemorates #BlackAugust. This month we will be reposting content that honors Black freedom fighters. It is important that we learn about historical... See More
This is a must read story! I am so proud of our principal, Mr. Mateos! The first time he shared his story with us families, I cried! And every time I hear it, it still makes me tear up! We need educators like him, in every school who BELIEVE in the potential of EVERY student! This is what my youngest daughter received at Rocketship Fuerza Community Prep, teachers and school leaders who BELIEVE in the potential of every student! And now I am so EXCITED to work with you, to bri... See More

Rocketship Public Schools
July 28, 2020
Principal Juan Mateos of Rocketship Fuerza Community Prep expected to see a computer screen filled with capes and masks on Superhero day; instead, he saw grocer... See More
Lisa Cooley Thomas
July 23, 2020 · 🌟

#wedeservegreatschools #GoRocketship

6

2 Comments  Seen by 60
Lety Gomez
PVi**ales E Capirichescor accepted the challenge! Who is next? submit your video or post 😊 #WeDeserveGreatSchools
(translated below)
Hola mi nombre es Perla y tengo un niño de 4 años, comienza pre-k en unos cuantos días, no tengo experiencia de cómo será el ambiente escolar para él pero estoy segura de lo que quiero que reciba.
Quiero una excelente educación académica enfocada a su edad, también la orientación adecuada para todos nuestros niños y esta generación que está a p... See More

❤️ You and 1 other
4 Comments  Seen by 46
Language Basics

Teach your child the ABCs, how to write their name, and essentials for storytime.

GET THESE RESOURCES

Get our FREE Kindergarten Readiness Kit!
**Lety Gomez**  
Admin · July 20, 2020  

**Angela Jones** and I, with the help of our daughters, put together 225 goodie bags filled with snacks and Rocketship water bottles and dropped them off to 5 FW Community Centers, Lisa's Little Angels, and Rising Stars Church so they can give out to children in their summer programs.

Con la ayuda de nuestras hijas, Angela y yo hicimos 225 bolsas llenas de bocadillos y botellas de agua con logo de Rocketship y las repartimos a 5 Centros Comunitarios de FW, centro de Lisa's Litt... See More
Welcome to Distance Learning Launchpad

Rocketship Public Schools
April 2, 2020

Schools may be closed, but learning shouldn't stop. Our team of experts are innovating new ways to deliver distance learning. And now you can too.

We're shari... See More

You, and 1 other

Seen by 41
For parents trying to balance working from home, while taking care of children, read this blog from our Associate Director of Academics, who will also be at our virtual workshop this Thursday!

ROCKETSHIPSCHOOLS.ORG

Pro-Tips for Parents Working From Home During School Closures

Learn More

Seen by 39
Rocketship FW SE Parent Leadership Organizing Committee successfully lead their first virtual research meeting. Thank you to all of my dedicated parent leaders. We are Rocketship!
Hey Rocketeer Families,

Taking care of our health is more important now than ever before. We're proud to partner with the William M. McDonald YMCA, a place that can help you and your family remain active, healthy, and connected with our community.

Learn more here: http://bit.ly/3p1kxnY
At Rocketship Public Schools, we believe in the infinite possibility of human potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve.

121 people like this including 6 of your friends.

122 people follow this

https://www.rocketshipschools.org/fort worth/
Market Survey: Tarrant County

Thank you for participating in the Tarrant County Education Survey! Your responses will help us better understand the educational needs of your community and what parents like you look for in an elementary school. This survey should take no more than 10 minutes to complete. Your responses will be completely confidential and there are no right or wrong answers.

1. Do you have a child under the age of 10?  
   [SELECT ONE]  
   a. YES (If yes, go on to next question)  
   b. NO (If no: "Thank you for your time. This survey is geared towards families with children under 10. Have a great day!")

Tell us about your current school  
The following questions are about your current school or where you plan on enrolling your child.

2. What school does your child (or children) currently attend?  
   [CHOOSE ALL THAT APPLY]

Southeast:  
- AM Pate Elementary  
- Christene C Moss Elementary  
- Edward Briscoe Elementary  
- Glen Park Elementary  
- Maude I Logan Elementary  
- Mitchell Boulevard Elementary  
- Oaklawn Elementary  
- Sagamore Hill Elementary  
- TA Sims Elementary  
- Uplift Meridian School  
- Uplift Mighty School  
- Sunrise - McMillan Elementary  
- Carroll Peak Elementary  
- Clifford Davis Elementary  
- Meadowbrook Elementary  
- Uplift Ascend  
- Harlean Beal Elementary  
- Morningside Elementary  
- WM Green Elementary  
- Maudrie Walton Elementary  
- Worth Heights Elementary  
- Other:  
- NA: My child is not yet enrolled in school

Northwest:
x. Marilyn Miller Elementary
y. Dolores Huerta Elementary
z. Marine Creek Elementary
aa. Remington Point Elementary
bb. W J Turner Elementary
c. Joy James Elementary
dd. Kirkpatrick Elementary
e. Greenfield Elementary
ff. Washington Heights Elementary
gg. Parkview Elementary
hh. Sam Rosen Elementary
ii. Helbing Elementary
jj. Saginaw Elementary
kk. Dozier Elementary
ll. ILTexas Saginaw Elementary
mm. Moore M H Elementary
nn. Other:

3. How did you choose your child's current school (how do you plan on choosing if your child is not yet enrolled)?
[CHOOSE ALL THAT APPLY]
   a. It is the school I was assigned to based on my address
   b. I liked the classes they offered
   c. It was recommended by family/friends
   d. It has good academic results
   e. Other:___________

4. What grade does your current school have on their 'Texas School Report Card' rating?
[SELECT ONE]
   a. My school has an A grade
   b. My school has a B grade
   c. My school has a C grade
   d. My school has a D grade
   e. My school has an F grade
   f. I don't know my school's grade
   g. NA/my child is not yet enrolled in a school

5. How satisfied are you with your child's current elementary school?
[LIKERT SCALE]

6. How likely are you to consider changing elementary schools?
[Likert scale]
7. **What aspects of your child's current elementary school are you NOT satisfied with?**

   [CHOOSE ALL THAT APPLY]
   1. The quality of my teachers
   2. The quality of the academics
   3. The classroom size
   4. The progress my child is making
   5. The special education program
   6. Location of school in relation to my home or work
   7. The school culture
   8. Friendliness and respectfulness of staff
   9. The classes offered
   10. Other

**Tell us about your ideal school**

When it comes to your child's education, we'd love to know what qualities in a school you value the most. For this next set of questions think about your perfect school and what you would look for.

8. **Please finish the following sentence by choosing up to two top answers:**

   "My perfect school will ____________________________"

   [CHOOSE UP TO TWO]
   a. prepare my child for the jobs of the future.
   b. prepare my child for college.
   c. teach my child how to be a good person.
   d. be a joyful and playful environment.
   e. feel like a family.
   f. be a safe place for everyone regardless of race, immigration status, ability etc.
   g. welcome me to visit my child and volunteer in the classroom.
   h. other:

9. **Now, what are the top three features this perfect school would offer?**

   Choose up to THREE only
   a. A quality special education program for my child with special learning needs
   b. An English as a Second Language (ESL) program for my child to master the English language.
   c. Bilingual English/Spanish program
   d. An arts/music/dance program
   e. Technology/coding/robotics
   f. Strong academic performance
   g. Personalized learning (individualized attention for every child)
   h. School staff and teachers who speak my language and understand my culture
   i. A structured school environment
   j. Small classroom size
   k. Other:
Thank you for sharing! Now we want to understand how important certain features are to you as a parent.

10. How important is it that your school offer before and after-school child care?  
   [Likert scale]  
   0=Doesn't matter to me, 5= somewhat important, 10= Very important (make or break)

11. How important is it that a school provides transportation?  
   [Likert scale]  
   0=Doesn't matter to me, 5= somewhat important, 10= Very important (make or break)

12. How important is it for schools to encourage parent involvement and partnership?  
   [LIKERT SCALE]

13. How interested are you in a school that teaches to the individual needs of each student instead of a traditional one-size-fits-all classroom?  
   [LIKERT SCALE]

Basic Demographic Information

14. How do you identify your race and/or ethnicity?  
   (Select all that apply)  
   a. Asian  
   b. Black or African-American  
   c. Hispanic/Latinx  
   d. Native American  
   e. White  
   f. I prefer not to answer  
   g. Other: _____________

15. What best describes the languages you speak at home?  
   [SELECT ONE]  
   a. I speak English (no other language)  
   b. I speak mostly English and some Spanish  
   c. I speak mostly Spanish and some English  
   d. I speak Spanish (no other language)  
   e. I prefer not to answer  
   f. I speak another language at home: _____________

16. How long have you lived in your current community?  
   [SELECT ONE]  
   a. Less than a year  
   b. Less than 10 years  
   c. Over 10 years

17. What zip code do you currently live in?  
   [Short response]
18. How much combined money did your household earn last year?
   [SELECT ONE]
   a. $0 - $10,000
   b. $10,100 - $20,000
   c. $20,100 - $40,000
   d. $40,100 - $60,000
   e. $60,100 - $80,000
   f. $80,100 - $100,000
   g. Over $100,000

19. Are you interested in learning more about new elementary school options for your child?
   [Short response]
   a. Yes (If yes, go to next question)
   b. No (If no, thank participant)

20. Great! Share your contact information below and we will be in touch!
    [Short response]
Encuesta Educativa del Condado de Tarrant

¡Gracias por participar en la Encuesta Educativa del Condado de Tarrant! Sus respuestas nos ayudarán a entender mejor las necesidades educativas de su comunidad y qué es lo que los padres como usted buscan en una escuela primaria. Llenar esta encuesta no le tomará más de 10 minutos. Esta encuesta es totalmente confidencial, y no hay respuestas correctas o incorrectas.

1. ¿Tiene un hijo o hija menor de 10 años?
   [ELIJA UNA OPCIÓN]
   1. Sí (en caso afirmativo, pase a la siguiente pregunta)
   2. No (en caso negativo, agradezca al participante)

Cuéntenos sobre su escuela actual

2. ¿A qué escuela asisten actualmente sus hijos?
   [ELIJA TODAS LAS QUE CORRESPONDAN]

Southeast:
- a. AM Pate Elementary
- b. Christene C Moss Elementary
- c. Edward Briscoe Elementary
- d. Glen Park Elementary
- e. Maude I Logan Elementary
- f. Mitchell Boulevard Elementary
- g. Oaklawn Elementary
- h. Sagamore Hill Elementary
- i. TA Sims Elementary
- j. Uplift Meridian School
- k. Uplift Mighty School
- l. Sunrise - McMillan Elementary
- m. Carroll Peak Elementary
- n. Clifford Davis Elementary
- o. Meadowbrook Elementary
- p. Uplift Ascend
- q. Harlean Beal Elementary
- r. Morningside Elementary
- s. WM Green Elementary
- t. Maudrie Walton Elementary
- u. Worth Heights Elementary
- v. Other:
- w. NA: My child is not yet enrolled in school

Northwest:
- x. Marilyn Miller Elementary
- y. Dolores Huerta Elementary
- z. Marine Creek Elementary
- aa. Remington Point Elementary
- bb. W J Turner Elementary
ROCKETSHIP PUBLIC SCHOOLS

cc. Joy James Elementary
dd. Kirkpatrick Elementary
ee. Greenfield Elementary
ff. Washington Heights Elementary
gg. Parkview Elementary
hh. Sam Rosen Elementary
ii. Helbing Elementary
jj. Saginaw Elementary
kk. Dozier Elementary
ll. ILTexas Saginaw Elementary
mm. Moore M H Elementary
nn. Other:
oo. NA: My child is not yet enrolled in school

1.

3. ¿Cómo eligió la escuela actual de su hijo o hija (o cómo piensa escoger en caso de que su hijo o hija aún no se haya inscrito)?
[ELIJA TODAS LAS QUE CORRESPONDAN]
  1. Es la escuela que se me asignó de acuerdo con mi domicilio
  2. Me gustaron las clases que ofrecían
  3. Me la recomendó un familiar o amigo
  4. Tiene buenos resultados académicos
  5. Otro: __________

4. ¿Qué calificación tiene su escuela actual en el índice "Texas School Report Card"?
[ELIJA UNA OPCIÓN]
  1. Mi escuela tiene una calificación de A
  2. Mi escuela tiene una calificación de B
  3. Mi escuela tiene una calificación de C
  4. Mi escuela tiene una calificación de D
  5. Mi escuela tiene una calificación de F
  6. No conozco la calificación de mi escuela
  7. NA/mi hijo o hija aún no se inscribe en una escuela

5. ¿Cuán satisfecho está con la escuela actual de su hijo o hija?
[Escala Likert]

6. ¿Con cuáles aspectos de la escuela primaria actual de su hijo o hija usted NO está satisfecho?
[Escala Likert]

Cuéntenos sobre su escuela ideal
Nos encantaría saber qué atributos de una escuela valora usted más con respecto a la educación de su hijo o hija. Para el siguiente conjunto de preguntas, piense en qué buscaría en la escuela perfecta.

8. Complete la oración siguiente eligiendo las tres opciones que más le agraden:
"Para mí, la escuela perfecta

[ELIJA HASTA DOS OPCIONES]

1. preparará a mis hijos para los empleos del futuro.
2. preparará a mis hijos para la universidad.
3. le enseñará a mis hijos a ser buenas personas.
4. tiene un ambiente alegre y entretenido.
5. se siente como la familia.
6. es un lugar seguro para todos, sin importar la raza, condición migratoria, capacidades, etc.
7. tiene disposición para que yo visite a mis hijos y sea voluntario en el salón de clases.
8. otro:

9. Ahora, ¿cuáles son los tres principales atributos que esta escuela perfecta ofrecería? 
   Elija solamente los TRES QUE MÁS LE AGRADEN
   1. Un programa de educación especial de calidad para mi hijo o hija con necesidades especiales de aprendizaje
   2. Un programa de inglés como segunda lengua (ESL) para que mi hijo o hija domine el idioma inglés.
   3. Un programa bilingüe inglés/español
   4. Un programa de artes/música/baile
   5. Cursos de tecnología/programación/robotica
   6. Un fuerte desempeño académico
   7. Aprendizaje personalizado (atención individualizada para cada alumno)
   8. Personal y profesores que hablen mi idioma y entiendan mi cultura
   9. Un ambiente escolar estructurado
   10. Salones de clase pequeños
   11. Otro:

¡Gracias por compartir sus respuestas! Ahora queremos entender cuán importantes son para usted como padre de familia ciertas características.

10. ¿Cuán importante es que su escuela ofrezca cuidado infantil antes y después de clases?
    [Escala Likert]
    0 = No me importa, 5 = algo importante, 10 = muy importante (decisivo)

11. ¿Cuán importante es que la escuela proporcione transporte?
    [Escala Likert]
    0 = No me importa, 5 = algo importante, 10 = muy importante (decisivo)

12. ¿Cuán importante es que la escuela las escuelas fomenten la participación y colaboración de los padres?
    [LIKERT SCALE]

13. ¿Cuán importante es que la escuela brinda atención individualizada a cada estudiante en lugar de un plan de estudios que sea igual para todos?
    [ELIJA UNA OPCIÓN]
    1. Sí
    2. No
Información demográfica básica

14. ¿Con qué raza y/o etnia se identifica?
   (Elija todas las que correspondan)
   1. Asiática
   2. Negra o afroamericana
   3. Hispana/latina
   4. Nativoamericana
   5. Blanca
   6. Prefiero no contestar
   7. Otro: __________

15. ¿Cuál de las siguientes opciones describe mejor los idiomas que se hablan en su hogar?
   [ELIJA UNA OPCIÓN]
   1. Hablo inglés (y ningún otro idioma)
   2. Hablo principalmente inglés y algo de español
   3. Hablo principalmente español y algo de inglés
   4. Hablo español (y ningún otro idioma)
   5. Prefiero no contestar
   6. Hablo otro idioma en mi hogar: __________

16. ¿Hace cuánto que vive en su comunidad actual?
   [ELIJA UNA OPCIÓN]
   1. Menos de un año
   2. Menos de 10 años
   3. Más de 10 años

17. ¿Cuál es su código postal actual?
   [Respuesta corta]

18. ¿Cuál fue el ingreso total de su hogar el año pasado?
   [ELIJA UNA OPCIÓN]
   1. $0 - $10,000
   2. $10,100 - $20,000
   3. $20,100 - $40,000
   4. $40,100 - $60,000
   5. $60,100 - $80,000
   6. $80,100 - $100,000
   7. Más de $100,100

19. ¿Le interesa conocer más sobre nuevas opciones de escuelas primarias para su hijo o hija?
   [Respuesta corta]
   1. Sí (en caso afirmativo, pase a la siguiente pregunta)
   2. No (en caso negativo, agradezca al participante)

20. ¡Excelente! ¡Escriba su información de contacto a continuación y nos comunicaremos con usted!
   [Respuesta corta]
Discussion Questions for Participants in Formal Community Meeting

Virtual on Zoom
Saturday, January 9th 11 am
Tuesday, January 12th 9 am & 7 pm
Thursday, January 14th 6 pm
Attendees: 130

1. How satisfied are you with the education options available in your community? | ¿Qué tan satisfecho está con las opciones de educación disponibles en su comunidad?

2. In a few sentences, please tell us your highest dreams for public education in your community. | En unas oraciones, cuéntenos sus mayores sueños para la educación pública en su comunidad.

3. What should we consider in building a school that is most responsive to YOUR community? | ¿Qué debemos considerar al construir una escuela que responda mejor a SU comunidad?

4. What should excellent parent engagement look like in your ideal school? | ¿Cómo debería ser una excelente participación de los padres en su escuela ideal?

5. What do you want to see in Rocketship that is different from other schools in your neighborhood? | ¿Qué le gustaría ver en Rocketship que sea diferente de otras escuelas en su vecindario?
Formal Community Meeting Agenda
Virtual on Zoom
Saturday, January 9th 11 am
Tuesday, January 12th 9 am & 7 pm
Thursday, January 14th 6 pm
Attendees: 130 (over 4 meetings)

1. Welcome & Purpose
2. Who is Rocketship Texas: Introduction to Board, Superintendent & Regional Team
3. Vision for Education in Southeast Fort Worth
4. Community Dialogue: Introduce Self & Share Dreams around Education
5. Overview of Rocketship Model & Why Bring this Model to Fort Worth
6. Community Dialogue: Reflection and Feedback from Community
7. Next Steps & Closing
January 11, 2020

To: The Commissioner of the State Board of Education

My name is Alfreida Colvin. I am a retired educator and champion for children, parents, and teachers.

I have the background knowledge of the discrepancies of educational opportunities that exist in Fort Worth. I retired from Harlean Beal Elementary. Our zip code was 76119. It may as well have been in Stop Six. The challenges are the same. I am excited to see the opportunities that Rocketship can provide. All the Pillars that support the foundation of the school are outstanding. Schools like Rocketship could help to level the academic playing field for children and parents.

Our parents and students deserve more, and we need your help. Many of our schools are labeled as low performing, but our students are capable of learning. They need access to resources, teachers that want to teach in the area, and an environment where parents and teachers work together. Rocketship's program designs could breathe life into a community that has been redlined. I truly believe the leadership has systems in place to help create and maintain a learning environment that is inviting to all; is focused on meeting the needs of students, and integrating the family in the education system.

Children in this community can learn and parents are willing to collaborate and support Rocketship Public Schools in southeast Fort Worth.

Alfreida Colvin
January 13, 2021

Dear Commissioner and Texas State Board Members,

My name is [redacted] and I am from [redacted]. I am from [redacted] and my hope and dream for my children is that they receive an excellent education in [redacted]. I support Rocketship because I want a school that will provide personalized learning that fits the needs of each of my children and all students and that offers rigorous academics that will provide the foundation my children needs. I want the best for my children and I feel Rocketship will be the best option for them.

Sincerely,

[redacted]
January 7, 2021

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Ave  
Austin, TX 780701

Dear Commissioner Mike Morath:

Sunrise Early Learning and Development Center is pleased to announce its support for Rocketship Texas. Sunrise Early Learning Development Center is a 501 (c) 3 non-profit childcare center located in Southeast Fort Worth, which is one of the proposed Rocketship communities. My name is Angela James and I am the current Director of Sunrise Early Learning Center founded in 1987.

Sunrise Early Learning Center is a nationally accredited center that provides affordable, quality care primarily for disadvantaged families in Southeast Fort Worth. As a collaborative partner with Fort Worth ISD Early Learning Initiative, we work diligently to help our families find a selection of high quality choices when it is time to select a school for continuation of their child’s education beyond 4 years old. We believe that public and charter schools partnerships are an excellent mechanism for improving public education by providing flexibility, focusing on student achievement, facilitating creativity, improving parental involvement and sharing best practices with local public schools.

Parent power is one of the three pillars of excellence at every Rocketship school. By authentically engaging parents in their child’s education, Rocketship parents become lifelong champions for their child’s education. Many Rocketship parents become active members in their parent leadership program where they learn to exercise the power of their voice to enable high-quality public school systems to thrive in their community.

After meeting with a representative of Rocketship’s board, we believe their vision, mission, and goals would support Fort Worth ISD, as well as give families of children who are struggling a choice to select a learning environment that best meets their needs. I am in full support of Rocketship’s proposed plan, which will give families in Southeast Fort Worth a fresh alternative for educating their children.

You may contact the undersigned at (817) 496-2040.

Sincerely,

Angela James  
Director
January 13, 2021

Dear Commissioner and State Board of Education Members,

My name is Annissia Thomas and I am a proud member of the Fort Worth community and alumna of Dunbar High School. I am a community educator who positively impacts children, our future leaders in our community. I am passionate about education and foundational structure that it molds for the future of children. So, I wholeheartedly believe in children receiving the highest quality of education that caters to their individual needs.

I am writing to you, to show my support in bringing Rocketship to Fort Worth. I support Rocketship because I believe in new leadership in the educational system and tailored learning for all students. The time is now for new and improved ways of teaching and learning in the city of Fort Worth.

I ask that you approve Rocketship’s charter application so that the children in our most underserved communities have access to high-quality education in the neighborhoods that we live in.

Sincerely,

\[A.\text{Thomas}\]

Annissia Thomas
January 12, 2021

Dear Commissioner and Texas State Board Members,

My name is [Redacted] The majority of my family and I live in Southeast Fort Worth and we are part of Fort Worth ISD. My neighbors have been actively participating in bringing Rocketship to Fort Worth and have been providing me with updates.

My family and I are looking for a school in our community that provides high quality education for our children and where our language will not be a barrier for us to be able to support our children in their education. Our children have been struggling in school, especially during this pandemic. This is why we support Rocketship coming to Fort Worth so that our children will have the opportunity to receive a high quality education in our own community.

Sincerely,
December 23, 2020

Dear State Board of Education

My name is Asia Jones, founder of A&M Birth Services. My organization believes in providing quality and affordable services to all, regardless of income. When I learned about Rocketship, their mission stood out to me, but their dedication to the communities they served stood out more. I believe that communities can be reformed if given the right tools, knowledge, and support. It is my pleasure to write this letter, expressing my support for Rocketship expanding to Fort Worth. As an educator, I know the importance of receiving a quality education to serve as the foundation for success. I truly believe that Rocketship will provide high quality education to our community and promote the importance of educational choice to the families within.

As a parent, I wish that I had known early in life just how important my voice was. Not only for myself, but for others collectively. Parent power is one of the three pillars of excellence at every Rocketship school. When you keep parents engaged in their child’s education, parents become lifelong champions for their child’s education and much more. Many Rocketship parents become active members in their parent leadership program where they learn to exercise the power of their voice to enable high-quality public school systems and other resources to thrive in their community.

Rocketship Public Schools has a history of improving educational equity in underprivileged communities and is uniquely suited to join the coalition of changemakers working to solve this challenge in Tarrant County.

It is no secret that Rocketship is here to positively impact the lives of not only those who choose to attend their school, but communities at large. I offer my full support to the Rocketship movement and would love to welcome them to our community here in Fort Worth.

Thank you for your time and consideration. Please feel free to contact me with any further questions at (682) 203-9836.

Respectfully,

Asia Jones, Certified Doula
Founder
A&M Birth Services
December 18, 2020

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Ave  
Austin, TX 78070

Dear Commissioner Mike Morath,

My name is Dr. Brendalyn Jackson and I am writing to you today to offer my support of Rocketship Texas as a proposed new public charter school in Fort Worth and Tarrant County. I am the Founder and President of Time to Heal America, a nonprofit organization in Fort Worth that works to advocate, empower, and motivate people to come together as humanity. I care deeply about my community and believe in the power of a strong elementary education.

I know that Rocketship will improve the lives of so many Tarrant County residents. One of their core pillars is Parent Power, which they already embody in Fort Worth even though they have not yet opened the doors of a school. They have formed Parent Organizing Committees, supported local organizations with food distribution, and are consistently looking for ways to support our community through the COVID-19 pandemic.

It is no secret that almost 70% of all third graders from disadvantaged backgrounds in Tarrant County are not reading on grade level. Rocketship can change that. Their nationally recognized curriculum has served thousands of students from disadvantaged communities across the country. They have a proven track record of improving education in underserved communities and I am so excited that the Rocketship Texas team wants to bring their model to the next generation of leaders in Tarrant County.

Tarrant County’s students deserve a world-class education that prepares them to be the change agents of tomorrow. It is with great pride that I support Rocketship Texas in their endeavor to serve our students beginning in 2022.

Sincerely,

Dr. Brendalyn Jackson

Dr. Brendalyn Jackson
Founder & President
A Time to Heal America
To whom it may concern:

My name is Calvin Crosby IV and I am in support of the charter of Rocketship Texas in Fort Worth, TX. I am a native of Fort Worth as I was a student of Fort Worth ISD. I have a Bachelor in Social Work where I served as a caseworker for Child Protective Service for one year then later became an educator. I have been in education for five years and have a Masters in Education Administration from Texas A&M Commerce, and is currently enrolled in the educational leadership doctorate program at Tarleton State University. I am a single father of two boys ages six and eight. I support Rocketship because the programs that the school have put in place are evidence based programs and I am confident enough to know that the school will help with overall student achievement. The staff and parents who are helping to charter Rocketship in Fort Worth are residents of Fort Worth, and they understand the needs of the students, families, and community. I am also confident enough in that the regional superintendent Sajade Miller, whom is a longtime educator for the Dallas-Fort Worth Metroplex is competent enough to meet the needs of the students and community.

Regards,

Calvin Crosby

[Signature]

January 10, 2021
January 12, 2021

To: The Commissioner of the State Board of Education

We are community members of Fort Worth's southeast side. We have seen far too long the disparities in our local school system. In our local district student success is dependent on zip code. Teacher quality is dependent on zip code. Willingness to welcome parents is dependent on zip code.

At Rocketship this is not the case. Rocketship is already serving students and families successfully in several other states and our Fort Worth community deserves the same. Having a learning environment conducive to all learners, superb teacher quality, and parent inclusiveness are the norm at Rocketship.

On a continuous basis our students in southeast Fort Worth are not being afforded the opportunity to be successful critical thinkers, mathematicians, and readers. They would be afforded the opportunity with Rocketship Public Schools. Our children deserve a learning environment conducive to their needs. We are asking you for the opportunity to invest in our community, in our children, in our families, by having the opportunity to have Rocketship Public Schools be a reality in Fort Worth.

The Hanson Family
January 2, 2021

Dear Commissioner and Texas State Board Members,

My name is Christopher Carter and I am a proud member of the Fort Worth community. I am writing to you, to show my support in bringing Rocketship Public Schools Texas to Fort Worth. I support Rocketship because I have witnessed the support that Rocketship has brought to the community. I have seen firsthand Rocketship supply goodie bags to our community, come out to special events such as local Fall Festivals and Holiday events. Rocketship has been a supporter of families in the community and we are excited for the new Fort Worth Campus. I greatly support Rocketship Public Schools Texas.

Sincerely,
Christopher Carter
Dear Commissioner and Texas State Board Members,

My name is Christy Henry and I am a travel healthcare professional. I work several days a week in Tarrant County. As a healthcare provider, I often hear my patients speak about their children's education and them not having many quality school options.

I am writing to you, to show my support in bringing Rocketship Texas to Fort Worth. I support Rocketship because I feel that parents in Tarrant County need more options for quality schools that will give their children a great education.

I ask that you approve Rocketship's charter application so that the children in our most underserved communities have access to high quality education in the neighborhoods that we live in.

Sincerely,

Christy Henry
January 8, 2021

Dear Commissioner and Texas State Board Members,

My name is [redacted] and I am writing to you in support of Rocketship Public Schools coming to Fort Worth. I grew up in the [redacted] attended my neighborhood schools. I have not seen improvement in FWISD schools, compared to when I was in school. [redacted] have struggled, just like I did.

When I heard about Rocketship and learned about their school model, I was impressed. I wish I would have had the option to send my children to a Rocketship school. [redacted] support Rocketship coming to Fort Worth because my community needs and deserves access to high quality education. My community needs a school where all teachers will believe in the potential of every student. My community needs a school where parents can partner with all staff to build a school community that will benefit all students.

Sincerely,

[redacted]
Dear Commissioner,

It is with great pleasure that I write this letter on the 12th day of January 2021 to express my support for Rocketship Texas. My name is DeAdre Andrews and I am the Center Director at The Polytechnic Child Development Center for the Center for Transforming Lives in Fort Worth, Texas. Our goal at CTL is to provide high-quality, affordable, year-round care and education throughout Tarrant County to break the cycle of poverty for women and children through safe housing, early childhood development and financial stability. The program provides literacy-rich, child-centered classrooms with low child-to-teacher ratios, individualized care, healthy daily meals, abundant outdoor time, and social strengthening activities through Early Head Start Services. I believe that our goals align with the mission and strategy proposed by Rocketship Texas.

I believe that the real work begins early, with the educational foundation for our children. Rocketship has a unique model for public school quality and community transformation that rests on three pillars. Personalized learning tailors instruction, content, learning experience, and pace to unleash the potential of every student. This is vital to ensure that the youth in our community have the support necessary to succeed academically. It is talent development approach invests in the growth and development of every team member to unleash their full potential in the classroom and beyond. This ensures that staff are onboard with Rocketship’s mission and can deliver quality learning experiences for students regardless of academic standing. Rocketship’s focus on Parent Power unleashes the power of parents to champion their children’s education, demand political attention, hold leaders accountable, and enable high-quality public schools to thrive in their community. This allows the parents in our community to feel heard, important, and in control of their child’s education.

Rocketship has the potential to do what they are already doing in other regions, in Tarrant County and our children deserve to have this option. Please consider Rocketship Texas for approval to launch in Tarrant County.

Best Regards,

DeAdre Andrews
Center Director
Polytechnic Child Development Center
Center for Transforming Lives
January 7, 2021

Dear Commissioner and Texas State Board Members,

My name is [Redacted] and I am a [Redacted] of a [Redacted].

I am writing to you, to show my support in bringing Rocketship Texas to Fort Worth. I support Rocketship Texas because I'm the Grandparent of two children who can greatly benefit from attending the Rocketship Texas. The Rocketship model has had great success in other states and they have an extensive parent support program. I would like for [Redacted] to experience this.

Again, I support Rocketship Texas coming to Fort Worth. Children in our most underserved communities need access to high quality education in the neighborhoods that they live in.
January 12, 2021

Dear Commissioner and Texas State Board Members,

My name is [Redacted] and I am writing to you to show my support in bringing Rocketship to Fort Worth. I support Rocketship because I am interested in the overall goals and mission of what Rocketship has to offer educationally and for the community. I support the vision and want to contribute as much as I can to help with the program for the future of our children. I am currently resident in your district.

One of the three pillars for Rocketship Public Schools is parent power. I would try to be more involved for [Redacted] with helping more with homework and the schools extra curricular activities.

Sincerely,

[Redacted]

[Redacted]
January 8, 2021

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78070

Dear Commissioner Mike Morath:

I was privileged to hear a presentation on the Rocketship schools several months ago and I was excited to hear that there was a possibility that Fort Worth would get such a school. Working in the field of education has been my life. I was a teacher in middle school, high school, junior college and college and I know how important it is for young people to attend good schools. I know how important it is for ALL students to be surrounded by excellent, passionate teachers and caring adults during their entire school day. I know how important it is for ALL students to know and be reminded of their self-worth. Rocketship schools is committed to making sure ALL students experience success.

After retiring from the Fort Worth Independent School District as a principal, I began working with Loretta Burns, the Executive Director of AB Christian Learning Center. I serve on AB Christian Learning Center’s Board of Directors and this enables me to continue working with children and to see some of the gaps in their education. I have been on zoom meetings with Rocketship staff and have heard their pledge to close their gaps.

I strongly support Rocketship being awarded a charter to open a school in Fort Worth. I believe that hundreds of students will benefit and their lives will be changed.

Sincerely,

Helen Curtis
January 13, 2021

To the Commissioner and State Board Members,

I am a Fort Worth Community Member looking for a change to our local school system. Last year I began hearing great things about Rocketship coming to Fort Worth. I am in full support of Rocketship coming to Fort Worth. It would definitely give our students and families on the southeast side of Fort Worth access to a school with high expectations for all students, a school that has the capability to meet the unique needs of all students, and a school that equips teachers to meet the needs of each student, and empowers parents to be an integral piece of the school community. I look forward to Rocketship coming to my community.

Jade Wiley
January 12, 2021

Dear Commissioner Mike Morath and State Board of Education Representatives:

My name is Jaimee Hunt and I am the Assistant Director of Hugs and Kisses Too, located in the proposed Rocketship community. We believe in building a foundation for children that creates a format to fit their needs individually. At Hugs & Kisses Too "Love is the Key-Learning is the goal". In order to fulfill this philosophy, it is our mission to establish full-time childcare programs that will allow children to feel loved & safe, while learning through play. Our program fosters curiosity, creativity, and self-esteem by taking into account children's abilities and interest. We place emphasis on creative learning through play and activities such as games, reading, and problem solving, listening, speaking and writing. We strive to offer each child a chance to be greater than the day before. I have been dedicated to maximizing the educational experience for children for many years. With that, I would like to express my support for Rocketship Texas transitioning to Fort Worth in 2022. Rocketship's mission and vision is parallel to ours and provides children a safe space to maximize their potential. All children deserve access to this type of learning environment during their primary years and beyond.

Rocketship Public Schools is not only striving to narrow the achievement gap by providing an excellent education for our students of color, but it is also working tirelessly to improve the surrounding community as well. Majority of our population consists of minorities, so the work that Rocketship has done for minority families in other regions is relatively important. It is with pleasure that I recommend Rocketship Public Schools.

Thank you for your time and consideration.

Sincerely,

Jaimee Hunt
Program Director
Hugs and Kisses Too

[Signature]
December 23, 2020

Dear Commissioner:

I am writing to offer my support of Rocketship Public Schools as a proposed new public charter school in Fort Worth. My name is Jerell Blount and I am the Senior Program Director for the Comin' Up Gang Intervention program which provides career, education and life guidance for youth involved in gangs. Rocketship Public Schools will be the necessary addition to Fort Worth to increase access to high-quality public school options in our underserved communities which could be leveraged as prevention for our youth. I am excited to support Rocketship Public Schools in their pursuit of a charter that has the potential to help improve the entire ecosystem of public education across Tarrant County.

Over the last ten years, Rocketship Public Schools has impacted the lives of over 20,000 children in disadvantaged communities across the country by providing access to quality education. Last year, Rocketship quickly responded to all of their families as our country was abruptly impacted by the pandemic by equipping students and families with essentials to stay connected through distance learning. Their innovative approach to customize learning with technology is now being shared across the country for all educators. Rocketship's individualized learning approach to students has been critical to close the academic gaps that separate them from their more privileged peers. By the time Rocketship students move on to middle school, they are a full year ahead of their peers in both reading and math.

Boys & Girls Club Comin' Up Gang Intervention program partnered with the City of Fort Worth currently serves more than 700 gang involved youth and young adults. It is well known that access to high quality education can reduce youth gang involvement. Rocketship Public Schools has a proven track record of improving educational equity in disadvantaged communities. This is exactly the type of resource uniquely suited to join the coalition of changemakers working to solve this challenge in Tarrant County. It is with pleasure that I recommend Rocketship Public Schools. Thank you for your consideration. Please feel free to contact me with any further questions at (817) 720-9347.

Sincerely,

Jerell Blount
Senior Program Director
Boys and Girls Club Comin' Up Gang Intervention Program
January 11, 2021

Dear Commissioner and Texas State Board Members,

My name is [Redacted] and writing to you in support of Rocketship. I grew up in Fort Worth and attended schools in Fort Worth ISD. I didn't receive an excellent education and was not motivated or prepared to apply for college. I want something different for my children, but even though they are going to "better" schools than I attended, they still are not being motivated and prepared for college.

I learned about Rocketship and was impressed by their school model. I want a school where I can build partnerships with my kids teachers. I was excited when I learned that Rocketship Texas was coming to Fort Worth, so [Redacted] could have the opportunity to attend a school where [Redacted] will receive the foundation to be successful in [Redacted] education.

Regards,
January 8, 2021

Dear Texas State Board Members,

My name is [redacted] and I am a parent of the community that Rocketship Texas will serve. I am a member of a Local outreach program that impacts the community through tutoring, mentoring & homeless outreach. I am familiar with many of the challenges that students of color face in education in our community because I've lived the experience.

Having [redacted] is never easy, but the approach that Rocketship takes to emphasis inclusiveness is something that I look forward to for [redacted]. I support Rocketship because it is a new way to impact and change the lives of many parents and children here in the community who need innovative education.

Best regards,

[redacted]
Date: 01-12-21

Subject: Supporting Rocketship Texas

Dear State Board of Education,

I am writing this letter to express my personal support for Rocketship Texas in their quest to bring their vision to Fort Worth. I have been a youth development professional for 27 years working with a well known non-profit organization in the proposed area. I get excited to see multiple opportunities for youth in the area of education. Rocketship has been very active within the community and have provided assistance to many families within the community. I take pride in knowing that the leaders of Rocketship Texas are well established within the community and some are even natives of the proposed area where the charter school's campus will be built. I believe that this is important to truly understand the community and to make a genuine connection with community members.

Rocketship is dedicated to providing high quality education to all students, regardless of income, background, or zip code. All families deserve the option to make an informed decision about where their child attends school, as the educational foundation plays a huge role in overall success. I believe that Rocketship Texas will assist youth to be successful and productive in the community by giving them the tools and support to do so. Knowing that Rocketship aims to empower families holistically gives me great hope for overall progress and development within our community.

It is with great pleasure that I recommend Rocketship Texas for operation in the 2022 school year and beyond in Tarrant County.

Best,

Jon E. Moore

Jon E. Moore
December 22, 2020

Dear Commissioner and Texas State Board of Education Members,

My name is Kaocha Newbill Carter and I am a Tarrant County native. As a current educator and volleyball coach at a private school I’ve experienced the education inequalities from a teacher stand point and as a child who went to public school.

I am writing to you, to show my support in bringing Rocketship to Fort Worth. I support Rocketship because they have a proven track record of offering a quality education to all children regardless of their skin color, background, parents' income and zip code. Working for a private school has been an eye-opening experience for me especially because I attended inner city public schools. Rocketship Public Schools Texas offers parents a choice for a better education for their child without breaking the bank or moving outside of their zip code.

I’ve had the pleasure of volunteering with other parents in the community who support Rocketship. The time and care that Rocketship staff put into the parents and community is phenomenal. It is evident that voices of parents and the opinion of the community count.

I support Rocketship Public Schools Texas!

Thank You for your time,

Kaocha Newbill-Carter
January 13, 2021

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave
Austin, TX 780701

Dear Commissioner Mike Morath:

The William M. McDonald YMCA plays a pivotal role in improving the quality of life for thousands of children, families, teens and seniors from southeast Fort Worth. Our YMCA has been a hub in our community for people of all ages to participate in athletics, children’s programming, active older adult programming, and fitness and wellness programs at our YMCA. Since opening our facility this year we have served over 15,000 individuals and families.

I am writing to offer my support of Rocketship Public Schools as a proposed new public charter school in Fort Worth and Tarrant County. We are excited to support Rocketship Public Schools in their pursuit of a charter that has the potential to help improve the entire ecosystem of public education across Tarrant County. We look forward to welcoming an organization with a proven track record of improving educational equity in disadvantaged communities and is uniquely suited to join the coalition of changemakers working to solve this challenge in Tarrant County. We are especially excited that Rocketship has chosen to serve the families of Southeast Fort Worth.

Parent power is one of the three pillars of excellence at every Rocketship school. By authentically engaging parents in their child’s education, Rocketship parents become lifelong champions for their child’s education. Many Rocketship parents become active members in their parent leadership program where they learn to exercise the power of their voice to enable high-quality public school systems to thrive in their community.

Rocketship Public Schools is not only striving to narrow the achievement gap by providing an excellent education for our students of color, but it is also working tirelessly to improve the surrounding community as well. It is with pleasure that I recommend Rocketship Public Schools.

Thank you for your consideration. Please feel free to contact me with any further questions at 817-534-1591 or [redacted]@ymcasf.com.

Respectfully,

Kenny Mosley
Executive Director
William M. McDonald YMCA and Eastside YMCA
Dear Commissioner and State Board of Education Members,

Hello my name is [REDACTED] who deserve a quality education. Not only am I a mother, but I work with children everyday. I currently work with [REDACTED] providing social services to the residents. This is where I met the Rocketship Texas representatives during my afterschool programs, and after hearing what Rocketship was about, I joined the parent organizing committee. This committee gives me the opportunity to make decisions about the school from the ground up. This was monumental, because with my job I work with a lot of kids from underserved communities and I monitor their schooling and grades.

So I believe that there is a great need for a quality, educational and goal driven charter school such as Rocketship Texas in Fort Worth!!

Rocketship boasts parent involvement and produces quality test scores, with increases in reading level proficiency, and they support the social and emotional growth of all children. They have a reduction in suspension rates and really push self sufficiency. Rocketship takes care of the whole child!

I would love for my [REDACTED] to be able to experience this type of educational involvement. I support Rocketship Texas!

Thank you,
January 13, 2021

Dear Commissioner and State Board of Education Members,

My name is [REDACTED] and I am writing to you in support of Rocketship coming to my community in Southeast Fort Worth. It is a privilege to have the opportunity where the family can be involved in the education and personal growth of their children to obtain great achievements, turning them into someone who inspires the world. I have been participating as an Aunt on the Rocketship Parent Organizing Committee. Rocketship listens to the voices of families and I have felt part of the process to help bring Rocketship to our community in Fort Worth.

I studied in [REDACTED] and I feel that I received an excellent education where I felt the love of learning. I have noticed that children here have not felt the love of learning and sometimes that is lacking when they are old enough to continue studying and reach university. I want my nephew and the children of my community to have a school that motivates them, that makes them feel the love of learning so that they continue studying and go to university. A solid foundation is important from the beginning and I feel that Rocketship is the solid foundation that my nephew and all the children in my community need.

Please do not stop us from having the opportunity to have a high quality school option in our community.

Regards,

[REDACTED]
Hello Commissioner and SBOE,

I am happy to know that Rocketship is dedicated to the inclusiveness of students with physical and mental disabilities. Rocketship teaches each child's individual needs. I also love that Rocketship aims to include their parents in several school implementations. Parent power is one of the pillars at Rocketship. Parents are encouraged to be heavily involved in their child learning, their learning and the development of their community. It is refreshing to know that my parent voice will always be heard and recognized at Rocketship Public Schools Texas.

I greatly support Rocketship Public Schools Texas.

Thank you,
Dear State Board of Education and Commissioner,

My name is Larry Braziel and I am the Founder and President of PowerTeen Ministry, an organization designed to positively impact youth in our communities through the word of God. I have been an active member of the Stop Six community for over 25 years and I thoroughly enjoy being able to give back to the community of which I was raised in. When I learned that Rocketship was planning to come to the area, I was excited, but still hesitant as our community is not an easy one to capture. The amount of dedication that Rocketship has shown our community has been unmatched and unheard of for a charter school. Rocketship has remained dedicated to building relationships with community leaders, organizations, and citizens. During the pandemic, Rocketship has assisted and volunteered at different events. This stood out to me because not only is Rocketship committed to providing high quality education, but they are committed to the community entirely.

While working with the youth of the Stop Six community, I learned that many of them were failing school and their parents were unaware of the power that they had to advocate for them. When I learned that Rocketship aims to empower parents to make informed decisions for their families, I was intrigued. Many students in our community come from single parent households and there is often not enough time for parents to set aside to attend school meetings to learn more about their child’s educational status. I am proud to say that based on current Rocketship Schools, they aim to meet parents where they are by doing home visits, scheduling meetings that go beyond the traditional office hours, and go above and beyond to serve families. I believe that with this type of strategy and dedication, we are one step closer to changing the way that education is viewed within the community. Our families deserve access to high quality education and the resources to uncover educational choice opportunities.

I am proud to recommend and offer my support of Rocketship Public Schools in their plan to come to Tarrant County.

Sincerely,

Larry Braziel
Founder/President
PowerTeen Ministry
Texas Education Agency:

My name is Lisa Cooley Thomas, a 25-year educator and a resident of Fort Worth for 35 years, writing a statement in support of Rocketship Public Schools coming to the city of Fort Worth. I support Rocketship’s opening because the children in Southeast Fort Worth deserve a school that believes every student deserves the right to dream, discover and develop their potential. A school that believes that it is the school’s responsibility and privilege to unleash potential in the students they serve. A school that believes in providing a quality education focused on the pursuit of excellence, authenticity, strength in community and the support of parental engagement is the cornerstone of a thriving school’s culture. The students in Southeast Fort Worth deserve to have a school like this accessible to them in their own neighborhood and that’s what Rocketship public schools will offer.

There is a sector of the city that is greatly underserved and deserve quality educators and the social emotional integrated education other students pay to receive and that is what Rocketship will be.

Thank you, State Board of Education for your consideration and approval of Rocketship to ensure the future of the students in Southeast Fort Worth the basic opportunity to discover their infinite potential.

Sincerely,

Lisa Cooley Thomas
January 7, 2021

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Ave  
Austin, TX 78070

Dear Commissioner Mike Morath:

AB Christian Learning Center (ABCLC), a faith based non-profit organization, is pleased to announce its support for Rocketship Public School’s proposed charter to be located in Fort Worth, Texas. ABCLC operates out of school time programs for students in Fort Worth who are at risk of academic failure. We also have an extensive parent engagement initiative, designed to inform and empower parents to be involved in their children’s education.

After meeting with the CEO and staff of Rocketship and touring one of their schools, we believe that their model of inclusion and belief in all students will be an asset to our community. In addition, upon review of their academic outcomes over the years, we feel that our community would definitely benefit from the addition of a Rocketship Campus in Fort Worth. Rocketship’s transformative approach to parent engagement would empower parents to be co-partners in the shared responsibility of educating their children.

As a current board member of a Fort Worth Charter School, and a collaborative partner with Fort Worth Independent School District, we have first-hand knowledge that charter and public schools can work together to improve the academic performance of all students, while giving families viable choices as it relates to educating their children. During the current public health crisis, the need for public and charter schools to work together to address the needs of low income at risk children is more apparent now than ever.

We look forward to working with the Rocketship organization to help create a charter school that will support public education, help reduce the achievement gap, and benefit families in our community.

Sincerely,

Loreta Burns  
Executive Director
January 7, 2021

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Ave  
Austin, TX 780701

Dear Commissioner Mike Morath:

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We look forward to working with the Rocketship organization to help create a charter school that will support public education, help reduce the achievement gap, and benefit families in our community.

Sincerely,

Loretna Burns  
Executive Director
January 8, 2021

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave
Austin, TX 78070

Dear Commissioner Mike Morath:

As a community member in Southeast Fort Worth, I would like to offer my strong support for the launch of Rocketship Charter School in Fort Worth. I currently have [insert number of children] school, and certainly appreciate the opportunity to have quality choices for their education. Rocketship has established a community based Board that understands the needs and concern of our community, and I am confident they will act in the best interest of all children.

You may contact me if you need additional information.
January 12, 2021

Dear Commissioner and Texas State Board Members,

My name is [Redacted] and I am a current resident of Fort Worth. I am writing this letter to show my support for Rocketship Public School in Fort Worth. I am concerned if the education our children are receiving is adequate with the current situation in which we live today as an essential part of their development. I am a mother of four children who now have children. Learning about Rocketship gives us hope that my grandchildren and all children of our community will have an opportunity of receiving a better educational opportunity. As a parent and part of the Hispanic population of this district, hearing about Rocketship gives my family and I hope that we can have the opportunity to have a choice of a high quality school for my grandchildren.

I hope [Redacted] are prepared and educated for a future that provides them with the tools for a better future and with less challenges that what I currently face.

I am participating by providing my support to the Parent Organizing Committee, who are fighting for their values and achieve their goals to provide better educational opportunities for not just their children, but for all children in our community. It is important to recognize a school that gives parents the opportunity to speak, accept our opinions and work in the best interests, that concerns the bright future of all children is amazing, such as Rocketship.

In closing, thank you for your time and attention for reading what I have written from the heart, offering all my support to Rocketship.

Sincerely

[Redacted]
January 13, 2021

Dear Commissioner and Texas State Board Members,

Hello my name is [Redacted] and I'm writing this letter to support the Rocketship School. I'm a [Redacted] and I want them a great education and I feel Rocketship school is what all the kids in my community needs. I want our community to have better educational options for our children.
Dear Commissioner and SBOE,

I am pleased to write this letter in support of Rocketship Public Schools Texas. They have helped in multiple events that have been hosted throughout the City of Fort Worth varying from events at Handley-Meadowbrook and Diamond Hill Community Center. Rocketship helped in our Eugene McCray Toy Drive 2020. Though, putting on a safe and fun event was challenging due to the pandemic, we made it as memorable as we could for our community. We decided to have it with a drive thru layout. Rocketship did not fail in providing the assistance to our center and staff. Their staff wanted to be involved in every aspect of our event. Our center was in need of toy donations due to our high number of attendees. Rocketship did not hesitate in stepping up and donating over $300 in toys for our event in which their donation alone helped us serve over 60 children.

Their staff continues to reach out to our community center in hopes of collaborating for future events. Their staff is extremely dedicated in spreading information about Rocketship Texas and serving our communities. There efforts include handing out their brochures and providing promotional goodies. In addition to that they are hosting virtual sessions to keep the community involved and informed. The staff is professional, polite, and punctual when it comes to deadlines and staying in contact. Working together with organizations that care about our community is of high importance to us. On behalf of Eugene McCray Community Center, we would like to say thank you to Rocketship Public Schools Texas for their support and great attention to detail. We look forward to future collaborations. We support Rocketship Texas!

Thank you,
Marilu Carlos
Recreation Programmer
Eugene McCray Community Center
Park and Recreation Department

1/11/2021
Dear Commissioner and SBOE,

I want to write this letter to support Rocketship Public Schools Texas. They have participated in events at Handley Meadowbrook Community Center and Diamond Hills Community Center. They participated in our Winter Bash and Easter Event. Their staff continues to reach out to not only our community center, but several other community centers about special events and other ways to be a helping hand and to spread information about Rocketship Public Schools Texas.

The staff is steadfast, kind, and personal to staff, children and the parents. They give information to our parents about Rocketship Public Schools and have provided goodies and pamphlets during this COVID-19 time. They are always willing to invite parents, and staff to the Rocketship Public School monthly info sessions. I personally have attended monthly sessions and I always have a great time discussing educational needs for my community and I enjoy hearing information about rocketships innovative model and 3 pillars. On behalf of Diamond Hills Community Center we would like to say thank you to Rocketship Public Schools Texas and show our support.

Thank you,

Me'Shellia Allums-Davis

Diamond Hills Community Center

Park and Recreation Department

City of Fort Worth – Working together to build a strong community.
January 8, 2021

Dear Commissioner and Texas State Board Members,

I know that Rocketship provides personalized learning that will fit the needs of each of them gives me hope that I will have an option to send my children to a school where they will truly excel.

Sincerely,

[Name Redacted]
January 7, 2021

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Ave  
Austin, TX 780701

Dear Commissioner Mike Morath:

I am writing to offer my support of Rocketship Public Schools as a proposed new public charter school in Fort Worth and Tarrant County. As an Early Child Care Director, I strongly support all efforts to increase access to high-quality public school options in our underserved communities. We are excited to support and partner with Rocketship Public Schools in their pursuit of a charter that has the potential to help improve the entire ecosystem of public education across Tarrant County.

Nearly 70% of third-graders from disadvantaged families in Tarrant County are not reading on grade level. Students that don’t learn to read by third grade are at risk of falling significantly behind their college-bound classmates. To better prepare all students for the opportunities of the future, we need to design schools and classrooms that meet the individual needs of every student in our increasingly diverse communities, as well as providing quality care in our early child care settings.

I look forward to partnering with Rocketship, with the common goal of high quality for all parties.

Thank you for your consideration. Please feel free to contact me with any further questions at 817-446-4423 or

Respectfully,

[Signature]

Ontara Nickerson  
Director  
Good Shepherd Christian Academy
Dear Commissioner Mike Morath:

I pastor a congregation with over 250 members in the city of Fort Worth, and I have witnessed firsthand how important excellent schools are to the future and well-being of a city, state, and to the nation. Fort Worth will definitely benefit from a school like Rocketship, and I hope that plans to bring this school to the area will materialize.

Rocketship is committed to providing outstanding educational opportunities for ALL students and will make sure no child is marginalized. It plans to develop the WHOLE child and for these reasons, I wholeheartedly support Rocketship being awarded a charter to open a school in Fort Worth.

Sincerely,

Kristopher K. DarDar, Sr.
Senior Pastor, East Pointe Church of Christ
Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Ave  
Austin, TX 78070

January 8, 2021

Dear Commissioner Mike Morath:

I am writing to express my support for Rocketship Public Charter School. As Pastor of Community Missionary Baptist Church, located within three miles of the proposed sites, I believe that Rocketship School will be an asset to our community.

Community Missionary Baptist Church serves as a host site for a summer reading program for low-income students. As Executive Director of that program, each summer I witness first-hand an academic achievement gap that exist between scholars in our community and those in other zip codes in Fort Worth. In talking with parents of these scholars, I also know that most parents feel their voice does not matter in the public school system.

After meeting with Rocketship representatives and reviewing their program, I am confident that their model, which includes individualized personal learning, parent power, and talent development as foundational pillars, will provide an excellent educational choice to our families.

I support the approval of Rocketship Public Charter School to provide an additional quality school choice in our community.

Respectfully,

Robert J. McGinty, Pastor  
(817) 797-1543
January 13, 2021

Dear Commissioner and State Board of Education Members,

My name is [redacted].

I am writing this letter, not only to advocate for my family, but also for my neighbors, friends, and co-workers because we share the same interest in educating our children academically.

We support Rocketship because we want an excellent education and academic guidance, for this generation that is about to take off to be successful in the future.

Language has not been a barrier for me to participate in the Rocketship Parent Organizing Committee and teamwork has been a great experience of personal growth and coexistence that has become to put and strengthen our interest in those we love.

When schools reopened in person, I had to send my son to our classroom at first, and it seemed he was receiving personal attention. He learns quickly and likes to learn. But now that more students have returned in person, he learned. The other students are at a different academic and learning level and thus now my son's progress has slowed down. I see excitement when he learns something new, but unfortunately, that isn't happening now. He doesn't have the opportunity to continue to grow academically.

I know that we share the same interest and passion for education. Dear members, let's support a common project that fills us with expectations and that has a group of parents to make it vital "Rocketship". I ask that you give us the opportunity to have Rocketship in our community. I am a taxpayer who wants access to high quality school options in my own community.

Regards,

Perla Vidales
January 12, 2021

Dear Commissioner and Texas State Board Members,

Hello My name is [Name]. I have lived here my entire life and attended public schools. I am a proud Alumna [School Name]. I attended the [School Name] obtaining my [Degree]. As a parent, I want the best for my children and I believe that they deserve the best education. They deserve to learn in environments that are nurturing and tailored to their own individual needs.

I am writing you because I am in full support of Rocketship Texas developing here in my community. Having young children, their education is always a priority to me. I want them to have a safe space to be themselves and to have leadership that not only cares about their now but most importantly their future.
January 6, 2021

Dear Commissioner Mike Morath,

My name is Shawnessa Dorsey and I am the Director of Cain’s Love and Care Learning Center located in the heart of the Stop Six community. Our goal at Cain’s is to use every opportunity to help children learn in a family like setting. We strive to give them a second home where they will feel safe, loved, and can build a positive self-image. I have been dedicated to maximizing the educational experience for children for many years. With that, I would like to express my support for Rocketship Public Schools transitioning to Fort Worth in 2022. There are not many school options available in the Stop Six area outside of traditional public school that is usually specific to serve students based on their home address. In my opinion, this does not give many of our families the opportunity to exercise their choice for education. Rocketship has the potential to change this by providing a high quality school option to parents.

Over the past few years, Rocketship Public Schools has impacted the lives of several children in disadvantaged communities across the country. 80% of Rocketship students are classified as economically disadvantaged. This relates to the Stop Six community as the majority of the population is at a disadvantage in many ways. Last year, Rocketship students grew 1.4 years of growth in math and 1.3 years of growth in reading. By growing well over a grade level in a single school year, every school year, Rocketship students quickly close the academic gaps that separate them from their more privileged peers. By the time Rocketship students move on to middle school, they are a full year ahead of their peers in both reading and math.

Rocketship Public Schools is not only striving to narrow the achievement gap by providing an excellent education for our students of color, but it is also working tirelessly to improve the surrounding community as well. Majority of our population consists of minorities, so the work that Rocketship has done for minority families in other regions is relatively important. It is with pleasure that I recommend Rocketship Public Schools.

Thank you for your time and consideration.

Respectfully,

Shawnessa Dorsey
Director
Cain’s Love and Care Learning Center
January 12, 2021

Dear State Board of Education Representatives,

My name is Shay Mathiasz and I am the Director of KIDS Rainbow Academy. I am not only passionate about creating a solid foundation for early education but providing holistic support to families to set and reach their goals. I have had the privilege of working with a diverse group of families from all different backgrounds. I take pride in knowing that regardless of demographics, I can ensure that the children that I serve receive high quality education and care while enrolled in our center. The academy was developed on the promise that all children should have a warm, inviting place to learn, grow and feel safe. Our philosophy here at KIDS Rainbow Academy is designed to enrich the lives of young children in a structured environment. We believe that each child is an individual, and a gift from God, having ever-changing and complex levels of development. Children are unique and have different needs, interests, and abilities. We nurture each child entrusted to us by helping the child develop a sense of worth (of him or herself and others). In planning for each child to reach their fullest potential, we provide a variety of experiences to develop curiosity, imagination, language skills, and developmental concepts.

Based on our own mission, values, and philosophy, we are honored to support Rocketship Texas, which embodies many of the same things that are important to us. We are excited to promote educational choice to our families and to provide them with the best quality of options there is. Having known the work that Rocketship has done in other regions, I am confident that Rocketship will do the same here in our own communities. Rocketship is unique in their approach to engage and empower communities at large through outreach and genuine efforts. It is with pleasure that I recommend Rocketship Public Schools.

Thank you for your consideration. Please feel free to contact me with any further questions at (817) 531-2008 or [Redacted]

Best Regards,

Shay Mathiasz
Shay Mathiasz
Center Director
KIDS Rainbow Academy
January 11, 2021

To: The Commissioner of the State Board of Education

My name is [REDACTED], I am a retired educator, [REDACTED].

I have the background knowledge of the discrepancies of educational opportunities that exist in Southeast Fort Worth. I was a student in the area and my children attended schools in the area. While I was fortunate in having administrators and teachers who were members of the community and the school was an extension of the family, [REDACTED] did not have that same experience. The common element that allowed me to be successful and [REDACTED] was parent involvement - that is one of the key pillars of Rocketship Public Schools. As a parent, I did have to make the choice to enroll my children in Schools of Choice/Magnet Schools to help provide the assurance they would be getting the foundational skills needed to be successful at higher education levels and in the workforce.

As an administrator, I’ve experienced teachers and students not having access to materials dependent on the zip code of the school. Fortunately, with continued fervor and support, the campuses I served were able to acquire educational materials that were needed. It is a struggle for schools in Southeast Fort Worth. Often schools are graded on a global scale, but the balance is not even from the start of measurement. We have talented and dedicated teachers in our schools, but they are sifted to other parts of the city or simply leave the profession because of the pressure to perform with so little. Our teachers and students deserve more, and we need your help.

The Fort Worth Independent School district has implemented multiple initiatives to increase student performance, so awareness and concern are present. Having no sustainability or measures of equity in determining the effectiveness of these initiatives has minimized the impact on a systemic problem. If programs can be considered, I would hope Rocketship Public Schools would be considered after decades of small increases of student performance but overall consistent low performance.

When only considering the children - all children deserve a learning environment where they can thrive! Our children in Southeast Fort Worth are not thriving. Our children can learn and will learn when given the opportunity. Highlighting a few across the grade levels or those fortunate enough to attend specialized campuses sponsored by the district is not enough. The consideration of having an alternative academic setting presented within the community is needed - the data reflects the need.

We all understand the idea that one size does not fit all so we are requesting the opportunity to implement programs of service that are aligned with our state standards, led by individuals who know and have an investment in the success of our communities. We are asking for the opportunity to make Rocketship Public Schools a reality for children and families in Southeast Fort Worth.
Dear Commissioner and State Board of Education,

My name is [REDACTED] I am in full support and stand with Rocketship Texas.

I want to tell you a little about me and why I support Rocketship Texas. My [REDACTED] were in school this district was great and offered my children a great education. Now, I no longer reside in this district, but I want to still be able to allow my younger son a chance to receive good quality education.

I heard about Rocketship at [REDACTED] I attended an info session and boom, here I am today. I actually became part of Rocketships Texas Parent Organizing Committee. I get a chance to be part of the growing process. So far, Rocketship Texas has shown me and my family nothing but love and support. Since I joined, we’re like a little tight knit family. This speaks volumes to me. They let me know that my voice is being heard. The staff has answered any questions that I might have with no problem. I’m excited about being a founding parent where my voice counts.

Furthermore, I believe Rocketship will help make [REDACTED] I just want to feel comfortable at whatever school that he attends. I believe Rocketship Texas will do just that because their learning model includes individualized learning. This means they will meet him where he is at and challenge him to reach the top. I want my son to have the opportunity to have a quality education right in his neighborhood.

Thank You,

[REDACTED]

Date: 1/11/2021
Dear Commissioner Mike Morath and State Board of Education Representatives:

My name is Stanley Haywood and I am writing to offer my support of Rocketship as a proposed new charter school in Fort Worth. I currently serve as the Programmer for the Handley Meadowbrook Community Center. Working directly with the community and providing programs to families has allowed me to connect with the community and assess the needs of many individuals. Parents within our community are concerned that their children may be at an educational disadvantage. Rocketship has the potential to increase access to high quality education to ensure that the children in our community do not lose interest in their educational goals and fall behind academically. This is just one of the many reasons why we deserve increased accessibility to educational opportunities that cater to the specific needs of our own communities.

Rocketship's staff have been diligent in giving back to the community and spreading awareness around educational choice and parent advocacy. There have been many events where Rocketship has supported us and provided resources to our families in need. Not only does this exemplify Rocketship's mission for education, but their mission to build communities as a whole.

The families within our community deserve access to quality educational options as well as genuine support from community-based organizations that wish to improve the culture that we live in. I truly believe that Rocketship will not only allow our students a chance to excel academically, but also our parents to find their voice and be heard as well.

Thank you for your consideration. Please feel free to contact me with any further questions.

With gratitude,

Stanley J. Haywood
Programmer
Handley Meadowbrook Community Center
January 6, 2021

Dear Commissioner Mike Morath and SBOE Members:

My name is Pastor Sylvia Allen, founder of God's Promises International Ministries, where we have served the community for over 20 years to provide resources to individuals and families. I have been a resident of the Historical Rosedale Park District 5 for the past 46 years. I was introduced to Rocketship Public Schools while serving the community in the Winter of 2019. I have witnessed Rocketship support and educate our community before and throughout the pandemic and I am confident that they will continue to even thereafter.

Rocketship has partnered with my ministry, God's Promises International Ministries, in hosting a toy drive to serve the Stop 6 Community during the 2019 and 2020 Christmas season. Rocketship has donated over $500 in toys and supplies to ensure that these events were a success for a community in great need. I am forever thankful for Rocketship's commitment to the Stop 6 community.

Rocketship will be the first charter school in the district 5 community. As a proud member of the community and on behalf of God's Promises International Ministries, we welcome Rocketship to the District 5 community. We are better together than we are apart. On behalf of our community, we ask that you please approve the charter application for Rocketship Public Schools.

Sincerely,

Pastor Sylvia Allen

Sylvia Allen
Dear Commissioner Mike Morath:

My name is Tabitha Alford and I am the Owner/Director of My King’s Kids Academy and King’s Kids Learning Center. Our motto is “Guiding Leaders of Tomorrow” because we believe that providing children with a strong educational foundation can increase the possibility of success. I have been an early educator for many years and have watched children thrive in a positive environment, surrounded by passionate individuals with their best interests at heart. When I think about Rocketship, I think about their ability to bring a positive learning environment and passionate educators to our community.

Rocketship has been a huge supporter of My King’s Kids and being involved in all aspects of serving the community. Not only does Rocketship aim to provide quality education to students, but they dedicate their time to being resourceful for families in need also. During the pandemic, Rocketship has helped many organizations throughout our community to assist families during this difficult time. I am proud to see a school in our area that goes above and beyond the traditional expectations of charter schools.

I support Rocketship in their attempt to come to Southeast Fort Worth because our families deserve high quality school options to choose from and they also deserve the opportunity to be surrounded by supportive community leaders. When I think about the future of my current students, I think about the positive impact that Rocketship will have on ensuring that they maximize their success.

Rocketship has a proven track record of improving educational equity in disadvantaged communities and is uniquely suited to join forces with like minded community organizations and leaders. In doing so, Rocketship can not only narrow the achievement gap by providing an excellent education for our students of color, but they can improve the surrounding community as well. It is with pleasure that I recommend Rocketship Texas.

Thank you for your consideration. Please feel free to contact me with any further questions at

Respectfully,

Tabitha Alford
Owner/Director
My King’s Kids Academy & King’s Kids Learning Center
January 9, 2021

Dear Commissioner,

My name is Terran Clemons and I am a proud member of the Fort Worth community. I am a child care provider and student tutor for children throughout the community. I am also a longtime member of the stop six community. I am excited about the opportunity that children in my community will have for high quality education at Rocketship.

I am writing to you, to show my support in bringing Rocketship to Fort Worth. I support Rocketship because I believe that they would be a wonderful asset to the community and its families. Children deserve the absolute best especially when it comes to their education and I feel without a doubt that Rocketship will provide just that when given the opportunity. Rocketship could truly reshape the way that children learn in a positive way and I truly think that we need more charter schools in the community.

I ask that you approve Rocketship’s charter application so that the children in our most underserved communities have access to high quality education in the neighborhoods that we live in.

Sincerely,

Terran Clemons
Hello Commissioner and SBOE,

My name is [Redacted].

I support Rocketship because they strongly support the community and they take pride in being visible in the community. Rocketship also actively supports parent power. As a parent, knowing that I have the opportunity to actively be involved in the way my child learns makes me comfortable! There is nothing better than knowing that you have options for your children.

I highly recommend bringing Rocketship Public Schools Texas to the Fort Worth area. Bringing Rocketship to Fort Worth is a very unique opportunity for the community. It will give parents an option for another school choice in the area. I hope to see Rocketship in Fort Worth soon!
Dear Commissioner Mike Morath,

My name is Tierra McCutcheon-Raper, CEO/Founder of Power House Dollz (PHD). PHD is an organization that focuses on empowering young girls of all ages and diversities in DFW, TX. Our desire is to offer positive mentorship and guidance to young girls through hands-on workshops that will focus on building self-esteem and leadership skills to help them grow into successful leaders.

I am a community leader and most importantly a mother of two. I work very hard to provide a strong educational foundation for my children and my community children in my programs. My children attended a charter school briefly and it was evident that the quality of education that a child receives, can heavily impact their everyday lives.

I fully support Rocketship Public Schools coming to Fort Worth, TX. Aside from the models implemented to help students reach their true potential, Rocketship aims to empower parents and the community at large. This shows me that Rocketship aims to take care of the whole student even outside of the classroom doors. I’ve personally seen their efforts partnering with community organizations to serve children and families.

I come to you as a dedicated parent and community leader with a strong passion for educating communities and promoting school choice. Please approve the charter application for Rocketship Public Schools as I believe that they will be an asset to our youth in the community. I support Rocketship Fort Worth.

Thank you,

_Tierra McCutcheon-Raper_

Tierra McCutcheon Raper
January 2021

To the TEA Commissioner and State Board of Education Members,

Thank you for your consideration of Rocketship. I am a mother of two school age boys. I am a community member from the southeast side of Fort Worth and our local schools are struggling. When researching school options for my children I learned I had choice as a parent to send my children to a school that best served each of their specific needs. Each of my sons learns differently and the school where I sent them caters to their needs. I’m not sure they would have gotten the same care and concern had I sent them to our local community school. Please give my community the choice that we so greatly need and deserve. Please give my community the model school and pillar of hope on the southeast side of Fort Worth.

Tiffany Calton
January 13, 2021

Dear Commissioner and Texas State Board Members,

My name is Victor Akinmade. I am a Native Nigerian, but now a citizen of this Great Country - USA.

Education is very important to me, and to my people. I instilled the value of education in my kids so much so that my daughter is a 8th grade Math teacher with the AISD. I also believe that some children who show intelligence, and leadership qualities should be assisted by the community. That’s why I’m in support of Rocketship.

I hope the state board would listen to many citizens, and accept the call to bring Rocketship Charter school to Fort Worth.

Thank you,

Victor Akinmade
Dear Commissioner and SBOE,

I am writing this letter in support of Rocketship Public Schools Texas. I have been working with the City of Fort Worth for the last eight years, specifically working at Martin Luther King Community Center for the last two of these years. During my time with the city, I have planned various public events and programs; focused on serving the needs of the community, alongside a diverse group of organizations. It is an ongoing and collaborative effort to serve this community, which Rocketship Public Schools has made a substantial effort in doing, not only in Fort Worth, but also within the Stop 6 community (East Side) to make sure that our patron's needs are met.

The Stop 6 community lacks in several facets including educational, occupational, and fundamental needs. Rocketship Public Schools has helped meet the needs of this community by helping with our events, most notably and recently being our Christmas event. Their staff came and worked alongside us, making sure that not only did they help to put a smile on the faces of multiple families, but also letting them know that there are many other opportunities available for them through Rocketship. Rocketship Public Schools has helped to make sure that all required supplies were purchased and acquired before the day of the event.

In addition, the staff are attentive and always willing to help. They have made efforts to establish a lasting relationship with members of the community and leaders within. Their staff have called and emailed to ask about events and volunteer opportunities, as well as providing materials such as pamphlets, books, and giveaways during Covid-19. They are always willing and dedicated to discussing any educational needs of the community and how to meet said needs. I believe that the impact they are making on this community is one that will be long-lasting. On behalf of the MLK Community Center, I would like to say thank you and show my support.

Best Regards,

R. Victoria Leach
Community Center Supervisor
City of Fort Worth
Dear Commissioner,

My name is Dr. William McKinley Jackson and I am the Senior Pastor of Samaria Baptist Church. Samaria Baptist Church has been dedicated to serving the community through the word of God since 1952 and we aim to continue in our stride. With that, we are always looking for ways to improve the community by providing assistance and resources to those in need. I am glad to be able to educate and bring individuals closer to God through ministry. I believe that education is the foundation that determines success, holistically. Rocketship has demonstrated commitment to the citizens of this community through outreach and education. Upon learning about Rocketship, I learned that the members of our community do not have the same access to quality education as their privileged counterparts. While not surprising, it is very unfortunate and I immediately wanted to be a part of the change. Our families deserve to know that they have access to high quality education regardless of their home location.

Rocketship is unique and the school’s model has the potential to spark educational change amongst our community. So many of our students of color slip through the cracks of education because programs are not tailored to meet the individual needs of our students. Rocketship provides personalized learning that tailors instruction, content, learning experience, and pace to unleash the potential of every student no matter where they are academically.

I am writing to offer my support of Rocketship Texas in their efforts to open a public charter school in Fort Worth and Tarrant County. As part of our efforts to increase access to high-quality public school options in our underserved communities we are excited to support Rocketship and their potential to help improve the entire system of public education across Tarrant County.

Blessings,

Dr. WM McKinley Jackson
Samaria Baptist Church
Pastor

www.sbcfortworth.org
E-mail: samariabaptistchurchftworth@gmail.com Phone: 817-536-6421
Attachment 5: Certified Mail Receipt Cards

Provide certified mail return receipt cards (green cards) showing the dates the Statement of Impact forms and Application Coversheets were received by:

- Each Superintendent and President of the Board of Trustees of each traditional school district from which the proposed charter school intends to draw students;
- Each member of the Texas Legislature who represents the geographic area(s) to be served by the proposed charter school; and
- Each Texas State Board of Education member who represents the geographic area(s) to be served by the proposed charter school.

In the absence of signed certified mail return receipt cards (green cards), the certified mail receipt (white and green slip) showing each school district, fees paid, and the date mailed will be accepted. Mailing address must include the name of the school district to which the information was sent.

Arrange certified mail receipts in alphabetical order by district, state senate, state house of representatives, and state board of education members. Limit six receipts per page.

Statement of Impact Forms are available in the Additional Attachments PDF Forms document on the Experienced Operator Application Page. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed charter school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.
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RETURN RECEIPT TRACKING NUMBER
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Superintendent
1203 W Pioneer Pkwy
Arlington TX 76013-6246

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Return Receipt Fee $2.850
Total Postage & Fees: $7.050

RETURN RECEIPT

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President, Board of Trustees
1203 W Pioneer Pkwy
Arlington TX 76013-6246

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Superintendent
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Azle TX 76020-3106

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6125 E Belknap St
Haltom City TX 76117-4204

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President, Board of Trustees
6125 E Belknap St
Haltom City TX 76117-4204

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**Carroll ISD**  
Superintendent  
2400 N Carroll Ave  
Southlake TX 76092-3105

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**Carroll ISD**  
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2400 N Carroll Ave  
Southlake TX 76092-3105

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5228 Ohio Garden Rd  
River Oaks TX 76114-2669

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Crowley ISD
President, Board of Trustees
P.O. Box 688
Crowley TX 76036-0688

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Crowley ISD
Superintendent
P.O. Box 688
Crowley TX 76036-0688

ARTICLE ADDRESS TO:
Eagle Mt-Saginaw ISD
President, Board of Trustees
1200 Old Decatur Rd
Fort Worth TX 76179-4300

ARTICLE ADDRESS TO:
Eagle Mt-Saginaw ISD
Superintendent
1200 Old Decatur Rd
Fort Worth TX 76179-4300
ARTICLE ADDRESS TO:
Everman ISD
President, Board of Trustees
1520 Everman Pkwy
Fort Worth TX 76140-5110

ARTICLE ADDRESS TO:
Everman ISD
Superintendent
1520 Everman Pkwy
Fort Worth TX 76140-5110

ARTICLE ADDRESS TO:
Fort Worth ISD
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100 N University Dr
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President, Board of Trustees
1849A Central Dr
Bedford TX 76022

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President, Board of Trustees
P.O. Box 152637
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**ARTICLE ADDRESS TO:**

Keller ISD  
Superintendent  
350 Keller Pkwy  
Keller TX 76248-2249

**TOTAL POSTAGE & FEES:** $7.050

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**ARTICLE ADDRESS TO:**

Keller ISD  
President, Board of Trustees  
350 Keller Pkwy  
Keller TX 76248-2249

**TOTAL POSTAGE & FEES:** $7.050

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Certified Fee: $3.550  
Return Receipt Fee: $2.850  
Total Postage & Fees: $7.050 | 9490 9118 9956 0892 4648 51 |

**OUTBOUND TRACKING NUMBER**

9414 7118 9956 0892 4648 19

**RETURN RECEIPT TRACKING NUMBER**

9490 9118 9956 0892 4648 51

**ARTICLE ADDRESS TO:**

Kennedale ISD  
Superintendent  
120 W Kennedale Pkwy  
Kennedale TX 76060-2416

**TOTAL POSTAGE & FEES:** $7.050

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<th>FEES</th>
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Certified Fee: $3.550  
Return Receipt Fee: $2.850  
Total Postage & Fees: $7.050 | 9490 9118 9956 0892 4643 51 |

**OUTBOUND TRACKING NUMBER**

9414 7118 9956 0892 4643 10

**RETURN RECEIPT TRACKING NUMBER**

9490 9118 9956 0892 4643 51

**ARTICLE ADDRESS TO:**

Kennedale ISD  
President, Board of Trustees  
120 W Kennedale Pkwy  
Kennedale TX 76060-2416

**TOTAL POSTAGE & FEES:** $7.050

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OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 4640 74
RETURN RECEIPT TRACKING NUMBER
9490 9118 9956 0892 4644 12

ARTICLE ADDRESS TO:
Lake Worth ISD
Superintendent
6805 Telephone Rd
Lake Worth TX 76135-2899

Postmark
Here

OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 4652 00
RETURN RECEIPT TRACKING NUMBER
9490 9118 9956 0892 4652 97

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 4658 80
RETURN RECEIPT TRACKING NUMBER
9490 9118 9956 0892 4658 39

ARTICLE ADDRESS TO:
Mansfield ISD
Superintendent
605 E Broad St
Mansfield TX 76063-1794

Postmark
Here

OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 4650 00
RETURN RECEIPT TRACKING NUMBER
9490 9118 9956 0892 4658 38

ARTICLE ADDRESS TO:
Lake Worth ISD
President, Board of Trustees
6805 Telephone Rd
Lake Worth TX 76135-2899

Postmark
Here

OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 4660 02
RETURN RECEIPT TRACKING NUMBER
9490 9118 9956 0892 4656 38

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 4660 63
RETURN RECEIPT TRACKING NUMBER
9490 9118 9956 0892 4658 29

ARTICLE ADDRESS TO:
Mansfield ISD
President, Board of Trustees
605 E Broad St
Mansfield TX 76063-1794

Postmark
Here

OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 4660 63
RETURN RECEIPT TRACKING NUMBER
9490 9118 9956 0892 4658 29

ARTICLE ADDRESS TO:
Mansfield ISD
President, Board of Trustees
605 E Broad St
Mansfield TX 76063-1794

Postmark
Here

TOTAL POSTAGE:
$7.050
OUTBOUND TRACKING NUMBER
9414 7110 9566 0892 6323 75
RETURN RECEIPT TRACKING NUMBER
9460 9110 9566 0892 6329 11

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Senator Kelly Hancock
Texas Senate District 9
P.O. Box 12068
Austin TX 78711-2068

OUTBOUND TRACKING NUMBER
9414 7110 9566 0892 6323 81
RETURN RECEIPT TRACKING NUMBER
9460 9110 9566 0892 6329 27

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Senator Beverly Powell
Texas Senate District 10
P.O. Box 12068
Austin TX 78711-2068

OUTBOUND TRACKING NUMBER
9414 7110 9566 0892 6328 33
RETURN RECEIPT TRACKING NUMBER
9460 9110 9566 0892 6329 75

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Senator Jane Nelson
Texas Senate District 12
P.O. Box 12068
Austin TX 78711-2068

OUTBOUND TRACKING NUMBER
9414 7110 9566 0892 6323 60
RETURN RECEIPT TRACKING NUMBER
9460 9110 9566 0892 6323 61

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Senator Nathan Johnson
Texas Senate District 16
P.O. Box 12068
Austin TX 78711-2068
Outbound Tracking Number
9414 7118 9856 0892 6997 73

Fees
- Postage per piece: $0.650
- Certified Fee: $3.550
- Return Receipt Fee: $2.850
- Total Postage & Fees: $7.050

Article Address To:
Senator Brian Birdwell
Texas Senate District 22
P.O. Box 12068
Austin TX 78711-2068

Outbound Tracking Number
9414 7118 9856 0892 6991 82

Fees
- Postage per piece: $0.650
- Certified Fee: $3.550
- Return Receipt Fee: $2.850
- Total Postage & Fees: $7.050

Article Address To:
Senator Royce West
Texas Senate District 23
P.O. Box 12068
Austin TX 78711-2068

Outbound Tracking Number
9414 7118 9856 0892 6990 03

Fees
- Postage per piece: $0.650
- Certified Fee: $3.550
- Return Receipt Fee: $2.850
- Total Postage & Fees: $7.050

Article Address To:
Senator Pat Fallon
Texas Senate District 30
P.O. Box 12068
Austin TX 78711-2068

Outbound Tracking Number
9414 7118 9856 0892 6994 45

Fees
- Postage per piece: $0.650
- Certified Fee: $3.550
- Return Receipt Fee: $2.850
- Total Postage & Fees: $7.050

Article Address To:
Representative DeWayne Burns
Texas House District 58
P.O. Box 2910
Austin TX 78768-2910
OUTBOUND TRACKING NUMBER 9414 7118 9956 0902 0905 62
RETURN RECEIPT TRACKING NUMBER 9450 9118 9956 0902 0905 31

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Mike Lang
Texas House District 60
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER 9414 7118 9956 0902 0902 09
RETURN RECEIPT TRACKING NUMBER 9450 9118 9956 0902 0902 22

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Phil King
Texas House District 61
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER 9414 7118 9956 0902 0903 57
RETURN RECEIPT TRACKING NUMBER 9430 9118 9956 0902 0903 58

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Tan Parker
Texas House District 63
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER 9414 7118 9956 0902 0903 79
RETURN RECEIPT TRACKING NUMBER 9480 9118 9956 0902 0903 14

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Lynn Stucky
Texas House District 64
P.O. Box 2910
Austin TX 78768-2910
OUTBOUND TRACKING NUMBER 9414 7118 9656 0032 6931 08
RETURN RECEIPT TRACKING NUMBER 9450 9118 9656 0392 6933 49

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Michelle Beckley
Texas House District 65
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER 9414 7119 9656 0033 69
RETURN RECEIPT TRACKING NUMBER 9450 9119 9656 0392 6933 49

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Ramon Romero Jr
Texas House District 90
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER 9414 7119 9656 0032 6931 65
RETURN RECEIPT TRACKING NUMBER 9450 9119 9656 0392 6933 49

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Stephanie Klick
Texas House District 91
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER 9414 7119 9656 0032 6931 65
RETURN RECEIPT TRACKING NUMBER 9450 9119 9656 0392 6933 49

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Jonathan Stickland
Texas House District 92
P.O. Box 2910
Austin TX 78768-2910
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<td>Return Receipt Fee: $2.850</td>
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**ARTICLE ADDRESS TO:**

Representative Matt Krause  
Texas House District 93  
P.O. Box 2910  
Austin TX 78768-2910

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**ARTICLE ADDRESS TO:**

Representative Tony Tinderholt  
Texas House District 94  
P.O. Box 2910  
Austin TX 78768-2910

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**ARTICLE ADDRESS TO:**

Representative Nicole Collier  
Texas House District 95  
P.O. Box 2910  
Austin TX 78768-2910

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**ARTICLE ADDRESS TO:**

Representative Bill Zedler  
Texas House District 96  
P.O. Box 2910  
Austin TX 78768-2910

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OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 6639 41
RETURN RECEIPT TRACKING NUMBER
9490 9118 9956 0892 6639 63

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.650
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Craig Goldman
Texas House District 97
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 6631 01
RETURN RECEIPT TRACKING NUMBER
9490 9118 9956 0892 6631 98

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Giovanni Capriglione
Texas House District 98
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 6630 19
RETURN RECEIPT TRACKING NUMBER
9490 9118 9956 0892 6630 51

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Charlie Geren
Texas House District 99
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 6634 15
RETURN RECEIPT TRACKING NUMBER
9490 9118 9956 0892 6634 97

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Lorraine Birabil
Texas House District 100
P.O. Box 2910
Austin TX 78768-2910
OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 9388 27
RETURN RECEIPT TRACKING NUMBER
9430 9118 9956 0892 9389 07

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.650
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Chris Turner
Texas House District 101
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 9389 64
RETURN RECEIPT TRACKING NUMBER
9430 9118 9956 0892 9389 20

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Rafael M. Anchia
Texas House District 103
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 9381 31
RETURN RECEIPT TRACKING NUMBER
9430 9118 9956 0892 9381 73

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Jessica González
Texas House District 104
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 9386 36
RETURN RECEIPT TRACKING NUMBER
9430 9118 9956 0892 9386 78

FEES
Postage per piece $0.650
Certified Fee $3.550
Return Receipt Fee $2.650
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Terry Meza
Texas House District 105
P.O. Box 2910
Austin TX 78768-2910
ARTICLE ADDRESS TO:
Representative Jared Patterson
Texas House District 106
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER
9414 7118 9966 0992 9394 04
RETURN RECEIPT TRACKING NUMBER
9480 9118 9956 0992 9380 43

FEES
Postage per piece: $0.650
Certified Fee: $3.550
Return Receipt Fee: $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Yvonne Davis
Texas House District 111
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER
9414 7118 9966 0992 9394 76
RETURN RECEIPT TRACKING NUMBER
9480 9118 9956 0992 9339 17

FEES
Postage per piece: $0.650
Certified Fee: $3.550
Return Receipt Fee: $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Representative Julie Johnson
Texas House District 115
P.O. Box 2910
Austin TX 78768-2910

OUTBOUND TRACKING NUMBER
9414 7118 9966 0992 9372 02
RETURN RECEIPT TRACKING NUMBER
9480 9118 9956 0992 9372 09

FEES
Postage per piece: $0.650
Certified Fee: $3.550
Return Receipt Fee: $2.850
Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Georgina C. Pérez
SBOE Member District 1
1605 George Dieter Dr Ste 582
El Paso TX 79936-5692

OUTBOUND TRACKING NUMBER
9414 7118 9966 0992 9378 75
RETURN RECEIPT TRACKING NUMBER
9480 9118 9956 0992 9377 18

FEES
Postage per piece: $0.650
Certified Fee: $3.550
Return Receipt Fee: $2.850
Total Postage & Fees: $7.050
OUTBOUND TRACKING NUMBER
9414 7118 9956 0892 9379 05
RETURN RECEIPT TRACKING NUMBER
9490 9118 9956 0892 9379 92

FEES
- Postage per piece: $0.650
- Certified Fee: $3.550
- Return Receipt Fee: $2.850
- Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Patricia Hardy
SBOE Member District 11
1109 Roaring Springs Road
Fort Worth TX 76114-4485

FEES
- Postage per piece: $0.650
- Certified Fee: $3.550
- Return Receipt Fee: $2.850
- Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Aicha Davis
SBOE Member District 13
P.O. Box 4525
Dallas TX 75208-0525

FEES
- Postage per piece: $0.650
- Certified Fee: $3.550
- Return Receipt Fee: $2.850
- Total Postage & Fees: $7.050

ARTICLE ADDRESS TO:
Sue Melton-Malone
SBOE Member District 14
125 E. Dawn Dr
Robinson TX 76706-4801
**U.S. Postal Service™**
**CERTIFIED MAIL® RECEIPT**

*Domestic Mail Only*

For delivery information, visit our website at [www.usps.com™](http://www.usps.com).

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<td>□ Return Receipt (electronic)</td>
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**Rep. Jasmine Crockett**
Texas House District 100
Room E1.412
P.O. Box 2910
Austin, TX 78768

PS Form 3800, April 2016 PWS 73900-000-804

See Reverse for Instructions.
Attachment 6: Published Notice(s) of Public Meetings

At a minimum, applicants must hold one public meeting within the charter school’s proposed geographic boundary to discuss the application for the proposed Generation 25 open-enrollment charter school.

Applicants may hold a public virtual meeting in fulfillment of this attachment requirement. Any virtual meetings must be published in accordance with the notice requirements outlined below. The public notice must contain directions to access and participate in the meeting (link, website, etc.)

Applicants are encouraged to practice social-distancing policies and procedures for all in-person meetings.

This meeting must take place no earlier than 18 months before the charter application submission date. Consequently, any public meetings that were held before July 20, 2019 are not eligible for consideration.

Anyone may attend and participate in the public meeting.

ATTENTION: All submitted notices must be dated prior to January 20, 2021.

Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application must include the name of the publication and the publication date. Each public notice must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting.

All public notices/advertisements must be published in a newspaper of general distribution within the geographic boundary of the proposed charter school. Any public notice in newspaper(s) with limited or exclusively digital circulation (Greensheet, Dallas Observer, Austin Chronicle, etc.) will not fulfill this attachment requirement.
ADDITIONAL REQUIREMENT: Applicants must notify within 5 business days, via their government email, all members of the Texas State Board of Education (SBOE) and the Texas State Legislature who represent the geographic area to be served by the proposed school. Applicants must include charterapplication@tea.texas.gov in the CC line of the email. Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting.
Can I get a nicer horn?

By Ray Magliozzi

Dear Ray:

I'm a big fan of your show, in fact, I'll listen to it on my own car radio, so my points of view may not reflect your own. I need some advice. I have a 1999 Ford Taurus with a 16-speaker Bose sound system, but I'm not a big fan of the horn. It sounds like a horn, even when I turn up the volume to the max. What can I do to get a nicer horn?

Ray: I'm glad you're a fan of the show! I'm not sure how many of our fans actually listen to us on their car radios, but it's possible. As for your horn issue, I can understand your frustration. The horn is an important safety feature, but it's also a source of annoyance for some drivers. There are a few things you can do to improve the sound of your horn:

1. Check the horn's wiring: Make sure all the connections are secure and that the horn's ground is good. If the horn's ground is weak, it can cause the horn to sound weak or intermittent.

2. Replace the horn: If the horn is old or worn out, it may not be making the proper sound. Replace the horn with a new one. You can find replacement horns at most auto parts stores.

3. Adjust the horn's volume: Some vehicles have a volume control for the horn. Adjust the volume to a level that you find acceptable.

4. Install a different horn: If you really don't like the sound of your horn, you could consider installing a different one. There are many aftermarket horns available that can give your horn a new sound.

5. Consider a different vehicle: If you're not happy with your horn, you might want to consider a different vehicle. Some cars have horn sounds that are more appealing to drivers.

I hope these suggestions help you find a solution to your horn problem. And remember, when you're out on the road, always be aware of your surroundings and use the horn only when necessary. Stay safe out there!
What Is Enough?

Some council members want pause on rezoning for more apartments
have your tax ID number available and please call 1-877-842-3210. Using the voice activated prompts, select 'Credentialing' and after indicating professional type, select 'Join the Network.'

PUBLIC MEETING ON PROPOSED PUBLIC CHARTER SCHOOL

Rocketship Public Schools Texas is excited to join the coalition of educators, community leaders, and parents who are working together to improve education in Tarrant County. Rocketship is a non-profit network of public elementary charter schools serving students and families Pre-K through 5th grade. At Rocketship, we believe that every student deserves the right to dream, discover, and develop their unique potential. We accomplish this through our proven model that includes rigorous face-to-face personalized learning, exceptional educators, and engaging parents as partners and champions for excellence in public education!

Rocketship is hosting virtual
community meetings to hear from parents and community leaders like you. Join Saade Miller, a long-time educator and Superintend

For a list of service agencies, run by local and shelter programs in the area, the Local Board is responsible to allocate funds. Additional funds available under the terms of the grant-eeoreties (LRO) include private nonprofit organizations as selected by the National Recipient Organizations. Under the terms of the grant, LROs are responsible to (1) apply the funds in total and (2) prepare annual audits. For a list of agencies and organizations, visit the website or call 1-800-353-1322.

Legals & Public Notices


Medical network leaders, community leaders like you, join Saade Miller, a long-time educator and Superintend

Legals & Public Notices

for an allocation.

> 610, Fort Worth, TX 76102. For an allocation, please contact the Tarrant County

Tarrant County has distributed EFSP funds. Contact the Food and Shelter Program at 817-888-8888. Funds allocated to local organizations will be used for shelter, food, and other services. EFSP funds are available until December 31, 2020. Local boards are responsible for ensuring that funds are used for the intended purposes. Tarrant County is committed to providing a safe and healthy environment for all residents. For more information, visit www.tarrantcountytexas.com.

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Board Member Donna Bahorich,

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Zoom ID: 858 6779 5944  
https://rocketshipschools.zoom.us/j/85867795944  
Telephonenumber: 346-248-7799 Webinar ID: 858 6779 5944  

Campus:  
Rocketship - Southeast Tarrant County  

Sponsoring entity:  
Rocketship Public Schools Texas  

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Please let me know if you have any questions or would like to connect to hear more about Rocketship prior to the Public Meetings!

Sincerely,

Sajade Miller  
Chief Executive Officer & Superintendent  
Rocketship Public Schools Texas  
p: 817-937-1677
Board Member Ken Mercer,

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Sincerely,

SaJade Miller
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677
Board Member Marty Rowley,

Rocketship Public Schools Texas is excited to join the coalition of educators, community leaders, and parents who are working together to improve education in Tarrant County. We aim to form an active and engaged Tarrant County community looking for strategies to expand our ongoing efforts to support families with the greatest need. We have recruited a charter management organization with a proven record of serving high-performing students and engaged families by focusing exclusively on elementary education. Our vision is to better serve the community by establishing an equitable and excellent educational environment that meets the needs of all children and raises the level of achievement throughout various districts. Our community schools will ensure coordination of resources and coherence of existing services to support children by leveraging years of experience to eliminate barriers to student success.

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**SaJade Miller**
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677
Board Member Tom Maynard,

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Sincerely,

SaJade Miller
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677 | sjmiller@rspsd.org
Board Member Pam Little,

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Sincerely,

**SaJade Miller**
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677
Board Member Matt Robinson,

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Sajade Miller
Chief Executive Officer & Superintendent
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p: 817-937-1677
Board Member Keven Ellis,

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SaJade Miller
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677 | [redacted]
Board Member Audrey Young,

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SaJade Miller
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677
Board Member Marisa B. Perez-Diaz,

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SaJade Miller
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677
Board Member Lawrence A. Allen Jr.,

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SaJade Miller
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677
Board Member Ruben Cortez, Jr.,

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SaJade Miller
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677
Board Member Georgina C. Perez,

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Sincerely,

SaJade Miller
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677
Board Member Sue Melton-Malone,

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Chief Executive Officer & Superintendent  
Rocketship Public Schools Texas  
p: 817-937-1677
Representative Yvonne Davis,

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p: 817-937-1677
Representative Julie Johnson,

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p: 817-937-1677 |
Representative Jared Patterson,

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p: 817-937-1677
Representative Jessica González,

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p: 817-937-1677
Representative Chris Turner,

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Representative Rafael M. Anchia,

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Representative Charlie Geren,

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p: 817-937-1677
Representative Craig Goldman,

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Representative Giovanni Capriglione,

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Representative Bill Zedler,

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p: 817-937-1677
Representative Nicole Collier,

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SaJade Miller
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677

Nicole Collier <nicole.collier@house.texas.gov>
Charterapplication <charterapplication@tea.texas.gov>
Representative Tony Tinderholt,

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Representative Matt Krause,

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Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677
Representative Jonathan Stickland,

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Zoom ID: 858 6779 5944
https://rocketshipschools.zoom.us/j/85867795944
Telephone: 348-248-7799 Webinar ID: 858 6779 5944

Campus:
Rocketship - Southeast Tarrant County

Sponsoring entity:
Rocketship Public Schools Texas

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SaJade Miller
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677 |
Representative Stephanie Klick,

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Sincerely,

SaJade Miller
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677
From: SaJade Miller
To: Michelle Beckley <michelle.beckley@house.texas.gov>
CC: Charterapplication <charterapplication@tea.texas.gov>; Philpott, Peter
Subject: Rocketship Public Schools - Public Meeting on Proposed Public Charter School
Date: 04.01.2021 14:03:05 (-0500)

Representative Michelle Beckley,

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Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677
Representative Ramon Romero Jr.,

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Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677
Representative Lynn Stucky,

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p: 817-937-1677
Representative Tan Parker,

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[SaJade Miller]
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677 | [redacted]
Representative DeWayne Burns,

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p: 817-937-1677
Representative Phil King,

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p: 817-937-1677
Senator Pat Fallon,

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p: 817-937-1677
Senator Royce West,

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Senator Brian Birdwell,

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Salade Miller
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p: 817-937-1677
Senator Nathan Johnson,

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Senator Beverly Powell,

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p: 817-937-1677
Senator Kelly Hancock,

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**SaJade Miller**
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
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Senator Jane Nelson,

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Campus: Rocketship - Southeast Tarrant County

Sponsoring entity: Rocketship Public Schools Texas

If approved, Rocketship Public Schools plans to begin serving students in Fall 2022. Members of the Rocketship Fort Worth board of directors include Peter Philpott, Walter Dansby, Loretta Burns, Rev. Ralph Emerson, Alex Jimenez, Vincent Davila, Derek Carson, Victoria Puente-Peters, MiShon Landry, and Cynthia Prince.

Please let me know if you have any questions or would like to connect to hear more about Rocketship prior to the Public Meetings!

Sincerely,

SaJade Miller
Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677
From: SaJade Miller <sajademiller@rocketshiptexas.org>
Date: Mon, Jan 4, 2021 at 1:03 PM
Subject: Rocketship Public Schools– Public Meeting on Proposed Public Charter School
To: Aicha Davis <aicha.davis@tea.texas.gov>
Cc: Charterapplication <charterapplication@tea.texas.gov>, Philpott, [Redacted]

Board Member Aicha Davis,

Rocketship Public Schools–Texas is excited to join the coalition of educators, community leaders, and parents who are working together to improve education in Tarrant County. We are a coalition of actively engaged Tarrant County community leaders seeking to expand on our existing efforts to support families with the greatest need. We have recruited a charter management organization with a proven record tightly aligned to our vision for exceptional K-5 education. We hope to create a pipeline to surrounding schools of high-performing students and engaged families by focusing exclusively on elementary education. Our vision is to better serve the community by establishing an equitable and excellent educational environment that meets the needs of all children and raises the level of achievement throughout various districts. Our community schools will ensure coordination of resources and coherence of existing services to support children by leveraging years of experience to eliminate barriers to student success.

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Zoom ID: 858 6779 5944
https://rocketshopschools.zoom.us/j/85867795944
Telephone: 346-248-7799 Webinar ID: 858 6779 5944

Campus:
Rocketship - Southeast Tarrant County

Sponsoring entity:
Rocketship Public Schools–Texas

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Sincerely,

SaJade Miller
Chief Executive Officer & Superintendent Rocketship Public Schools–Texas
p: 817-937-1677 | [Redacted]
From: SaJade Miller
Date: Mon, Jan 4, 2021 at 1:03 PM
Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School
To: Sboecargill <sboecargill@sbcglobal.net>
Cc: Charterapplication <charterapplication@tea.texas.gov>, Philpott, Peter

Board Member Barbara Cargill,

Rocketship Public Schools Texas is excited to join the coalition of educators, community leaders, and parents who are working together to improve education in Tarrant County. We are a coalition of actively engaged Tarrant County community leaders seeking to expand on our existing efforts to support families with the greatest need. We have recruited a charter management organization with a proven record tightly aligned to our vision for exceptional K-5 education. We hope to create a pipeline to surrounding schools of high-performing students and engaged families by focusing exclusively on elementary education. Our vision is to better serve the community by establishing an equitable and excellent educational environment that meets the needs of all children and raises the level of achievement throughout various districts. Our community schools will ensure coordination of resources and coherence of existing services to support children by leveraging years of experience to eliminate barriers to student success.

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Sincerely,

SaJade Miller
Chief Executive Officer & Superintendent Rocketship Public Schools Texas
p: 817-937-1677
Representative Lorraine Birabil,

Rocketship Public Schools Texas is excited to join the coalition of educators, community leaders, and parents who are working together to improve education in Tarrant County. We are a coalition of actively engaged Tarrant County community leaders seeking to expand on our existing efforts to support families with the greatest need. We have recruited a charter management organization with a proven record tightly aligned to our vision for exceptional K-5 education. We hope to create a pipeline to surrounding schools of high-performing students and engaged families by focusing exclusively on elementary education. Our vision is to better serve the community by establishing an equitable and excellent educational environment that meets the needs of all children and raises the level of achievement throughout various districts. Our community schools will ensure coordination of resources and coherence of existing services to support children by leveraging years of experience to eliminate barriers to student success.

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https://rocketshipschools.zoom.us/j/85867795944
Telephone: 346-248-7799 Webinar ID: 858 6779 5944

Campus:
Rocketship - Southeast Tarrant County

Sponsoring entity:
Rocketship Public Schools Texas

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Sincerely,

SaJade Miller
Chief Executive Officer & Superintendent Rocketship Public Schools Texas
p: 817-937-1677
Representative Terry Meza,

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**Sponsoring entity:** Rocketship Public Schools Texas

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Sincerely,

**SaJade Miller**
Chief Executive Officer & Superintendent Rocketship Public Schools Texas
p: 817-937-1677
Board Member Patricia Hardy,

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p: 817-937-1677
From: SaJade Miller
Date: Mon, Jan 4, 2021 at 1:03 PM
Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School
To: Rebecca <rebecca@voterebecca.com>
Cc: Charterapplication <charterapplication@tea.texas.gov>, Philpott, Peter

Board Member Rebecca Bell-Metereau,

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p: 817-937-1677
Board Member Will Hickman,

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SaJade Miller
Chief Executive Officer & Superintendent Rocketship Public Schools Texas

p: 817-837-1677 |
Board Member Jay Johnson,

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Chief Executive Officer & Superintendent
Rocketship Public Schools Texas
p: 817-937-1677
Attachment 7: Authorizer Assessments

For each of the sponsoring entity’s authorizers, provide a copy of each authorizer’s most recent assessment of the operator’s performance—such as an annual performance framework report or renewal report.
Rocketship Public Schools Texas, the sponsoring entity, has not operated any schools since its formation. As such, there are no authorizer assessments available.

We have included herein assessments of the CMO's performance from each of its authorizers from the past two years. The most recent school performance data for RPS schools are from 2019. Due to COVID-19, the 2020 state assessments were cancelled in all states where RPS operates and, subsequently, those states suspended accountability reporting for 2020. Reports included are available online at the following websites:

- California Dashboard: https://www.caschooldashboard.org/
- DC School Quality Report: https://dcpcsbo.org/families/school-quality-report
- DC School Report Card: https://dcschoolreportcard.org/
Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

School Details

NAME
Rocketship Alma Academy

ADDRESS
198 West Alma Avenue
San Jose, CA 95110-3631

WEBSITE
https://www.rocketships...

GRADES SERVED
P-5

CHARTER
Yes

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

ROCKETSHIP ALMA ACADEMY

Student Population

Explore information about this school's student population.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Socioeconomically Disadvantaged</th>
<th>English Learners</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>509</td>
<td>80.4%</td>
<td>53.8%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>
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School Details

- **NAME**: Rocketship Academy Brilliant Minds
- **ADDRESS**: 2960 Story Road, San Jose, CA 95116-3925
- **WEBSITE**: https://www.rocketships...
- **GRADES SERVED**: K-5
- **CHARTER**: Yes
- **DASHBOARD ALTERNATIVE SCHOOLS STATUS**: No

ROCKETSHIP ACADEMY BRILLIANT MINDS

Student Population

Explore information about this school's student population.

- **Enrollment**: 635
- **Socioeconomically Disadvantaged**: 80.3%
- **English Learners**: 55.6%
- **Foster Youth**: 0.3%
Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

**School Details**

**NAME**
Rocketship Delta Prep

**ADDRESS**
1700 Cavallo Road
Antioch, CA 94509-1930

**WEBSITE**
http://www.rocketshipsc...

**GRADES SERVED**
K-5

**CHARTER**
Yes

**DASHBOARD ALTERNATIVE SCHOOLS STATUS**
No

**ROCKETSHIP DELTA PREP**

**Student Population**

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<table>
<thead>
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<th>Socioeconomically Disadvantaged</th>
<th>English Learners</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>474</td>
<td>73.2%</td>
<td>30%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Rocketship Public Schools 353
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**SCHOOL PERFORMANCE OVERVIEW**

**Rocketship Discovery Prep**

Explore the performance of Rocketship Discovery Prep under California's Accountability System.

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<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>WEBSITE</th>
<th>GRADES SERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocketship Discovery Prep</td>
<td>370 Wooster Street San Jose, CA 95116-1095</td>
<td><a href="http://www.rocketshipsc">http://www.rocketshipsc</a>...</td>
<td>K-5</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>CHARTER</th>
<th>DASHBOARD ALTERNATIVE SCHOOLS STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**ROCKETSHIP DISCOVERY PREP**

**Student Population**

Explore information about this school's student population.

- **Enrollment**: 506
- **Socioeconomically Disadvantaged**: 80.6%
- **English Learners**: 59.9%
- **Foster Youth**: 0.4%
Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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<table>
<thead>
<tr>
<th>NAME</th>
<th>Rocketship Fuerza Community Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>70 South Jackson Avenue</td>
</tr>
<tr>
<td></td>
<td>San Jose, CA 95116-2506</td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="https://www.rocketships">https://www.rocketships</a>...</td>
</tr>
<tr>
<td>GRADES SERVED</td>
<td>K-5</td>
</tr>
<tr>
<td>CHARTER</td>
<td>Yes</td>
</tr>
<tr>
<td>DASHBOARD ALTERNATIVE SCHOOLS STATUS</td>
<td>No</td>
</tr>
</tbody>
</table>

ROCKETSHIP FUERZA COMMUNITY PREP

Student Population

Explore information about this school's student population.

- Enrollment: 623
- Socioeconomically Disadvantaged: 81.9%
- English Learners: 62%
- Foster Youth: 0.2%
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**SCHOOL PERFORMANCE OVERVIEW**

**Rocketship Futuro Academy (SBE)**

Explore the performance of Rocketship Futuro Academy (SBE) under California's Accountability System.

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**School Details**

<table>
<thead>
<tr>
<th>NAME</th>
<th>Rocketship Futuro Academy (SBE)</th>
</tr>
</thead>
</table>
| ADDRESS | 2351 Olivera Road  
Concord, CA 94520-1626 |
| WEBSITE | https://www.rocketships... |
| GRADES SERVED | K-5 |
| CHARTER | Yes |
| DASHBOARD ALTERNATIVE SCHOOLS STATUS | No |

**ROCKETSHIP FUTURO ACADEMY (SBE)**

**Student Population**

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<table>
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<th>English Learners</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>533</td>
<td>80.3%</td>
<td>62.5%</td>
<td>0%</td>
</tr>
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</table>
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**School Details**

**NAME**
Rocketship Los Suenos Academy

**ADDRESS**
331 South 34th Street
San Jose, CA 95116-2905

**WEBSITE**
https://www.rocketships...

**GRADES SERVED**
P-5

**CHARTER**
Yes

**DASHBOARD ALTERNATIVE SCHOOLS STATUS**
No

**ROCKETSHIP LOS SUENOS ACADEMY**

**Student Population**
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<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>452</td>
<td>87.4%</td>
<td>56.2%</td>
<td>0.7%</td>
</tr>
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School Details

**NAME**
Rocketship Mateo Sheedy Elementary

**ADDRESS**
788 Locust Street
San Jose, CA 95110-2954

**WEBSITE**
https://www.rocketships...

**GRADES SERVED**
K-5

**CHARTER**
Yes

**DASHBOARD ALTERNATIVE SCHOOLS STATUS**
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ROCKETSHIP MATEO SHEEDY ELEMENTARY

Student Population

Explore information about this school's student population.

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<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>532</td>
<td>85%</td>
<td>50.8%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

SCHOOL PERFORMANCE OVERVIEW

Rocketship Mosaic Elementary

Explore the performance of Rocketship Mosaic Elementary under California's Accountability System.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

School Details

<table>
<thead>
<tr>
<th>NAME</th>
<th>Rocketship Mosaic Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>950 Owsley Avenue 95122-3109</td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="https://www.rocketships">https://www.rocketships</a>...</td>
</tr>
<tr>
<td>GRADES SERVED</td>
<td>K-5</td>
</tr>
<tr>
<td>CHARTER</td>
<td>Yes</td>
</tr>
<tr>
<td>DASHBOARD ALTERNATIVE SCHOOLS STATUS</td>
<td>No</td>
</tr>
</tbody>
</table>

ROCKETSHIP MOSAIC ELEMENTARY

Student Population

Explore information about this school's student population.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Socioeconomically Disadvantaged</th>
<th>English Learners</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>584</td>
<td>75%</td>
<td>58.2%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

**District Details**

<table>
<thead>
<tr>
<th>NAME</th>
<th>Redwood City Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>750 Bradford Street</td>
</tr>
<tr>
<td></td>
<td>Redwood City, CA 94063-1727</td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.rcsd.k12.ca.us">http://www.rcsd.k12.ca.us</a></td>
</tr>
<tr>
<td>GRADES SERVED</td>
<td>K-8</td>
</tr>
</tbody>
</table>

**Student Population**

Explore information about this district’s student population.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Socioeconomically Disadvantaged</th>
<th>English Learners</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>7,196</td>
<td>57.4%</td>
<td>35.3%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>
Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

### School Details

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>WEBSITE</th>
<th>GRADES SERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocketship Rising Stars</td>
<td>3173 Senter Road</td>
<td><a href="https://www.rocketships">https://www.rocketships</a>...</td>
<td>K-5</td>
</tr>
<tr>
<td></td>
<td>San Jose, CA 95111-1332</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHARTER</th>
<th>DASHBOARD ALTERNATIVE SCHOOLS STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### Student Population

Explore information about this school's student population.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Socioeconomically Disadvantaged</th>
<th>English Learners</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>630</td>
<td>67.3%</td>
<td>56.2%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>
Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

School Details

**NAME**
Rocketship Si Se Puede Academy

**ADDRESS**
2249 Dobern Avenue
San Jose, CA 95116-3405

**WEBSITE**
https://www.rocketships...

**GRADES SERVED**
K-5

**CHARTER**
Yes

**DASHBOARD ALTERNATIVE SCHOOLS STATUS**
No

ROCKETSHIP SI SE PUEDE ACADEMY

Student Population

Explore information about this school's student population.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Socioeconomically Disadvantaged</th>
<th>English Learners</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>86.3%</td>
<td>62.8%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

School Details

**NAME**  
Rocketship Spark Academy

**ADDRESS**  
683 Sylvandale Avenue  
San Jose, CA 95111-1414

**WEBSITE**  
https://www.rocketships...

**GRADES SERVED**  
K-5

**CHARTER**  
Yes

**DASHBOARD ALTERNATIVE SCHOOLS STATUS**  
No

ROCKETSHIP SPARK ACADEMY

Student Population

Explore information about this school’s student population.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Socioeconomically Disadvantaged</th>
<th>English Learners</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>618</td>
<td>65.4%</td>
<td>44.7%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Rocketship Legacy Prep PCS

OPEN SINCE 2017      GRADES PK3 – 5

At Rocketship Public Schools, we believe every student deserves to dream, to discover, and to develop their unique potential. Our teachers, leaders, schools, and network unleash that potential every day. Our schools propel student achievement, develop exceptional educators, and partner with families who enable high-quality public schools to thrive in their community.

4250 Massachusetts Ave SE

School Website<https://www.rocketshipschools.org/schools/legacy-prep/>

202-803-7004
School Contacts

Michael Rabin
PRINCIPAL

Rachel Heredia
TITLE IX

Candice Bobo
EXECUTIVE DIRECTOR

Rocketship Public Schools

https://dcpcs.org/rocketship-legacy-prep-pcs
Jennifer Garmirian
SPECIAL EDUCATION COORDINATOR

Joshua Pacos
PARENT COMPLAINT COORDINATOR

Jolene Sloter
CHAIR

Leydi Cottrill
HOMELESS COORDINATOR

School Performance

TIER RANKING

Tier 1
Tier 1 schools meet standards of high performance
Student Achievement

The School Quality Report measures various aspects of a school’s academic program, including student achievement in English language arts (ELA) and Math on the statewide assessment, PARCC. The percent is the number of students scoring College and Career Ready.

- **PARCC 4+ ELA**: 37.8%
- **PARCC 4+ Math**: 36.4%

Student Progress

The School Quality Report also measures student growth in ELA and Math on the PARCC assessment for one or two school years.

- **Growth on the state assessment in ELA**: 66.0%
Growth on the state assessment in Math

64.0%

School Environment

The School Quality Report also assesses the school environment using attendance and teacher classroom interaction observations. These indicators are predictors of future student achievement.

In-Seat Attendance

90.3%

Re-enrollment

76.0%

Full Performance Reports

2019 School Quality Report (PMF)

https://dcpcsdb.org/performance-management-framework-pmf

Equity Report

https://dcpcsdb.org/performance-management-framework-pmf
<table>
<thead>
<tr>
<th>Student Makeup (SY 2018-19)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL STUDENT ENROLLMENT</td>
<td>466</td>
</tr>
<tr>
<td>ART-RISK PERCENTAGE</td>
<td>70.6%</td>
</tr>
<tr>
<td>SPECIAL EDUCATION PERCENTAGE</td>
<td>10.5%</td>
</tr>
<tr>
<td>Student Reports</td>
<td></td>
</tr>
<tr>
<td>SY 2018-19 Annual Report</td>
<td></td>
</tr>
<tr>
<td>Rocketship Public Schools</td>
<td>369</td>
</tr>
<tr>
<td>Learn More</td>
<td></td>
</tr>
<tr>
<td><a href="https://dcschoolreportcard.org">https://dcschoolreportcard.org</a></td>
<td></td>
</tr>
<tr>
<td><a href="https://dcpcsb.org/rocketship-legacy-prep-PCS">https://dcpcsb.org/rocketship-legacy-prep-PCS</a></td>
<td></td>
</tr>
</tbody>
</table>

Reports

1/13/2021 Rocketship Legacy Prep PCS | DC PCSB

DC School Report Card

466

Student Make up (SY 2018-19)
Financial Information (Based on all the campuses in the School’s network)

- **Net Assets**: $-3,281,268
- **Total Revenue**: $23,527,801
- **Total Net Income**: $-1,316,452

Our Financial Analysis Report breaks down public charter school expenditures into four categories – Occupancy, Personnel, Student Support, and General Expenses - and compares them to the sector’s median.

**PCS Expense by Category**

- **Personnel**: 31%
- **Occupancy**: 16%

http://dcpcsb.org/rocketship-legacy-prep-pcs
General Expenses

25%

Student Support

33%

Financial Reports

1 FY19 Financial Analysis Report

2 FY2020 Budget
/sites/default/files/media/file/rocketship%20%281%29_0.xlsx View Historical Budgets <https://dcpcsb.org/school-budgets>

3 990
/sites/default/files/media/file/irs%20form%20990%202019-2020%20wdgz%29%28rocketeducatdcpcs%29_0.pdf View Historical 990s <https://dcpcsb.org/school-990s>

4 FY19 Fiscal Audit
/sites/default/files/media/file/rocketship%20pcs%20-%20fy%202019%20audited%20fs.pdf View Historical Audits <https://dcpcsb.org/school-fiscal-audits>
October 30, 2019

**SY 2019-20 Board Meetings Calendar**

[PDF, 25 KB]

September 26, 2019

**SY 2019-20 Employee Policies**

[PDF, 2 MB]

October 30, 2019

**SY 2019-20 Student/Family Policies**

[PDF, 541 KB]

October 28, 2019

**SY 2019-20 Approved Board Meeting Minutes Q1**

[PDF, 122 KB]

July 13, 2020

**SY 2019-20 Approved Board Meeting Minutes**

Rocketship Public Schools

372
October 30, 2019

**SY 2019-20 School Calendar**

https://sites/default/files/media/file/2019-2020%20school%20calendar%28o10p%29%28rocketeducatdcpcs%29.pdf

PDF 113 KB

January 28, 2020

**SY 2018-19 Annual Report**

https://sites/default/files/media/file/2018-2019%20annual%20report%28g84v%29%28rocketeducatdcpcs%29.pdf

PDF 1 MB

Charter Agreement and Reviews

January 27, 2020

**Charter Agreement**

https://sites/default/files/media/file/2016-07-01-rocketship-agreement.pdf

PDF 5 MB
Rocketship Rise Academy PCS

OPEN SINCE 2016    GRADES PK-3 – 4

Rocketship Public Schools is a non-profit network of high-performing public charter schools serving underserved communities across the country. We believe that every community deserves a high-quality school and that every student deserves the right to dream, to discover, and to develop their unique potential. Our schools propel student achievement, develop exceptional educators, and partner closely with parents to build a school community that meets the unique needs of every student we serve. We are a collective of parents, teachers, leaders, and students working together to transform the future for underserved communities in Washington DC. At Rocketship Public Schools, we are unleashing potential.

2335 Raynolds Place SE

School Website<https://www.rocketshipschools.org/schools/307/ris:-

202-750-7177
School Contacts

Corey Lewis
PRINCIPAL

Candice Bobo
EXECUTIVE DIRECTOR

Rachel Heredia
TITLE IX

Hannah Jung
HOMELESS COORDINATOR
School Performance

TIER RANKING

Tier 2

PMF SCORE

53.8%

8.6% from previous school year

Student Achievement

The School Quality Report measures various aspects of a school’s academic program, including student achievement in English language arts (ELA) and Math on the statewide assessment, PARCC. The percent is the number of students scoring College and Career Ready.
Student Progress

The School Quality Report also measures student growth in ELA and Math on the PARCC assessment for one or two school years.

Growth on the state assessment in ELA
58.0%

Growth on the state assessment in Math
47.5%

School Environment

The School Quality Report also assesses the school environment using attendance, re-enrollment, retention or discipline rates. These indicators are predictors of future student achievement.

In-Seat Attendance
Rocketship Public Schools
378
Full Performance Reports

- **2019 School Quality Report (PMF)**
  <https://dcpcsb.org/performance-management-framework-pmf>
- **Equity Report**
  <https://dcpcsb.org/school-equity-reports>
- **DC Report Card**
  <https://dcschoolreportcard.org/>

Student Makeup (SY 2018-2019)

**TOTAL STUDENT ENROLLMENT**

618

**AT-RISK PERCENTAGE**

79.1%
SPECIAL EDUCATION PERCENTAGE

15%

Student Reports

SY 2018-19 Annual Report

Financial Information (Based on all the campuses in the School's Network)

NET ASSETS

-$3,281,268

TOTAL REVENUE

$23,527,801

TOTAL NET INCOME

-$1,316,452

PCS Expense by Category

Our Financial Analysis Report breaks down public charter school expenditures into four categories – Occupancy, Personnel, Student Support, and General Expenses - and compares them to the sector median.

Personnel

Rocketship Public Schools 380
Financial Reports

- **FY19 Financial Analysis Report**
  <https://dcpcsb.org/financial-analysis-report>

- **FY2020 Budget**
  <https://dcpcsb.org/school-budgets>

- **FY19 Fiscal Audit**
  <https://dcpcsb.org/school-fiscal-audits>
Administration and Operations

October 30, 2019

**SY 2019-20 Board Meetings Calendar**

October 30, 2019

**SY 2019-20 School Calendar**

October 30, 2019

**SY 2019-20 Student/Family Policies**

January 27, 2020

**SY 2019-20 Employee Policies**
2019-20 Approved Board Meeting Minutes Q1

May 20, 2020

SY 2019-20 Approved Board Meeting Minutes Q2

July 13, 2020

SY 2019-20 Approved Board Meeting Minutes Q3

Charter Agreement and Reviews

January 27, 2020

Charter Agreement
The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

Message from the School

Our school name honors the strong legacy of the community we serve East of the River and is a promise to prepare the next generation to unleash the potential of this proud community. Together, we will prepare your child for liftoff. Visit https://www.rocketshipschools.org/covid19-dc/ for the latest updates on distance learning.

School Offerings

- Blended Learning
- Extended Day

Demographics & Enrollment

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan</td>
<td>0.00%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.00%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>97.00%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>0.00%</td>
</tr>
<tr>
<td>Hispanic/Latino, any race</td>
<td>1.00%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.00%</td>
</tr>
<tr>
<td>White</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

| At Risk                              | 71.00%     |
| Children in Foster Care              | 2.00%      |
| English Learners                     | 0.00%      |
| Homeless Children and Youth          | 23.00%     |
| Migrant students                     | 0.00%      |
| Military Connected                   | 1.00%      |
| Students with Disabilities           | 11.00%     |

Before/After School Care

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Care Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School care</td>
<td>Sliding Scale/Voucher</td>
</tr>
<tr>
<td>After School care</td>
<td>Sliding Scale/Voucher</td>
</tr>
</tbody>
</table>

Teacher Experience

- School: 85.00%
- DC: 91.00%

2+ Years
STAR Rating

Overall STAR Rating | Score
-------------------|------
★★★☆☆ | 58.30%

Student Group Scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>56.54%</td>
</tr>
<tr>
<td>At Risk</td>
<td>77.68%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>65.35%</td>
</tr>
</tbody>
</table>

Student Achievement

2019 Meeting or Exceeding Expectations

<table>
<thead>
<tr>
<th>Subject</th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>37.77%</td>
<td>37.15%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>36.36%</td>
<td>30.67%</td>
</tr>
</tbody>
</table>

Attendance

2019 90% Attendance

<table>
<thead>
<tr>
<th>Attendance</th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.64%</td>
<td>70.57%</td>
<td></td>
</tr>
</tbody>
</table>

Student Enrollment Changes

2019 Re-enrollment

<table>
<thead>
<tr>
<th>Re-enrollment</th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.88%</td>
<td>82.33%</td>
<td></td>
</tr>
</tbody>
</table>

Early Childhood

2019 Classroom Organization (out of 7.00)

<table>
<thead>
<tr>
<th>Organization</th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.11</td>
<td>5.78</td>
<td></td>
</tr>
</tbody>
</table>

2019 Emotional Support (out of 7.00)

<table>
<thead>
<tr>
<th>Support</th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.25</td>
<td>6.02</td>
<td></td>
</tr>
</tbody>
</table>

2019 Instructional Support (out of 7.00)

<table>
<thead>
<tr>
<th>Support</th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.11</td>
<td>3.18</td>
<td></td>
</tr>
</tbody>
</table>

Discipline

Out of school suspensions per 100 students

<table>
<thead>
<tr>
<th>Suspensions</th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1</td>
<td>6.00</td>
<td></td>
</tr>
</tbody>
</table>
The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

Message from the School


School Offerings

- Blended Learning
- Extended Day

Demographics & Enrollment

- American Indian/Alaskan: 0.00%
- Asian: 0.00%
- Black/African-American: 98.00%
- Hawaiian/Pacific Islander: 0.00%
- Hispanic/Latino, any race: 1.00%
- Two or more races: 1.00%
- White: 0.00%

At Risk: 82.00%
Children in Foster Care: 1.00%
English Learners: 1.00%
Homeless Children and Youth: 34.00%
Migrant students: 0.00%
Military Connected: 1.00%
Students with Disabilities: 14.00%

Before/After School Care

<table>
<thead>
<tr>
<th>Before School care</th>
<th>After School care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sliding Scale/Voucher</td>
<td>Sliding Scale/Voucher</td>
</tr>
</tbody>
</table>

Teacher Experience

- School: 92.00%
- DC: 91.00%

2+ Years
## STAR Rating

<table>
<thead>
<tr>
<th>Overall STAR Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>51.26%</td>
</tr>
</tbody>
</table>

## Student Group Scores

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>51.93%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>39.21%</td>
</tr>
<tr>
<td>At Risk</td>
<td>59.92%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>56.57%</td>
</tr>
</tbody>
</table>

## Student Achievement

<table>
<thead>
<tr>
<th>2019 Meeting or Exceeding Expectations</th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>31.75%</td>
<td>37.15%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20.94%</td>
<td>30.67%</td>
</tr>
</tbody>
</table>

## Student Growth

### Median growth percentile (1 to 99)

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>58.00</td>
<td>55.00</td>
</tr>
<tr>
<td>Mathematics</td>
<td>47.50</td>
<td>48.00</td>
</tr>
</tbody>
</table>

### Growth to proficiency

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>69.88%</td>
<td>54.95%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>41.07%</td>
<td>41.41%</td>
</tr>
</tbody>
</table>

## Attendance

<table>
<thead>
<tr>
<th>2019 90% Attendance</th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>81.97%</td>
<td>70.57%</td>
</tr>
</tbody>
</table>

## Student Enrollment Changes

<table>
<thead>
<tr>
<th>2019 Re-enrollment</th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>72.42%</td>
<td>82.33%</td>
</tr>
</tbody>
</table>

## Early Childhood

<table>
<thead>
<tr>
<th>2019 Classroom Organization (out of 7.00)</th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.43</td>
<td>5.78</td>
</tr>
<tr>
<td>2019 Emotional Support (out of 7.00)</td>
<td>5.68</td>
<td>6.02</td>
</tr>
<tr>
<td>2019 Instructional Support (out of 7.00)</td>
<td>3.16</td>
<td>3.18</td>
</tr>
</tbody>
</table>

## Discipline

<table>
<thead>
<tr>
<th>Out of school suspensions per 100 students</th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.52</td>
<td>6.00</td>
</tr>
</tbody>
</table>
Overall

This report card shows how the school helps students master each grade level, and how well the school is preparing them for success after high school. Just like a student's report card shows how he or she is performing in different subjects, the school's report card shows how the school is performing in categories shown below, which the state has identified as key measures of success.

Designation

Any federal designation assigned to this school is displayed below. These designations are carried over from last year. There are no new designations for the most recent school year due to impacts of COVID-19.

**Designation**

**Reward Schools**

**What does this mean?**
Designations were assigned in 2019 and carried over for the new school year. In accordance with Tennessee's accountability system, as well as federal and state law, the Tennessee Department of Education names schools that are excelling as well as those who need additional support.

**Why is this important?**
These designations are based on multiple indicators and are built on the principles that poverty is not destiny and the success of each student matters. All schools are able to achieve Reward status, and there is no cap on the number of Reward schools. Reward schools are generally those that are improving in terms of achievement and growth for both all students and student groups.
2018-19 Academic Achievement

The academic achievement indicator measures the percentage of students performing on grade level on state assessments as well as the improvement in this percentage from one year to the next. A student is considered on grade level if he or she scores on track or mastered on state exams, known as TNReady or TCAP. Given the impacts of COVID-19, this information was not collected for the 2019-20 school year. The information on this page reflects the performance of students in the year 2018-19.

Some data are not available and have been suppressed for privacy. If you have questions about data suppression, please review our suppression rules here.

2018-19 Success Rate

30.2%

What does this mean?
The one year success rate represents the percentage of students that scored on track or mastered on annual state tests.

Why is this important?
This information tells us how many students are succeeding on state exams, and can paint a picture of how well schools and districts are preparing students for these exams.
**What does this mean?**
This figure demonstrates the success rate of this school or district over time. Utilizing data from prior years, we are able to show how well schools or districts have been preparing students for success throughout the last few years.

**Why is this important?**
This is important because it allows us to easily see trends in school and district performance. These figures provide a clear way to view whether or not schools or districts are improving in student success rate over a period of years.

---

**2018-19 Success Rate by Student Group**

- **Economically Disadvantaged**: 33.3%
- **English Language Learner**: Not enough students
- **Students with Disabilities**: Not enough students
- **Combined**: 29.4%
- **Black/Hispanic/Native American**: 29.6%

**What does this mean?**
This figure demonstrates the success rate of specific student groups being served at the school and district level.
Why is this important?
This figure shows us how well student groups are being served by schools or districts in preparing for state exams.

2018-19 Student Achievement by subject

The following information shows us how students performed on ELA, mathematics, and Social Studies assessments in the school year 2018-19. These achievement rates are calculated by taking the total number of subject-specific tests on which students scored on track or mastered and dividing them by the total number of assessments.

2018-19 ELA Achievement

25.6%

What does this mean?
The ELA achievement rate represents the total number of ELA tests on which students scored on track or mastered divided by the total number of ELA assessments.

Why is this important?
This is important in order to examine how well students are mastering the subject of ELA in preparation for future assessments and grade-level requirements.

2018-19 Math Achievement

34.1%

Rocketship Public Schools 393
What does this mean?
The mathematics achievement rate represents the total number of mathematics tests on which students scored on track or mastered divided by the total number of mathematics assessments.

Why is this important?
This is important in order to examine how well students are mastering the subject of mathematics in preparation for future assessments and grade-level requirements.

View details

2018-19 Social Studies Achievement

What does this mean?
The social studies achievement rate represents the total number of social studies tests on which students scored on track or mastered divided by the total number of ELA assessments.

Why is this important?
This is important in order to examine how well students are mastering the subject of social studies in preparation for future assessments and grade-level requirements.

View details
2018-19 Growth

Student growth shows how much students improve from year to year. Schools are rated as Level 1 through Level 5 to show how much students have grown, with Level 5 indicating the most growth. The data below is from the 2018-19 school year.

Some data are not available and have been suppressed for privacy. If you have questions about data suppression, please review our suppression rules here.

What does this mean?
Overall growth shows the amount of growth achieved by students. Based on the growth achieved by their students, a school is assigned a level between Level 1 and Level 5, with Level 5 being the highest.

Why is this important?
These level indicators give us a better understanding of how much growth students are achieving in a particular school or district. This allows us to see whether or not improvements are being made to students' achievement.
<table>
<thead>
<tr>
<th>Levels</th>
<th>Data not available or suppressed for privacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Learner</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Levels</strong></td>
<td>Data not available or suppressed for privacy</td>
</tr>
<tr>
<td><strong>Students with Disabilities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Levels</strong></td>
<td>Data not available or suppressed for privacy</td>
</tr>
<tr>
<td><strong>Combined</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Levels</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Black/Hispanic/ Native American</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Levels</strong></td>
<td>Data not available or suppressed for privacy</td>
</tr>
</tbody>
</table>

### What does this mean?
This table displays the growth of students by group. Depending on the amount of growth achieved, each group receives a level between Level 1 and Level 5, with Level 5 being the highest.

### Why is this important?
It is important to examine differences across groups in the amount of growth achieved. This allows us to see whether or not certain groups are achieving more growth than others, and which groups need more support from their school or district.

### 2018-19 Subjects

### 2018-19 ELA Growth

#### Level 3
out of 5 levels

### What does this mean?
ELA growth shows the amount of growth achieved by students in English Language Arts. This indicator takes into account student performance on state assessments for: Grades 3-8 ELA, English I, and English II.

### Why is this important?
It is important to look at ELA growth in order to understand how schools or districts are best meeting the needs of their students when it comes to English Language Arts.
2018-19 Math Growth

Level 5
out of 5 levels

What does this mean?
Mathematics growth shows the amount of growth achieved by students in mathematics. This indicator takes into account student performance on state assessments for: Grades 3-8 Math, Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, and Integrated Math III.

Why is this important?
It is important to look at Math growth in order to understand how schools or districts are best meeting the needs of their students when it comes to Mathematics.

More ▼

*These subjects are not part of the accountability system.

2018-19 Social Studies Growth

N/A

What does this mean?
Social studies growth shows the amount of growth achieved by students in Social studies.

Why is this important?
It is important to look at Social Studies growth in order to understand how schools or districts are best meeting the needs of their students when it comes to Social Studies performance.

More ▼

2018-19 Science Growth
What does this mean?
Science growth shows the amount of growth achieved by students in science.

Why is this important?
It is important to look at Science growth in order to understand how schools or districts are best meeting the needs of their students when it comes to Science performance.
2018-19 Chronic Absenteeism and Discipline

Tennessee public school students are considered chronically absent if they are absent for 10 percent or more instructional days for any reason, including excused absences and out-of-school suspensions. The chronic absenteeism rate is the percent of students who are chronically absent. Excessive absences from school represent lost instructional time for a student. Due to the impacts of COVID-19, absenteeism data was only partially collected in the 2019-20 school year and is not comparable to prior years. As a result, chronic absenteeism information on this page reflects the latest comparable information available, from the 2018-19 school year.

Some data are not available and have been suppressed for privacy. If you have questions about data suppression, please review our suppression rules here.

**2018-19 Chronic absenteeism**

18.6%

**What does this mean?**
This value reflects the chronic absenteeism rate for this school or district. This information shows us the percent of students who are chronically absent.

**Why is this important?**
Tennessee students who are chronically absent miss critical instruction, which often affects their academic outcomes. For example, students who are chronically absent are less likely to read at grade level (read more here), so schools and districts monitor this number.
What does this mean?
This figure shows the rate of chronic absenteeism over time for a school or district.

Why is this important?
Chronic absenteeism trends are important because they allow us to see whether or not schools or districts are making improvements to absenteeism over time.

2018-19 Chronic absenteeism by group

- Economically Disadvantaged: 19%
- English Language Learner: 4.3%
- Students with Disabilities: 21.4%
- Black/Hispanic/ Native American: 17.2%

What does this mean?
These values show the rate of chronic absenteeism across various student groups.
Why is this important?
Chronic absenteeism rates can vary across schools and districts and across different groups of students.

2018-19 Student Discipline Indicators

This section displays information about student discipline, including in-school suspensions, out-of-school suspensions, and expulsions in the figures below.

2018-19 In-school Suspensions

What does this mean?
In-school suspensions indicate when a student is present at school but removed from the classroom environment. This rate reflects the percentage of students who received at least one in-school suspension during the 2018-19 school year.

Why is this important?
Student discipline practices vary across schools and districts.

[View details]

2018-19 Out-of-school Suspensions

What does this mean?
Out-of-school suspensions indicate when a student is not present at school due to discipline issues.

Why is this important?
Out-of-school suspensions can impact students' academic performance and social interactions.

View details
Out-of-school suspensions indicate when a student is absent from school as a result of a discipline-related event. This rate reflects the percentage of students who receive at least one out-of-school suspension throughout the 2018-19 school year.

Why is this important?
Student discipline practices vary across schools and districts.

2018-19 Expulsions

What does this mean?
This rate reflects the percentage of students who were expelled in the 2018-19 school year.

Why is this important?
Student discipline practices vary across schools and districts.
Rocketship Nashville Northeast Elementary

Contact information

About this school Performance Indicators Other Indicators

2018-19 Progress on English Language Proficiency

The English Language Proficiency Assessments measure development across the English Language Development Standards (read more here) on the WIDA ACCESS assessment. English Language Learners are students receiving support for English as a second language. The Progress on English Language Proficiency rate shows the percentage of students who met their expected growth standard based on the previous year's English Language Proficiency Assessment.

Some data are not available and have been suppressed for privacy. If you have questions about data suppression, please review our suppression rules here.

2018-19 English Language Progress

51.9%

What does this mean?
Progress on English language proficiency rate indicates the percent of English Language Learners who are demonstrating growth in their ability to read, write, listen to, and speak English.

Why is this important?
It is more challenging for students to learn other subjects when they are not proficient in English.

More
### What does this mean?
Having a Progress on English language proficiency rate shows whether English Language Learners are growing their ability to read, write, and speak English across different school years.

### Why is this important?
Progress on English language proficiency trends allow us to see whether schools or districts are seeing improvements to English language proficiency over time.

---

#### 2018-19 English Language Progress By Group

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>30%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>51.9%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td>Not enough students</td>
<td></td>
</tr>
<tr>
<td>Black/Hispanic/ Native American</td>
<td>52.8%</td>
</tr>
</tbody>
</table>

---

### What does this mean?
This figure shows the rate of progress on English language proficiency across different student groups.

### Why is this important?
Progress on English language proficiency can vary across schools and districts. Tracking progress across different groups of students helps identify areas for improvement and allocate resources effectively.
Overall

This report card shows how the school helps students master each grade level, and how well the school is preparing them for success after high school. Just like a student's report card shows how he or she is performing in different subjects, the school's report card shows how the school is performing in categories shown below, which the state has identified as key measures of success.

Designation

Any federal designation assigned to this school is displayed below. These designations are carried over from last year. There are no new designations for the most recent school year due to impacts of COVID-19.

Designation

No Designation

What does this mean?
Designations were assigned in 2019 and carried over for the new school year. In accordance with Tennessee's accountability system, as well as federal and state law, the Tennessee Department of Education names schools that are excelling as well as those who need additional support.

Why is this important?
These designations are based on multiple indicators and are built on the principles that poverty is not destiny and the success of each student matters. All schools are able to achieve Reward status, and there is no cap on the number of Reward schools. Reward schools are generally those that are improving in terms of achievement and growth for both all students and student groups.
2018-19 Academic Achievement

The academic achievement indicator measures the percentage of students performing on grade level on state assessments as well as the improvement in this percentage from one year to the next. A student is considered on grade level if he or she scores on track or mastered on state exams, known as TNReady or TCAP. Given the impacts of COVID-19, this information was not collected for the 2019-20 school year. The information on this page reflects the performance of students in the year 2018-19.

Some data are not available and have been suppressed for privacy. If you have questions about data suppression, please review our suppression rules here.

2018-19 Success Rate

38.6%

What does this mean?
The one year success rate represents the percentage of students that scored on track or mastered on annual state tests.

Why is this important?
This information tells us how many students are succeeding on state exams, and can paint a picture of how well schools and districts are preparing students for these exams.
Success Rate Over Time

What does this mean?
This figure demonstrates the success rate of this school or district over time. Utilizing data from prior years, we are able to show how well schools or districts have been preparing students for success throughout the last few years.

Why is this important?
This is important because it allows us to easily see trends in school and district performance. These figures provide a clear way to view whether or not schools or districts are improving in student success rate over a period of years.

2018-19 Success Rate by Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>33.3%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>33.3%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td>Not enough students</td>
<td></td>
</tr>
<tr>
<td>Combined</td>
<td>38%</td>
</tr>
<tr>
<td>Black/Hispanic/ Native American</td>
<td>37.8%</td>
</tr>
</tbody>
</table>

What does this mean?
This figure demonstrates the success rate of specific student groups being served at the school and district level.
Why is this important?
This figure shows us how well student groups are being served by schools or districts in preparing for state exams.

2018-19 Student Achievement by subject

The following information shows us how students performed on ELA, mathematics, and Social Studies assessments in the school year 2018-19. These achievement rates are calculated by taking the total number of subject-specific tests on which students scored on track or mastered and dividing them by the total number of assessments.

2018-19 ELA Achievement

What does this mean?
The ELA achievement rate represents the total number of ELA tests on which students scored on track or mastered divided by the total number of ELA assessments.

Why is this important?
This is important in order to examine how well students are mastering the subject of ELA in preparation for future assessments and grade-level requirements.

View details

2018-19 Math Achievement

What does this mean?
The Math achievement rate represents the total number of Math tests on which students scored on track or mastered divided by the total number of Math assessments.

Why is this important?
This is important in order to examine how well students are mastering the subject of Math in preparation for future assessments and grade-level requirements.

View details
What does this mean?
The mathematics achievement rate represents the total number of mathematics tests on which students scored on track or mastered divided by the total number of mathematics assessments.

Why is this important?
This is important in order to examine how well students are mastering the subject of mathematics in preparation for future assessments and grade-level requirements.

View details

2018-19 Social Studies Achievement

What does this mean?
The social studies achievement rate represents the total number of social studies tests on which students scored on track or mastered divided by the total number of ELA assessments.

Why is this important?
This is important in order to examine how well students are mastering the subject of social studies in preparation for future assessments and grade-level requirements.

View details
2018-19 Growth

Student growth shows how much students improve from year to year. Schools are rated as Level 1 through Level 5 to show how much students have grown, with Level 5 indicating the most growth. The data below is from the 2018-19 school year.

Some data are not available and have been suppressed for privacy. If you have questions about data suppression, please review our suppression rules here.

What does this mean?
Overall growth shows the amount of growth achieved by students. Based on the growth achieved by their students, a school is assigned a level between Level 1 and Level 5, with Level 5 being the highest.

Why is this important?
These level indicators give us a better understanding of how much growth students are achieving in a particular school or district. This allows us to see whether or not improvements are being made to students' achievement.

2018-19 Growth by Group

| Economically Disadvantaged | 414 |

Rocketship United
What does this mean?
This table displays the growth of students by group. Depending on the amount of growth achieved, each group receives a level between Level 1 and Level 5, with Level 5 being the highest.

Why is this important?
It is important to examine differences across groups in the amount of growth achieved. This allows us to see whether or not certain groups are achieving more growth than others, and which groups need more support from their school or district.

2018-19 Subjects

2018-19 ELA Growth

Level 3
out of 5 levels

What does this mean?
ELA growth shows the amount of growth achieved by students in English Language Arts. This indicator takes into account student performance on state assessments for: Grades 3-8 ELA, English I, and English II.

Why is this important?
It is important to look at ELA growth in order to understand how schools or districts are best meeting the needs of their students when it comes to English Language Arts.
2018-19 Math Growth

Level 3
out of 5 levels

What does this mean?
Mathematics growth shows the amount of growth achieved by students in mathematics. This indicator takes into account student performance on state assessments for: Grades 3-8 Math, Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, and Integrated Math III.

Why is this important?
It is important to look at Math growth in order to understand how schools or districts are best meeting the needs of their students when it comes to Mathematics.

More ▼

*These subjects are not part of the accountability system.

2018-19 Social Studies Growth

N/A

What does this mean?
Social studies growth shows the amount of growth achieved by students in Social studies.

Why is this important?
It is important to look at Social Studies growth in order to understand how schools or districts are best meeting the needs of their students when it comes to Social Studies performance.

More ▼

Rocketship Public Schools 416

2018-19 Science Growth
What does this mean?
Science growth shows the amount of growth achieved by students in science.

Why is this important?
It is important to look at Science growth in order to understand how schools or districts are best meeting the needs of their students when it comes to Science performance.
2018-19 Chronic Absenteeism and Discipline

Tennessee public school students are considered chronically absent if they are absent for 10 percent or more instructional days for any reason, including excused absences and out-of-school suspensions. The chronic absenteeism rate is the percent of students who are chronically absent. Excessive absences from school represent lost instructional time for a student. Due to the impacts of COVID-19, absenteeism data was only partially collected in the 2019-20 school year and is not comparable to prior years. As a result, chronic absenteeism information on this page reflects the latest comparable information available, from the 2018-19 school year.

Some data are not available and have been suppressed for privacy. If you have questions about data suppression, please review our suppression rules here.

2018-19 Chronic absenteeism

15.1%

What does this mean?
This value reflects the chronic absenteeism rate for this school or district. This information shows us the percent of students who are chronically absent.

Why is this important?
Tennessee students who are chronically absent miss critical instruction, which often affects their academic outcomes. For example, students who are chronically absent are less likely to read at grade level (read more here), so schools and districts monitor this number.
What does this mean?
This figure shows the rate of chronic absenteeism over time for a school or district.

Why is this important?
Chronic absenteeism trends are important because they allow us to see whether or not schools or districts are making improvements to absenteeism over time.

2018-19 Chronic absenteeism by group

Economically Disadvantaged
17.5%

English Language Learner
7%

Students with Disabilities
25.9%

Black/Hispanic/ Native American
14%

What does this mean?
These values show the rate of chronic absenteeism across various student groups.
2018-19 Student Discipline Indicators

This section displays information about student discipline, including in-school suspensions, out-of-school suspensions, and expulsions in the figures below.

2018-19 In-school Suspensions

What does this mean?
In-school suspensions indicate when a student is present at school but removed from the classroom environment. This rate reflects the percentage of students who received at least one in-school suspension during the 2018-19 school year.

Why is this important?
Student discipline practices vary across schools and districts.

2018-19 Out-of-school Suspensions

What does this mean?
Out-of-school suspensions indicate when a student is removed from school for a period of time. This rate reflects the percentage of students who received at least one out-of-school suspension during the 2018-19 school year.

Why is this important?
Chronic absenteeism rates can vary across schools and districts and across different groups of students.
Out-of-school suspensions indicate when a student is absent from school as a result of a discipline-related event. This rate reflects the percentage of students who receive at least one out-of-school suspension throughout the 2018-19 school year.

**Why is this important?**
Student discipline practices vary across schools and districts.

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**2018-19 Expulsions**

**What does this mean?**
This rate reflects the percentage of students who were expelled in the 2018-19 school year.

**Why is this important?**
Student discipline practices vary across schools and districts.

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translated by [Google](https://translate.google.com)
2018-19 Progress on English Language Proficiency

The English Language Proficiency Assessments measure development across the English Language Development Standards (read more here) on the WIDA ACCESS assessment. English Language Learners are students receiving support for English as a second language. The Progress on English Language Proficiency rate shows the percentage of students who met their expected growth standard based on the previous year's English Language Proficiency Assessment.

Some data are not available and have been suppressed for privacy. If you have questions about data suppression, please review our suppression rules here.

What does this mean?
Progress on English language proficiency rate indicates the percent of English Language Learners who are demonstrating growth in their ability to read, write, listen to, and speak English.

Why is this important?
It is more challenging for students to learn other subjects when they are not proficient in English.
**What does this mean?**
Having a Progress on English language proficiency rate shows whether English Language Learners are growing their ability to read, write, and speak English across different school years.

**Why is this important?**
Progress on English language proficiency trends allow us to see whether schools or districts are seeing improvements to English language proficiency over time.

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**2018-19 English Language Progress By Group**

- **Economically Disadvantaged**: 44.9%
- **English Language Learner**: 50%
- **Students with Disabilities**: 54.5%
- **Black/Hispanic/ Native American**: 48.3%

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**What does this mean?**
This figure shows the rate of progress on English language proficiency across different student groups.

**Why is this important?**
Progress on English language proficiency can vary across schools and districts, showing us how progress differs across different groups of students.
COVID-19 – Accountability Updates and Resources

As a result of the April 15, 2020, enactment of the 2019 Wisconsin Act 185, the coronavirus relief package, and the ESEA waiver granted by the Department of Education on March 23, all state and federal academic assessment requirements have officially been suspended or waived for 2019-20 and there will be no new ESSA identifications or state accountability report cards issued during the 2020-21 school year.

At this point, requirements for the 2020-21 administration of statewide assessments remain unchanged under state and federal law, along with any accountability requirements that result from these data. The Department of Public Instruction is monitoring the situation closely, is working with state and local partners, and will share information as it becomes available. Please see below for more information on the impact of COVID-19 on federal and state accountability in Wisconsin.

ESSA Accountability
There will be no new ESSA identifications (e.g., Comprehensive Support and Improvement) issued during the 2020-21 school year, as these identifications are based on data from school year 2019-20. Schools with ESSA identifications in the 2019-20 school year will retain those identifications in the 2020-21 school year and DPI will continue to support LEAs of these schools.

While there will be no new ESSA identifications issued in 2020-21, we are planning to release informational ESSA Accountability Reports and Progress to Exit Reports in December containing applicable data in absenteeism, graduation, and progress towards English language proficiency. These reports, part of joint federal notifications, are for informational purposes, meant to support and inform continuous improvement.

Please note that IDEA determinations, the other part of joint federal notifications (which are normally released in coordination with ESSA identifications), will be issued during the 2020-21 school year. For more information on IDEA determinations in 2020-21, districts should consult this resource on special education data submission requirements or contact the DPI Special Education team.

State Accountability
2019 Wisconsin Act 185 prohibits the release of school and district accountability report cards in the 2020-21 school year. This means **OEA will not issue school or district report cards for 2019-20** (the report cards that would usually be publicly released in November).

OEA has been working with an Accountability Advisory Group of stakeholders across the state, as well as a panel of national experts, to make updates to future state accountability report cards. Though there will be no 2019-20 report cards, OEA is planning to provide **accountability preview reports** directly to schools and districts via SAFE in January/February of 2021. These preview reports will use data from prior years (i.e., 2018-19 assessment results) to demonstrate the report card calculation and data changes, and will supplement the data available in WISEdash for Districts. Again, **these reports will not be released publicly** and would primarily serve as a planning tool to support schools and districts in continuous improvement.

**Alternate Accountability**

In past years, schools participating in alternate accountability have submitted district-supervised evaluation data to OEA towards the end of the school year up until September. This year, because there are no 2019-20 state or federal accountability report cards and ratings due to the COVID-19 pandemic, **OEA is not collecting 2019-20 alternate accountability data or forms from schools.**

**School Year 2020-21 Accountability**

As mentioned above, requirements for the 2020-21 administration of statewide assessments remain unchanged under state and federal law, along with any accountability requirements that result from these data. This means that we will plan to release 2020-21 accountability report cards and ESSA identifications during the 2021-22 school year.

**Links to Other DPI COVID-19 Resources**

- Guidance on Graduation, Grading, and Class Promotion (https://drive.google.com/file/d/1-gABHjEc0dDMoFezhBVhZyFenfBoOppzn/view)
- Online and Blended Learning for Schools and Educators (https://dpi.wi.gov/online-blended-learning/online-and-blended-learning-schools-and-educators)
- WISEdata: Attendance (with guidance on attendance reporting) (https://dpi.wi.gov/wise/data-elements/attendance)
SCHOOL PERFORMANCE OVERVIEW

Rocketship Alma Academy

Explore the performance of Rocketship Alma Academy under California's Accountability System.

- **Chronic Absenteeism**: Orange
- **Suspension Rate**: Blue
- **English Learner Progress**: No Performance Color
- **English Language Arts**: Blue
- **Mathematics**: Blue
- **Basics: Teachers, Instructional Materials, Facilities**: STANDARD MET
- **Implementation of Academic Standards**: STANDARD MET
- **Parent and Family Engagement**: STANDARD MET
- **Local Climate Survey**: STANDARD MET
- **Access to a Broad Course of Study**: STANDARD MET

School Details

- **NAME**: Rocketship Alma Academy
- **ADDRESS**: 198 West Alma Avenue
San Jose, CA 95110-3631
- **WEBSITE**: https://www.rocketships...
- **GRADES SERVED**: P-5

ROCKETSHIP ALMA ACADEMY

Student Population

Explore information about this school's student population.

- **Enrollment**: 522
- **Socioeconomically Disadvantaged**: 85.1%
- **English Learners**: 39.8%
- **Foster Youth**: 0.4%
ROCKETSHIP ALMA ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

19.3 points above standard

Increased 32.4 Points ▲

Equity Report
Number of Student Groups in Each Color

Red 0
Orange 0
Yellow 0

Green 3
Blue 0

LEARN MORE

Mathematics

Blue

22.8 points above standard

Increased 33.6 Points ▲

Equity Report
Number of Student Groups in Each Color

Red 0
Orange 0
Yellow 0

Green 3
Blue 0

LEARN MORE

English Learner Progress

54.1% making progress towards English language proficiency

Number of EL Students: 146

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

ROCKETSHIP ALMA ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism
Local Indicators

Access to a Broad Course of Study

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.
SCHOOL PERFORMANCE OVERVIEW

Rocketship Academy Brilliant Minds

Explore the performance of Rocketship Academy Brilliant Minds under California's Accountability System.

Chronic Absenteeism
Orange

Suspension Rate
Blue

English Learner Progress
No Performance Color

English Language Arts
Orange

Mathematics
Yellow

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

NAME
Rocketship Academy Brilliant Minds

ADDRESS
2960 Story Road
San Jose, CA 95116-3925

WEBSITE
https://www.rocketships...

GRADES SERVED
K-5

ROCKETSHIP ACADEMY BRILLIANT MINDS

Student Population

Explore information about this school's student population.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Socioeconomically Disadvantaged</th>
<th>English Learners</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>586</td>
<td>76.8%</td>
<td>42%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Rocketship Public Schools 432
ROCKETSHIP ACADEMY BRILLIANT MINDS

Academic Performance

View Student Assessment Results and other aspects of school performance.

Local Indicators

ROCKETSHIP ACADEMY BRILLIANT MINDS

Academic Engagement

See information that shows how well schools are engaging students in their learning.
Chronic Absenteeism

Orange
12.1% chronically absent
Maintained -0.1%

EQUITY REPORT
Number of Student Groups in Each Color

Local Indicators

LEARN MORE
Access to a Broad Course of Study
STANDARD MET

ROCKETSHIP ACADEMY BRILLIANT MINDS

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate

Blue
0.5% suspended at least once
Declined 3.5%▼

EQUITY REPORT
Number of Student Groups in Each Color

Rocketship Public Schools
Local Indicators

LEARN MORE
Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

LEARN MORE
Parent and Family Engagement
STANDARD MET

LEARN MORE
Local Climate Survey
STANDARD MET

Rocketship Public Schools
SCHOOL PERFORMANCE OVERVIEW

Rocketship Delta Prep

Explore the performance of Rocketship Delta Prep under California's Accountability System.

**Chronic Absenteeism**
No Performance Color

**Suspension Rate**
No Performance Color

**English Learner Progress**
No Performance Color

**English Language Arts**
No Performance Color

**Mathematics**
No Performance Color

**Basics: Teachers, Instructional Materials, Facilities**

**Implementation of Academic Standards**
STANDARD MET

**Parent and Family Engagement**
STANDARD MET

**Local Climate Survey**
STANDARD MET

**Access to a Broad Course of Study**
STANDARD MET

School Details

**NAME**
Rocketship Delta Prep

**ADDRESS**
1700 Cavallo Road
Antioch, CA 94509-1930

**WEBSITE**
http://www.rocketshipsc...

**GRADES SERVED**
K-5

ROCKETSHIP DELTA PREP

Student Population

Explore information about this school's student population.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Socioeconomically Disadvantaged</th>
<th>English Learners</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>422</td>
<td>76.8%</td>
<td>18.2%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Rocketship Public Schools 436
ROCKETSHIP DELTA PREP

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

No Performance Color

73 points below standard

No Data

EQUITY REPORT
Number of Student Groups in Each Color

LEARN MORE

Mathematics

No Performance Color

53.9 points below standard

No Data

EQUITY REPORT
Number of Student Groups in Each Color

LEARN MORE

English Learner Progress

23.7% making progress towards English language proficiency

Number of EL Students: 59

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

ROCKETSHIP DELTA PREP

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism
No Performance Color

24.5% chronically absent
No Data

EQUITY REPORT
Number of Student Groups in Each Color

Local Indicators

LEARN MORE
Access to a Broad Course of Study
STANDARD MET

ROCKETSHIP DELTA PREP
Conditions & Climate
View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate

No Performance Color

4.5% suspended at least once
No Data

EQUITY REPORT
Number of Student Groups in Each Color
Local Indicators

Basics: Teachers, Instructional Materials, Facilities

Parent and Family Engagement

Local Climate Survey

LEARN MORE

STANDARD MET

STANDARD MET

STANDARD MET
SCHOOL PERFORMANCE OVERVIEW

Rocketship Discovery Prep

Explore the performance of Rocketship Discovery Prep under California's Accountability System.

Chronic Absenteeism: Yellow
Suspension Rate: Yellow
English Learner Progress: No Performance Color
English Language Arts: Orange
Mathematics: Green
Basics: Teachers, Instructional Materials, Facilities: STANDARD MET
Implementation of Academic Standards: STANDARD MET
Parent and Family Engagement: STANDARD MET
Local Climate Survey: STANDARD MET
Access to a Broad Course of Study: STANDARD MET

School Details

NAME
Rocketship Discovery Prep

ADDRESS
370 Wooster Street
San Jose, CA 95116-1095

WEBSITE
http://www.rocketshipsc...

GRADES SERVED
K-5

ROCKETSHIP DISCOVERY PREP

Student Population

Explore information about this school's student population.

Enrollment
524
Socioeconomically Disadvantaged
81.9%
English Learners
51.9%
Foster Youth
0%
ROCKETSHIP DISCOVERY PREP

Academic Performance

View Student Assessment Results and other aspects of school performance.

- **English Language Arts**: Orange
  - 24.2 points below standard
  - Maintained 2.9 Points

- **Mathematics**: Green
  - 1.2 points above standard
  - Declined 8.5 Points

- **English Learner Progress**:
  - 49.1% making progress towards English language proficiency
  - Number of EL Students: 230

Local Indicators

- **Implementation of Academic Standards**: Standard Met

ROCKETSHIP DISCOVERY PREP

Academic Engagement

See information that shows how well schools are engaging students in their learning.

- **Chronic Absenteeism**
14.7% chronically absent
Declined 1% ▼

Local Indicators
Access to a Broad Course of Study
Standard Met

ROCKETSHIP DISCOVERY PREP
Conditions & Climate
View data related to how well schools are providing a healthy, safe and welcoming environment.

Suspension Rate
2% suspended at least once
Maintained -0.1%

EQUITY REPORT
Number of Student Groups in Each Color
0 Red
3 Orange
1 Yellow
0 Green
1 Blue
**SCHOOL PERFORMANCE OVERVIEW**

**Rocketship Fuerza Community Prep**

Explore the performance of Rocketship Fuerza Community Prep under California's Accountability System.

<table>
<thead>
<tr>
<th>Chronic Absenteeism</th>
<th>Suspension Rate</th>
<th>English Learner Progress</th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange</td>
<td>Blue</td>
<td>No Performance Color</td>
<td>Green</td>
</tr>
</tbody>
</table>

**School Details**

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>WEBSITE</th>
<th>GRADES SERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocketship Fuerza Community Prep</td>
<td>70 South Jackson Avenue&lt;br&gt;San Jose, CA 95116-2506</td>
<td><a href="http://08/18/2014">http://08/18/2014</a></td>
<td>K-5</td>
</tr>
</tbody>
</table>

**ROCKETSHIP FUERZA COMMUNITY PREP**

**Student Population**

Explore information about this school's student population.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Socioeconomically Disadvantaged</th>
<th>English Learners</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>628</td>
<td>80.1%</td>
<td>47.8%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Rocketship Public Schools 444
Academic Performance

View Student Assessment Results and other aspects of school performance.

Rocketship Public Schools

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Rocketship Public Schools
# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

## Suspension Rate

<table>
<thead>
<tr>
<th>Color</th>
<th>Blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% suspended at least once</td>
<td>0% suspended at least once</td>
</tr>
<tr>
<td>Maintained</td>
<td>-0.2%</td>
</tr>
</tbody>
</table>

## EQUITY REPORT

<table>
<thead>
<tr>
<th>Number of Student Groups in Each Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
</tr>
<tr>
<td>Orange</td>
</tr>
<tr>
<td>Yellow</td>
</tr>
<tr>
<td>Green</td>
</tr>
<tr>
<td>Blue</td>
</tr>
</tbody>
</table>

Rocketship Public Schools 446
SCHOOL PERFORMANCE OVERVIEW

Rocketship Futuro Academy (SBE)

Explore the performance of Rocketship Futuro Academy (SBE) under California's Accountability System.

Chronic Absenteeism
Yellow

Suspension Rate
Blue

English Learner Progress
No Performance Color

English Language Arts
No Performance Color

Mathematics
No Performance Color

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

NAME
Rocketship Futuro Academy (SBE)

ADDRESS
2351 Olivera Road
Concord, CA 94520-1626

WEBSITE
https://www.rocketships...

GRADES SERVED
K-5

ROCKETSHIP FUTURO ACADEMY (SBE)

Student Population

Explore information about this school's student population.

Enrollment
424

Socioeconomically Disadvantaged
77.6%

English Learners
54.7%

Foster Youth
0.2%

Rocketship Public Schools 447
ROCKETSHIP FUTURO ACADEMY (SBE)

Academic Performance

View Student Assessment Results and other aspects of school performance.

- **English Language Arts**: No Performance Color. 7.7 points below standard. Increased 34.8 Points ▲.

- **Mathematics**: No Performance Color. 24.2 points above standard. Increased 35.7 Points ▲.

- **English Learner Progress**: 33.3% making progress towards English language proficiency. Number of EL Students: 159.

Local Indicators

- **Implementation of Academic Standards**: Standard Met.

ROCKETSHIP FUTURO ACADEMY (SBE)

Academic Engagement

See information that shows how well schools are engaging students in their learning.
Chronic Absenteeism

Yellow

13% chronically absent
Declined 4.7% ▼

Local Indicators

LEARN MORE
Access to a Broad Course of Study
STANDARD MET

ROCKETSHIP FUTURO ACADEMY (SBE)

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate

Blue

0.5% suspended at least once
Declined 1.3% ▼
Local Indicators

LEARN MORE
Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

LEARN MORE
Parent and Family Engagement
STANDARD MET

LEARN MORE
Local Climate Survey
STANDARD MET
SCHOOL PERFORMANCE OVERVIEW

Rocketship Los Suenos Academy

Explore the performance of Rocketship Los Suenos Academy under California's Accountability System.

Chronic Absenteeism
Yellow

Suspension Rate
Blue

English Learner Progress
No Performance Color

English Language Arts
Orange

Mathematics
Green

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

NAME
Rocketship Los Suenos Academy

ADDRESS
331 South 34th Street
San Jose, CA 95116-2905

WEBSITE
https://www.rocketships...

GRADES SERVED
P-5

ROCKETSHIP LOS SUENOS ACADEMY

Student Population

Explore information about this school's student population.

Enrollment
454

Socioeconomically Disadvantaged
91.4%

English Learners
44.9%

Foster Youth
0%
ROCKETSHIP LOS SUENOS ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Orange

23.2 points below standard
Declined 3.1 Points ▼

LEARN MORE

Mathematics

Green

13 points above standard
Increased 13.7 Points ▲

LEARN MORE

English Learner Progress

22.3% making progress towards English language proficiency

Number of EL Students: 179

Progress Levels

- Very High = 65% or higher
- High = 55% to less than 65%
- Medium = 45% to less than 55%
- Low = 35% to less than 45%
- Very Low = Less than 35%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

ROCKETSHIP LOS SUENOS ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.
Chronic Absenteeism

Yellow

10.3% chronically absent
Declined 4.8% ▼

Local Indicators

Access to a Broad Course of Study
STANDARD MET

ROCKETSHIP LOS SUENOS ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.6% suspended at least once
Declined 5.9% ▼
SCHOOL PERFORMANCE OVERVIEW

Rocketship Mateo Sheedy Elementary

Explore the performance of Rocketship Mateo Sheedy Elementary under California's Accountability System.

Chronic Absenteeism  Orange
Suspension Rate  Green
English Learner Progress  No Performance Color
English Language Arts  Blue
Mathematics  Green
Basics: Teachers, Instructional Materials, Facilities  STANDARD MET
Implementation of Academic Standards  STANDARD MET
Parent and Family Engagement  STANDARD MET
Local Climate Survey  STANDARD MET
Access to a Broad Course of Study  STANDARD MET

School Details

NAME
Rocketship Mateo Sheedy Elementary

ADDRESS
788 Locust Street
San Jose, CA 95110-2954

WEBSITE
https://www.rocketships...

GRADES SERVED
K-5

ROCKETSHIP MATEO SHEEDY ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment 554
Socioeconomically Disadvantaged 85.7%
English Learners 42.2%
Foster Youth 0%
ROCKETSHIP MATEO SHEEDY ELEMENTARY

Academic Performance
View Student Assessment Results and other aspects of school performance.

Local Indicators

LEARN MORE
Implementation of Academic Standards
STANDARD MET

ROCKETSHIP MATEO SHEEDY ELEMENTARY

Academic Engagement
See information that shows how well schools are engaging students in their learning.
Chronic Absenteeism

Orange
8.7% chronically absent
Increased 1.4% ▲

Local Indicators

Access to a Broad Course of Study

Conditions & Climate
View data related to how well schools are providing a healthy, safe and welcoming environment.

Suspension Rate

Green
1% suspended at least once
Maintained 0%

Rocketship Mateo Sheedy Elementary
Local Indicators

Basics: Teachers, Instructional Materials, Facilities

Parent and Family Engagement

Local Climate Survey

LEARN MORE

LEARN MORE

LEARN MORE

STANDARD MET

STANDARD MET
SCHOOL PERFORMANCE OVERVIEW

Rocketship Mosaic Elementary

Explore the performance of Rocketship Mosaic Elementary under California's Accountability System.

Chronic Absenteeism
Green

Suspension Rate
Blue

English Learner Progress
No Performance Color

English Language Arts
Green

Mathematics
Blue

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

NAME
Rocketship Mosaic Elementary

ADDRESS
950 Owsley Avenue
San Jose, CA 95122-3109

WEBSITE
https://www.rocketships...

GRADES SERVED
K-5

ROCKETSHIP MOSAIC ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment
579

Socioeconomically Disadvantaged
76%

English Learners
44.6%

Foster Youth
0%
ROCKETSHIP MOSAIC ELEMENTARY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Green

26.2 points above standard

Maintained -1.6 Points

LEARN MORE

Mathematics

Blue

53.3 points above standard

Increased 11.9 Points

LEARN MORE

English Learner Progress

35% making progress towards English language proficiency

Number of EL Students: 220

Progress Levels

Very High = 65% or higher

High = 55% to less than 55%

Medium = 45% to less than 55%

Low = 35% to less than 45%

Very Low = Less than 35%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

ROCKETSHIP MOSAIC ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.
Chronic Absenteeism

Green

3.9% chronically absent
Declined 1%

EQUITY REPORT
Number of Student Groups in Each Color

Local Indicators

LEARN MORE
Access to a Broad Course of Study
STANDARD MET

ROCKETSHIP MOSAIC ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate

Blue

0% suspended at least once
Maintained 0%

EQUITY REPORT
Number of Student Groups in Each Color
SCHOOL PERFORMANCE OVERVIEW

Rocketship Redwood City

Explore the performance of Rocketship Redwood City under California’s Accountability System.

Chronic Absenteeism: Orange
Suspension Rate: Blue
English Learner Progress: No Performance Color
English Language Arts: Orange
Mathematics: Yellow
Basics: Teachers, Instructional Materials, Facilities: STANDARD MET
Implementation of Academic Standards: STANDARD MET
Parent and Family Engagement: STANDARD MET
Local Climate Survey: STANDARD MET
Access to a Broad Course of Study: STANDARD MET

School Details

NAME: Rocketship Redwood City
ADDRESS: 1440 Connecticut Drive
Redwood City, CA 94061-2558
WEBSITE: http://www.rsed.org
GRADES SERVED: K-5

ROCKETSHIP REDWOOD CITY

Student Population

Explore information about this school's student population.

Enrollment: 278
Socioeconomically Disadvantaged: 80.9%
English Learners: 45%
Foster Youth: 0%
**ROCKETSHIP REDWOOD CITY**

**Academic Performance**

View Student Assessment Results and other aspects of school performance.

- **English Language Arts**
  - Orange
  - 29.9 points below standard
  - Declined 15.5 Points ▼

- **Mathematics**
  - Yellow
  - 11.3 points below standard
  - Maintained 1 Points

- **English Learner Progress**
  - 39.2% making progress towards English language proficiency
  - Number of EL Students: 97

**Local Indicators**

- **Implementation of Academic Standards**
  - Standard Met

**ROCKETSHIP REDWOOD CITY**

**Academic Engagement**

See information that shows how well schools are engaging students in their learning.

- **Chronic Absenteeism**
Local Indicators

Access to a Broad Course of Study

ROCKETSHIP REDWOOD CITY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.
SCHOOL PERFORMANCE OVERVIEW

Rocketship Rising Stars

Explore the performance of Rocketship Rising Stars under California's Accountability System.

Chronic Absenteeism: Yellow
Suspension Rate: Blue
English Learner Progress: No Performance Color
English Language Arts: Blue
Mathematics: Blue
Basics: Teachers, Instructional Materials, Facilities: STANDARD MET
Implementation of Academic Standards: STANDARD MET
Parent and Family Engagement: STANDARD MET
Local Climate Survey: STANDARD MET
Access to a Broad Course of Study: STANDARD MET

School Details
NAME: Rocketship Rising Stars
ADDRESS: 3173 Senter Road
San Jose, CA 95111-1332
WEBSITE: https://www.rocketships...

ROCKETSHIP RISING STARS
Student Population

Explore information about this school's student population.

Enrollment: 631
Socioeconomically Disadvantaged: 74.3%
English Learners: 42%
Foster Youth: 0%
ROCKETSHIP RISING STARS

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

19.5 points above standard
Increased 30.9 Points ▲

Equity Report
Number of Student Groups in Each Color

Red Orange Yellow

2 Green 1 Blue

LEARN MORE

Mathematics

Blue

53.8 points above standard
Increased 24.6 Points ▲

Equity Report
Number of Student Groups in Each Color

Red Orange Yellow

0 Green 3 Blue

LEARN MORE

English Learner Progress

42% making progress towards English language proficiency

Number of EL Students: 200

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

ROCKETSHIP RISING STARS

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism
Yellow

11.4% chronically absent
Declined 3.7% ▼

Local Indicators

ROCKETSHIP RISING STARS

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.6% suspended at least once
Declined 3.5% ▼

EQUITY REPORT
Number of Student Groups in Each Color

LEARN MORE

Access to a Broad Course of Study

ROCKETSHIP RISING STARS
SCHOOL PERFORMANCE OVERVIEW

Rocketship Si Se Puede Academy

Explore the performance of Rocketship Si Se Puede Academy under California's Accountability System.

- **Chronic Absenteeism**: Orange
- **Suspension Rate**: Orange
- **English Learner Progress**: No Performance Color
- **English Language Arts**: Yellow
- **Mathematics**: Green
- **Basics: Teachers, Instructional Materials, Facilities**: STANDARD MET
- **Implementation of Academic Standards**: STANDARD MET
- **Parent and Family Engagement**: STANDARD MET
- **Local Climate Survey**: STANDARD MET
- **Access to a Broad Course of Study**: STANDARD MET

School Details

- **NAME**: Rocketship Si Se Puede Academy
- **ADDRESS**: 2249 Dobern Avenue, San Jose, CA 95116-3405
- **WEBSITE**: https://www.rocketships...
- **GRADES SERVED**: K-5

ROCKETSHIP SI SE PUEDE ACADEMY

Student Population

Explore information about this school's student population.

- **Enrollment**: 430
- **Socioeconomically Disadvantaged**: 87.4%
- **English Learners**: 48.6%
- **Foster Youth**: 0.5%
ROCKETSHIP SI SE PUEDE ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Yellow

22.8 points below standard

Increased 5.4 Points

EQUITY REPORT
Number of Student Groups in Each Color

Red Orange Yellow

0 0 3

Green Blue

0 0

LEARN MORE

Mathematics

Green

15.1 points above standard

Increased 12.2 Points

EQUITY REPORT
Number of Student Groups in Each Color

Red Orange Yellow

0 0 0

Green Blue

2 1

LEARN MORE

English Learner Progress

44% making progress towards English language proficiency

Number of EL Students: 191

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

ROCKETSHIP SI SE PUEDE ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE
Chronic Absenteeism

Orange
13.2% chronically absent
Maintained -0.2%

EQUITY REPORT
Number of Student Groups in Each Color

<table>
<thead>
<tr>
<th>Color</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>0</td>
</tr>
<tr>
<td>Orange</td>
<td>3</td>
</tr>
<tr>
<td>Yellow</td>
<td>1</td>
</tr>
<tr>
<td>Green</td>
<td>1</td>
</tr>
<tr>
<td>Blue</td>
<td>0</td>
</tr>
</tbody>
</table>

Local Indicators

LEARN MORE
Access to a Broad Course of Study
STANDARD MET

ROCKETSHIP SI SE PUDE ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate

Orange
2.2% suspended at least once
Increased 1.6% ▲

EQUITY REPORT
Number of Student Groups in Each Color

<table>
<thead>
<tr>
<th>Color</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>0</td>
</tr>
<tr>
<td>Orange</td>
<td>4</td>
</tr>
<tr>
<td>Yellow</td>
<td>0</td>
</tr>
<tr>
<td>Green</td>
<td>0</td>
</tr>
<tr>
<td>Blue</td>
<td>1</td>
</tr>
</tbody>
</table>
SCHOOL PERFORMANCE OVERVIEW

Rocketship Spark Academy

Explore the performance of Rocketship Spark Academy under California’s Accountability System.

Chronic Absenteeism: Yellow
Suspension Rate: Blue
English Learner Progress: No Performance Color
English Language Arts: Green
Mathematics: Blue
Basics: Teachers, Instructional Materials, Facilities
Implementation of Academic Standards: STANDARD MET
Parent and Family Engagement: STANDARD MET
Local Climate Survey: STANDARD MET
Access to a Broad Course of Study: STANDARD MET

School Details

NAME
Rocketship Spark Academy

ADDRESS
683 Sylvandale Avenue
San Jose, CA 95111-1414

WEBSITE
https://www.rocketships...

GRADIES SERVED
K-5

ROCKETSHIP SPARK ACADEMY

Student Population

Explore information about this school’s student population.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Socioeconomically Disadvantaged</th>
<th>English Learners</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>608</td>
<td>68.9%</td>
<td>34.5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Rocketship Public Schools
ROCKETSHIP SPARK ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE
English Language Arts
Green
31.4 points above standard
Maintained 2.9 Points

EQUITY REPORT
Number of Student Groups in Each Color
0 Red
0 Orange
1 Yellow
3 Green
0 Blue

LEARN MORE
Mathematics
Blue
64.7 points above standard
Increased 14.4 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color
0 Red
0 Orange
0 Yellow
0 Green
4 Blue

LEARN MORE
English Learner Progress
36.9% making progress towards English language proficiency
Number of EL Students: 176

Local Indicators

LEARN MORE
Implementation of Academic Standards
STANDARD MET

LEARN MORE
Academic Engagement
See information that shows how well schools are engaging students in their learning.

ROCKETSHIP SPARK ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.
Yellow
8% chronically absent
Maintained 0.3%

EQUITY REPORT
Number of Student Groups in Each Color

<table>
<thead>
<tr>
<th>Color</th>
<th>Red</th>
<th>Orange</th>
<th>Yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Color</th>
<th>Green</th>
<th>Blue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Local Indicators

LEARN MORE
Access to a Broad Course of Study
STANDARD MET

ROCKETSHIP SPARK ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate

Blue
0.2% suspended at least once
Maintained 0.2%

EQUITY REPORT
Number of Student Groups in Each Color

<table>
<thead>
<tr>
<th>Color</th>
<th>Red</th>
<th>Orange</th>
<th>Yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Color</th>
<th>Green</th>
<th>Blue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Local Indicators

LEARN MORE
Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

LEARN MORE
Parent and Family Engagement
STANDARD MET

LEARN MORE
Local Climate Survey
STANDARD MET
Rocketship PCS - Legacy Prep

Tier Explanations

1 High Performing (65.0% - 100%)
2 Mid Performing (35.0% - 64.9%)
3 Low Performing (0.0% - 34.9%)

Tiers and Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>94.6%</td>
<td>74.0%</td>
</tr>
</tbody>
</table>

School Profile (2019-20)

Board Chair
Jolene Sloter
Regional Director
Joyanna Smith
Principal
Michael Rabin
First School Year
2017-2018

Grades Served

<table>
<thead>
<tr>
<th>Grades Served</th>
<th>PK3</th>
<th>PK4</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Adult Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future Grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Demographics (2018-19)

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>466</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>35.8%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>8.9%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hispanic/Latino, any race</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>39.0%</td>
</tr>
<tr>
<td>White</td>
<td>8.0%</td>
</tr>
</tbody>
</table>

Note from the School

At Rocketship Public Schools, we believe every student deserves to dream, to discover, and to develop their unique potential. Our teachers, leaders, schools, and network unleash that potential every day. Our schools propel student achievement, develop exceptional educators, and partner with families who enable high-quality public schools to thrive in their community.
### 2018–19 Grades Measured: PK3 - 3

#### Student Progress (45 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the school's NWEA MAP assessment in reading</td>
<td>66.0</td>
<td>20.3</td>
<td>22.5</td>
</tr>
<tr>
<td>Growth on the school's NWEA MAP assessment in mathematics</td>
<td>64</td>
<td>19.1</td>
<td>22.5</td>
</tr>
</tbody>
</table>

#### Student Achievement (20 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>Approaching College and Career Ready and Above</td>
<td>53.3</td>
<td>3.2</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>Approaching College and Career Ready and Above</td>
<td>61.4</td>
<td>3.7</td>
</tr>
</tbody>
</table>

#### Gateway (5 points): Outcomes in Key Subjects that Predict Returning Students' Future Educational Success

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>College and Career Ready</td>
<td>33.3</td>
<td>2.8</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>College and Career Ready</td>
<td>61.6</td>
<td>2.3</td>
</tr>
</tbody>
</table>

#### School Environment (30 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>In-seat attendance</td>
<td>90.3</td>
<td>4.8</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>Percent of eligible students who re-enrolled</td>
<td>76.0</td>
<td>3.2</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>Emotional Support</td>
<td>6.2</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>6.1</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>4.1</td>
<td>4.0</td>
<td>4.0</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

**74.0**

For a more detailed explanation of the categories, see our technical guide.

Updated October 24, 2019
Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

PK Math: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year
Rocketship PCS - Rise Academy

Tier Explanations

1. High Performing (65.0% - 100%)
2. Mid Performing (35.0% - 64.9%)
3. Low Performing (0.0% - 34.9%)

Tiers and Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>Tier</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>2</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>53.8%</td>
</tr>
</tbody>
</table>

School Profile (2019–20)

Board Chair
Jolene Sloter

Regional Director
Joyanna Smith

Principal
Corey Lewis

First School Year
2016-2017

Grades Served
- Current Grades
- Future Grades

Part of a PK-5 network.

Student Demographics (2018–19)

Total Enrollment 618

- American Indian/Alaskan: 0.3%
- Asian: 35.8%
- Black/African American: 86.1%
- Hawaiian/Pacific Islander: 0.0%
- Hispanic/Latino, any race: 0.2%
- Two or More Races: 39.0%
- White: 8.0%

- English Learner: 1.8%
- Special Education: 15.0%
- At-Risk: 79.1%
2018–19 Grades Measured: PK3 - 4

**Student Progress (35 points): Academic Improvement Over Time**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>0</td>
<td>30</td>
<td>58.0</td>
<td>6.1</td>
<td>8.75</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>0</td>
<td>30</td>
<td>47.5</td>
<td>3.8</td>
<td>8.75</td>
</tr>
</tbody>
</table>

**Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards**

<table>
<thead>
<tr>
<th>PARCC: English Language Arts</th>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>0</td>
<td>58.8</td>
<td>60.8</td>
<td>4.6</td>
<td>7.5</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>0</td>
<td></td>
<td>58.8</td>
<td>2.7</td>
<td>5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARCC: Mathematics</th>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>0</td>
<td></td>
<td>57.4</td>
<td>4.3</td>
<td>7.5</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>0</td>
<td></td>
<td>20.9</td>
<td>1.6</td>
<td>5.0</td>
</tr>
</tbody>
</table>

**Gateway (5 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>0</td>
<td></td>
<td>29.8</td>
<td>2.5</td>
<td>5.0</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>0</td>
<td></td>
<td>58.5</td>
<td>1.6</td>
<td>5.0</td>
</tr>
</tbody>
</table>

**School Environment (30 points): Predictors of Future Student Progress and Achievement**

<table>
<thead>
<tr>
<th>Category</th>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>0</td>
<td></td>
<td>92.0</td>
<td>6.3</td>
<td>9.0</td>
</tr>
<tr>
<td>In-seat attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>0</td>
<td></td>
<td>72.1</td>
<td>1.8</td>
<td>9.0</td>
</tr>
<tr>
<td>Percent of eligible students who re-enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Interaction Observations:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Assessment Scoring System (CLASS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Support</td>
<td>0</td>
<td>67</td>
<td>5.6</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>0</td>
<td>4.5</td>
<td>5.5</td>
<td>2.6</td>
<td>4.0</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>0</td>
<td>3.2</td>
<td>4.0</td>
<td>2.4</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**TOTAL SCORE 53.8**

Rocketship Public Schools

For a more detailed explanation of the categories, see our technical guide.

DC Public Charter School Board School Quality Report © 2019

Updated October 24, 2019
2018–19 Grades Measured: PK3 - 4

**PK Pre-Literacy: Every Child Ready (ECR)**
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

**PK Math: Every Child Ready (ECR)**
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

**PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)**
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

**K-2 Literacy: NWEA Measures of Academic Progress (MAP)**
Median percentile of student growth compared to national student performance

**K-2 Math: NWEA Measures of Academic Progress (MAP)**
Median percentile of student growth compared to national student performance

For a more detailed explanation of the categories, see our technical guide.
The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

**Message from the School**

Our school name honors the strong legacy of the community we serve East of the River and is a promise to prepare the next generation to unleash the potential of this proud community. Together, we will prepare your child for liftoff.

**School Offerings**

- Blended Learning
- Extended Day

**Demographics & Enrollment**

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan</td>
<td>0.00%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.00%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>97.00%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>0.00%</td>
</tr>
<tr>
<td>Hispanic/Latino, any race</td>
<td>1.00%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1.00%</td>
</tr>
<tr>
<td>White</td>
<td>0.00%</td>
</tr>
<tr>
<td>At Risk</td>
<td>70.00%</td>
</tr>
<tr>
<td>Children in Foster Care</td>
<td>1.00%</td>
</tr>
<tr>
<td>English Learners</td>
<td>3.00%</td>
</tr>
<tr>
<td>Homeless Children and Youth</td>
<td>22.00%</td>
</tr>
<tr>
<td>Migrant students</td>
<td>0.00%</td>
</tr>
<tr>
<td>Military Connected</td>
<td>0.00%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>11.00%</td>
</tr>
</tbody>
</table>

**Before/After School Care**

- Before School care: None
- After School care: Sliding Scale/Voucher

**Teacher Experience**

- School: 60.00%
- DC: 88.00%

- 2+ Years
## Rocketship Public Schools

### STAR Rating

<table>
<thead>
<tr>
<th>Overall STAR Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58.30%</td>
</tr>
</tbody>
</table>

### Student Group Scores

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>56.54%</td>
</tr>
<tr>
<td>At Risk</td>
<td>77.68%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>65.35%</td>
</tr>
</tbody>
</table>

### Student Achievement

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting or Exceeding Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>37.77%</td>
<td>37.15%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>36.36%</td>
<td>30.67%</td>
</tr>
</tbody>
</table>

### Attendance

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>90% Attendance</td>
<td>70.64%</td>
</tr>
<tr>
<td></td>
<td>70.57%</td>
</tr>
</tbody>
</table>

### Student Enrollment Changes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-enrollment</td>
<td>77.88%</td>
</tr>
<tr>
<td></td>
<td>82.33%</td>
</tr>
</tbody>
</table>

### Early Childhood

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Organization (out of 7.00)</td>
<td>6.11</td>
</tr>
<tr>
<td></td>
<td>5.78</td>
</tr>
<tr>
<td>Emotional Support (out of 7.00)</td>
<td>6.25</td>
</tr>
<tr>
<td></td>
<td>6.02</td>
</tr>
<tr>
<td>Instructional Support (out of 7.00)</td>
<td>4.11</td>
</tr>
<tr>
<td></td>
<td>3.18</td>
</tr>
</tbody>
</table>

### Discipline

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of school suspensions per 100 students</td>
<td>0.83</td>
</tr>
<tr>
<td></td>
<td>6.00</td>
</tr>
</tbody>
</table>
The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

**Message from the School**


**School Offerings**

- Blended Learning
- Extended Day

**Demographics & Enrollment**

- American Indian/Alaskan: 0.00%
- Asian: 0.00%
- Black/African-American: 96.00%
- Hawaiian/Pacific Islander: 0.00%
- Hispanic/Latino, any race: 1.00%
- Two or more races: 2.00%
- White: 0.00%

- At Risk: 80.00%
- Children in Foster Care: 2.00%
- English Learners: 3.00%
- Homeless Children and Youth: 31.00%
- Migrant students: 0.00%
- Military Connected: 0.00%
- Students with Disabilities: 15.00%

**Before/After School Care**

- Before School care: None
- After School care: Sliding Scale/Voucher

**Teacher Experience**

- School DC: 72.00% 88.00%
## Rocketship DC PCS - Rise Academy

### STAR Rating

<table>
<thead>
<tr>
<th>Overall STAR Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>★★★★★</td>
<td>51.26%</td>
</tr>
</tbody>
</table>

### Student Group Scores

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>51.93%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>39.21%</td>
</tr>
<tr>
<td>At Risk</td>
<td>59.92%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>56.57%</td>
</tr>
</tbody>
</table>

### Student Achievement

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting or Exceeding Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>31.75%</td>
<td>37.15%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20.94%</td>
<td>30.67%</td>
</tr>
</tbody>
</table>

### Student Growth

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median growth percentile (1 to 99)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>58.00</td>
<td>55.00</td>
</tr>
<tr>
<td>Mathematics</td>
<td>47.50</td>
<td>48.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth to proficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>69.88%</td>
<td>54.95%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>41.07%</td>
<td>41.41%</td>
</tr>
</tbody>
</table>

### Attendance

- 90% Attendance
  - 81.97% Attendance
  - 70.57%

### Student Enrollment Changes

- Re-enrollment
  - 72.42% Re-enrollment
  - 82.33%

### Early Childhood

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Organization (out of 7.00)</td>
<td>5.43</td>
<td>5.78</td>
</tr>
<tr>
<td>Emotional Support (out of 7.00)</td>
<td>5.68</td>
<td>6.02</td>
</tr>
<tr>
<td>Instructional Support (out of 7.00)</td>
<td>3.16</td>
<td>3.18</td>
</tr>
</tbody>
</table>

### Discipline

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of school suspensions per 100 students</td>
<td>1.52</td>
<td>6.00</td>
</tr>
</tbody>
</table>

District of Columbia Office of the State Superintendent of Education
dcschoolreportcard.org

Date generated: 12 19 2019

Rocketship Public Schools 488
**ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY**

**SCHOOL OVERALL**

**HOW IS ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY ELEMENTARY PERFORMING OVERALL?**

This report card shows how well the school helps students reach grade level, and how well the school is preparing them for success after high school. Just like a student's report card shows how he or she is performing in different subjects, the school's report card shows how the school is performing in categories shown below, which the state has identified as key measures of success.

For more information about how these results are calculated, click here.

**HOW IS ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY PERFORMING IN EACH OF THE FOLLOWING CATEGORIES?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ACHIEVEMENT</strong></td>
<td>4 out of 4</td>
</tr>
<tr>
<td><strong>STUDENT GROWTH</strong></td>
<td>4 out of 4</td>
</tr>
<tr>
<td><strong>CHRONICALLY OUT OF SCHOOL</strong></td>
<td>1.5 out of 4</td>
</tr>
<tr>
<td><strong>PROGRESS ON ENGLISH LANGUAGE PROFICIENCY</strong></td>
<td>2.7 out of 4</td>
</tr>
</tbody>
</table>

View the District Report for this school or the State Report.

*Schools will have an indicator score of “NA” if they do not have enough data. Possible reasons include but are not limited to schools having less than the 30 valid tests or only one year of data. For more information on suppression rules, please see more information here.*
ACADEMIC ACHIEVEMENT

ACADEMIC ACHIEVEMENT- ARE STUDENTS MEETING ACADEMIC EXPECTATIONS?
Academic Achievement shows whether students are performing on grade level on state exams and whether the percentage of students on grade level is growing from one year to the next. For the 2018-19 school year, only English Language Arts and mathematics performance were used for Success Rate.

WHAT PERCENTAGE OF STUDENTS ARE AT OR ABOVE GRADE LEVEL?

<table>
<thead>
<tr>
<th>SUCCESS RATE</th>
<th>30.2%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>↑ 13.5% increase from 2018</td>
</tr>
</tbody>
</table>

WHAT PERCENTAGE OF STUDENTS ARE AT OR ABOVE GRADE LEVEL IN SPECIFIC SUBJECTS?

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>SUCCESS RATE</th>
<th>↑ 2018 Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHEMATICS</td>
<td>34.1%</td>
<td>22.2%</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE ARTS</td>
<td>25.6%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

HOW ARE SPECIFIC STUDENT GROUPS PERFORMING OR IMPROVING AS A GROUP FROM YEAR TO YEAR?
Academic Achievement scores reflect results for the entire student population as well as specific student groups.

Scores range from 0-4, with 4 being the highest.

RESULTS FOR ALL STUDENTS

4.0 out of 4
Rocketship Public Schools 490
RESULTS FOR SPECIFIC STUDENT GROUPS

4.0
out of 4

WHAT IS ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY’S OVERALL ACADEMIC ACHIEVEMENT SCORE?
Scores range from 0-4, with 4 being the highest.

OVERALL ACADEMIC ACHIEVEMENT SCORE

4
out of 4

RESULTS FOR ADDITIONAL SUBJECTS

SOCIAL STUDIES
Data not available

View the District Report for this school or the State Report

*Schools will have an indicator score of “NA” if they do not have enough data. Possible reasons include but are not limited to schools having less than the 30 valid tests or only one year of data. For more information on suppression rules, please see more information here
**STUDENT GROWTH**

**STUDENT GROWTH - ARE STUDENTS IMPROVING?**

Student Growth shows how much students improve from year to year.

Schools are rated as Level 1 through Level 5 to show how much students have grown, with Level 5 indicating the most growth.

The data below is from the 2018-19 school year.

**HOW MUCH ARE STUDENTS IMPROVING OVERALL?**

**OVERALL STUDENT GROWTH**

<table>
<thead>
<tr>
<th>Level 5</th>
</tr>
</thead>
</table>

**HOW MUCH ARE STUDENTS IMPROVING IN SPECIFIC SUBJECTS?**

**ENGLISH LANGUAGE ARTS**

<table>
<thead>
<tr>
<th>Level 3</th>
</tr>
</thead>
</table>

**MATHEMATICS**

<table>
<thead>
<tr>
<th>Level 5</th>
</tr>
</thead>
</table>

**HOW MUCH ARE SPECIFIC STUDENT GROUPS IMPROVING?**

Student Growth scores reflect results for the entire student population as well as specific student groups.

Scores range from 0-4, with 4 being the highest.

**RESULTS FOR ALL STUDENTS**

4.0

out of 4

**RESULTS FOR SPECIFIC STUDENT GROUPS**

NA

Rocketship Public Schools 492
WHAT IS ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY’S OVERALL STUDENT GROWTH SCORE?
Scores range from 0-4, with 4 being the highest.

OVERALL STUDENT GROWTH SCORE

4
out of 4

RESULTS FOR ADDITIONAL SUBJECTS

SOCIAL STUDIES
Data not available

SCIENCE
Data not available

View the District Report for this school or the State Report

*Schools will have an indicator score of “NA” if they do not have enough data. Possible reasons include but are not limited to schools having less than the 30 valid tests or only one year of data.
For more information on suppression rules, please see more information here
CHRONICALLY OUT OF SCHOOL

- ARE STUDENTS COMING TO SCHOOL?

Chronically Out of School measures whether students are absent 10% or more of the year and whether the percentage of students who are chronically absent is decreasing from one year to the next.

WHAT PERCENTAGE OF STUDENTS WERE ABSENT FOR 10% OR MORE OF THE YEAR?

<table>
<thead>
<tr>
<th>CHRONICALLY OUT OF SCHOOL</th>
<th>18.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>≫ 6.5% increase from 2018</td>
<td></td>
</tr>
</tbody>
</table>

HOW OFTEN ARE SPECIFIC STUDENT GROUPS CHRONICALLY ABSENT OR BY HOW MUCH IS THIS IMPROVING FROM YEAR TO YEAR?

Chronically Out of School scores reflect results for the entire student population as well as specific student groups.

Scores range from 0-4, with 4 being the highest.

RESULTS FOR ALL STUDENTS

1.0 out of 4

RESULTS FOR SPECIFIC STUDENT GROUPS

2.3 out of 4

WHAT IS ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY’S OVERALL CHRONICALLY OUT OF SCHOOL SCORE?

Scores range from 0-4, with 4 being the highest.

OVERALL CHRONICALLY OUT OF SCHOOL SCORE

1.5 out of 4
ADDITIONAL INDICATORS OF SCHOOL CLIMATE

IN-SCHOOL SUSPENSIONS
0%

OUT-OF-SCHOOL SUSPENSIONS
0%

EXPULSIONS
0%

View the District Report for this school or the State Report

*Schools will have an indicator score of “NA” if they do not have enough data. Possible reasons include but are not limited to schools having less than the 30 valid tests or only one year of data. For more information on suppression rules, please see more information here
Progress on English language proficiency shows whether English learners (students whose primary language is not English) are growing in their ability to read, write, and speak English. This rating also reflects whether the school has improved from year to year in this category.

ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY'S OVERALL PROGRESS ON ENGLISH LANGUAGE PROFICIENCY

Scores range from 0-4, with 4 being the highest.

WHAT IS ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY'S OVERALL SCORE FOR PROGRESS ON ENGLISH LANGUAGE PROFICIENCY?

Overall score for progress on English Language Proficiency

2.7 out of 4

HOW WELL ARE ENGLISH LEARNERS PROGRESSING OVERALL?

Progress on English Language Proficiency score for the entire student population

51.9%

How well are English learners progressing overall?

RESULTS FOR ALL STUDENTS

3.0 out of 4

RESULTS FOR SPECIFIC STUDENT GROUPS

2.3 out of 4

Specific student groups:

Progress on English Language Proficiency scores reflect results for the entire student population as well as specific student groups.

WHAT IS ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY'S OVERALL SCORE FOR PROGRESS ON ENGLISH LANGUAGE PROFICIENCY?

Overall score for progress on English Language Proficiency

2.7 out of 4

HOW WELL ARE ENGLISH LEARNERS FROM SPECIFIC STUDENT GROUPS PROGRESSING OR IMPROVING AS A GROUP FROM YEAR TO YEAR?

Progress on English Language Proficiency score for specific student groups

2.3 out of 4

specific student groups:

Progress on English Language Proficiency scores reflect results for specific student groups.

WHAT IS ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY'S OVERALL SCORE FOR PROGRESS ON ENGLISH LANGUAGE PROFICIENCY?

Overall score for progress on English Language Proficiency

2.7 out of 4

HOW WELL ARE ENGLISH LEARNERS PROGRESSING OVERALL?

Progress on English Language Proficiency score for the entire student population

51.9%

How well are English learners progressing overall?

RESULTS FOR ALL STUDENTS

3.0 out of 4

RESULTS FOR SPECIFIC STUDENT GROUPS

2.3 out of 4

Specific student groups:

Progress on English Language Proficiency scores reflect results for specific student groups.

WHAT IS ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY'S OVERALL SCORE FOR PROGRESS ON ENGLISH LANGUAGE PROFICIENCY?

Overall score for progress on English Language Proficiency

2.7 out of 4

HOW WELL ARE ENGLISH LEARNERS FROM SPECIFIC STUDENT GROUPS PROGRESSING OR IMPROVING AS A GROUP FROM YEAR TO YEAR?

Progress on English Language Proficiency score for specific student groups

2.3 out of 4

specific student groups:

Progress on English Language Proficiency scores reflect results for specific student groups.

WHAT IS ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY'S OVERALL SCORE FOR PROGRESS ON ENGLISH LANGUAGE PROFICIENCY?

Overall score for progress on English Language Proficiency

2.7 out of 4

HOW WELL ARE ENGLISH LEARNERS PROGRESSING OVERALL?

Progress on English Language Proficiency score for the entire student population

51.9%

How well are English learners progressing overall?

RESULTS FOR ALL STUDENTS

3.0 out of 4

RESULTS FOR SPECIFIC STUDENT GROUPS

2.3 out of 4

Specific student groups:

Progress on English Language Proficiency scores reflect results for specific student groups.
ADDITIONAL INDICATORS FOR ENGLISH LANGUAGE LEARNER SERVICES

LONG-TERM ENGLISH LEARNERS

Results unavailable due to rate < 5%

View the District Report for this school or the State Report

*Schools will have an indicator score of “NA” if they do not have enough data. Possible reasons include but are not limited to schools having less than the 30 valid tests or only one year of data. For more information on suppression rules, please see more information here
HOW IS ROCKETSHIP UNITED PERFORMING OVERALL?
This report card shows how well the school helps students reach grade level, and how well the school is preparing them for success after high school. Just like a student’s report card shows how he or she is performing in different subjects, the school's report card shows how the school is performing in categories shown below, which the state has identified as key measures of success.

For more information about how these results are calculated, click here.

HOW IS ROCKETSHIP UNITED PERFORMING IN EACH OF THE FOLLOWING CATEGORIES?

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Out of 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>Student Growth</td>
<td>2.1</td>
<td>out of 4</td>
</tr>
<tr>
<td>Chronically Out of School</td>
<td>1.3</td>
<td>out of 4</td>
</tr>
<tr>
<td>Progress on English Language Proficiency</td>
<td>2.8</td>
<td></td>
</tr>
</tbody>
</table>

View the District Report for this school or the State Report

*Schools will have an indicator score of “NA” if they do not have enough data. Possible reasons include but are not limited to schools having less than the 30 valid tests or only one year of data. For more information on suppression rules, please see more information here*
Academic Achievement shows whether students are performing on grade level on state exams and whether the percentage of students on grade level is growing from one year to the next. For the 2018-19 school year, only English Language Arts and mathematics performance were used for Success Rate.

WHAT PERCENTAGE OF STUDENTS ARE AT OR ABOVE GRADE LEVEL?

English Language Arts

- 3.8% decrease from 2018

Mathematics

- 8.2% increase from 2018

WHAT PERCENTAGE OF STUDENTS ARE AT OR ABOVE GRADE LEVEL?

Success Rate

- 28.4%

- 48%

HOW ARE SPECIFIC STUDENT GROUPS PERFORMING OR IMPROVING AS A GROUP FROM YEAR TO YEAR?

3.0 out of 4

RESULTS FOR ALL STUDENTS

Scores range from 0-4, with 4 being the highest.

3.3 out of 4

RESULTS FOR SPECIFIC STUDENT GROUPS

Academic Achievement scores reflect results for the entire student population as well as specific student groups.
WHAT IS ROCKETSHIP UNITED'S OVERALL ACADEMIC ACHIEVEMENT SCORE?
Scores range from 0-4, with 4 being the highest.

OVERALL ACADEMIC ACHIEVEMENT SCORE
2.7
out of 4

RESULTS FOR ADDITIONAL SUBJECTS
SOCIAL STUDIES
Data not available

View the District Report for this school or the State Report

*Schools will have an indicator score of “NA” if they do not have enough data. Possible reasons include but are not limited to schools having less than the 30 valid tests or only one year of data. For more information on suppression rules, please see more information here
STUDENT GROWTH

STUDENT GROWTH- ARE STUDENTS IMPROVING?
Student Growth shows how much students improve from year to year.

Schools are rated as Level 1 through Level 5 to show how much students have grown, with Level 5 indicating the most growth.

The data below is from the 2018-19 school year.

HOW MUCH ARE STUDENTS IMPROVING OVERALL?

OVERALL STUDENT GROWTH
Level 3

HOW MUCH ARE STUDENTS IMPROVING IN SPECIFIC SUBJECTS?

ENGLISH LANGUAGE ARTS
Level 3

MATHEMATICS
Level 3

HOW MUCH ARE SPECIFIC STUDENT GROUPS IMPROVING?
Student Growth scores reflect results for the entire student population as well as specific student groups.

Scores range from 0-4, with 4 being the highest.

RESULTS FOR ALL STUDENTS
2.0
out of 4

RESULTS FOR SPECIFIC STUDENT GROUPS
2.3
out of 4
WHAT IS ROCKETSHIP UNITED'S OVERALL STUDENT GROWTH SCORE?
Scores range from 0-4, with 4 being the highest.

OVERALL STUDENT GROWTH SCORE

2.1
out of 4

RESULTS FOR ADDITIONAL SUBJECTS

SOCIAL STUDIES
Data not available

SCIENCE
Data not available

View the District Report for this school or the State Report

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CHRONICALLY OUT OF SCHOOL

CHRONICALLY OUT OF SCHOOL - ARE STUDENTS COMING TO SCHOOL?
Chronically Out of School measures whether students are absent 10% or more of the year and whether the percentage of students who are chronically absent is decreasing from one year to the next.

WHAT PERCENTAGE OF STUDENTS WERE ABSENT FOR 10% OR MORE OF THE YEAR?

CHRONICALLY OUT OF SCHOOL
15.1%  🔝 4.7% increase from 2018

HOW OFTEN ARE SPECIFIC STUDENT GROUPS CHRONICALLY ABSENT OR BY HOW MUCH IS THIS IMPROVING FROM YEAR TO YEAR?
Chronically Out of School scores reflect results for the entire student population as well as specific student groups.

Scores range from 0-4, with 4 being the highest.

RESULTS FOR ALL STUDENTS
1.0
out of 4

RESULTS FOR SPECIFIC STUDENT GROUPS
1.8
out of 4

WHAT IS ROCKETSHIP UNITED’S OVERALL CHRONICALLY OUT OF SCHOOL SCORE?
Scores range from 0-4, with 4 being the highest.

OVERALL CHRONICALLY OUT OF SCHOOL SCORE
1.3
out of 4

Rocketship Public Schools 503
### ADDITIONAL INDICATORS OF SCHOOL CLIMATE

**IN-SCHOOL SUSPENSIONS**
0%

**OUT-OF-SCHOOL SUSPENSIONS**
0.8%

**EXPULSIONS**
0%

View the [District Report](#) for this school or the [State Report](#)

*Schools will have an indicator score of “NA” if they do not have enough data. Possible reasons include but are not limited to schools having less than the 30 valid tests or only one year of data. For more information on suppression rules, please see more information [here](#)*
Progress on English Language Proficiency

Scores range from 0-4, with 4 being the highest.

WHAT IS ROCKETSHIP UNITED’S OVERALL SCORE FOR PROGRESS ON ENGLISH LANGUAGE PROFICIENCY?

Overall Progress on English Language Proficiency Score

2.8

RESULTS FOR ALL STUDENTS

out of 4

Results for All Students

3.0

RESULTS FOR SPECIFIC STUDENT GROUPS

out of 4

Results for Specific Student Groups

2.5

50.0%

Overall Progress on English Language Proficiency

How well are English Learners Progressing Overall?

How well are English Learners Progressing in their ability to read, write and speak English. This rating also reflects the extent to which the school has improved from year to year in this category.

Progress on English Language Proficiency shows whether English learners (students whose primary language is not English) are growing in their ability to read, write and speak English. This rating also reflects whether the

ROCKETSHIP UNITED
ADDITIONAL INDICATORS FOR ENGLISH LANGUAGE LEARNER SERVICES

LONG-TERM ENGLISH LEARNERS
Results unavailable due to rate < 5%

View the District Report for this school or the State Report

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Rocketship Southside Community Prep
Rocketship Education Wisconsin Inc | Public - All Students
School Report Card | 2018-19 | Summary

Overall Score

Exceeds Expectations

73.9

Priority Areas

<table>
<thead>
<tr>
<th>School Score</th>
<th>Max Score</th>
<th>K-5 State</th>
<th>K-5 Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td>49.9/100</td>
<td>65.7/100</td>
<td></td>
</tr>
<tr>
<td>English Language Arts (ELA) Achievement</td>
<td>22.0/50</td>
<td>31.6/50</td>
<td></td>
</tr>
<tr>
<td>Mathematics Achievement</td>
<td>27.9/50</td>
<td>34.1/50</td>
<td></td>
</tr>
</tbody>
</table>

School Growth

79.4/100

98.2%

80.6%

96.6%

92.5%

97.5%

80.6%

96.6%

92.5%

Closing Gaps

60/100

73.9/100

On-Track and Postsecondary Readiness

82.8/100

86.8/100

Graduation Rate

NA/NA

NA/NA

Attendance Rate

75.1/80

74.5/80

3rd Grade English Language Arts (ELA) Achievement

7.7/20

12.3/20

8th Grade English Language Arts (ELA) Achievement

Graduation Rate Gaps

Graduation Rate

NA/NA

NA/NA

8th Grade English Language Arts (ELA) Achievement Gaps

Student Achievement

School Growth

Closing Gaps

On-Track and Postsecondary Readiness

Student Engagement Indicators

Total Deductions: 0

Goal met: no deduction

Goal met: no deduction

Test Participation Information

Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

<table>
<thead>
<tr>
<th>Group</th>
<th>ELA 1-Year</th>
<th>ELA 3-Year</th>
<th>Math 1-Year</th>
<th>Math 3-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-Students Rate</td>
<td>96.6%</td>
<td>97.5%</td>
<td>96.6%</td>
<td>98.2%</td>
</tr>
<tr>
<td>Lowest Subgroup Rate: SwD</td>
<td>80.6%</td>
<td>92.5%</td>
<td>80.6%</td>
<td>92.5%</td>
</tr>
</tbody>
</table>

Note: For details about how weights are determined, see weighting calculator: https://oea-dpi.shinyapps.io/overall_weighting_calculator/

Report cards for different types of schools or districts should not be directly compared.

* denotes at least a 10-point Overall Score change in a single year when present. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.
Rocketship Transformation Prep
Rocketship Education Wisconsin Inc | Public - All Students
School Report Card | 2018-19 | Summary

**Overall Score**

| AR | ★★★★★

**Alternate Rating - Needs Improvement**
This school participates in the Alternate Accountability Process:
http://dpi.wi.gov/accountability/alternate-accountability

**Overall Accountability Ratings**

<table>
<thead>
<tr>
<th>Score</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>83-100</td>
<td>Significantly Exceeds</td>
</tr>
<tr>
<td>73-82.9</td>
<td>Exceeds</td>
</tr>
<tr>
<td>63-72.9</td>
<td>Meets</td>
</tr>
<tr>
<td>53-62.9</td>
<td>Meets Few</td>
</tr>
<tr>
<td>0-52.9</td>
<td>Fails to Meet</td>
</tr>
</tbody>
</table>

**Priority Areas**

<table>
<thead>
<tr>
<th>School/Max Score</th>
<th>K-5 State</th>
<th>K-5 Max</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Achievement</strong></td>
<td>NA/NA</td>
<td>65.7/100</td>
</tr>
<tr>
<td>English Language Arts (ELA) Achievement</td>
<td>NA/NA</td>
<td>31.6/50</td>
</tr>
<tr>
<td>Mathematics Achievement</td>
<td>NA/NA</td>
<td>34.1/50</td>
</tr>
<tr>
<td><strong>School Growth</strong></td>
<td>NA/NA</td>
<td>66.0/100</td>
</tr>
<tr>
<td>English Language Arts (ELA) Growth</td>
<td>NA/NA</td>
<td>33.0/50</td>
</tr>
<tr>
<td>Mathematics Growth</td>
<td>NA/NA</td>
<td>33.0/50</td>
</tr>
<tr>
<td><strong>Closing Gaps</strong></td>
<td>NA/NA</td>
<td>73.9/100</td>
</tr>
<tr>
<td>English Language Arts (ELA) Achievement Gaps</td>
<td>NA/NA</td>
<td>37.9/50</td>
</tr>
<tr>
<td>Mathematics Achievement Gaps</td>
<td>NA/NA</td>
<td>36.0/50</td>
</tr>
<tr>
<td>Graduation Rate Gaps</td>
<td>NA/NA</td>
<td>NA/NA</td>
</tr>
<tr>
<td><strong>On-Track and Postsecondary Readiness</strong></td>
<td>NA/NA</td>
<td>86.8/100</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>NA/NA</td>
<td>NA/NA</td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>NA/NA</td>
<td>74.5/80</td>
</tr>
<tr>
<td>3rd Grade English Language Arts (ELA) Achievement</td>
<td>NA/NA</td>
<td>12.3/20</td>
</tr>
<tr>
<td>8th Grade Mathematics Achievement</td>
<td>NA/NA</td>
<td>NA/NA</td>
</tr>
</tbody>
</table>

**School Information**

<table>
<thead>
<tr>
<th>Grades</th>
<th>K4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>Elementary School</td>
</tr>
<tr>
<td>Enrollment</td>
<td>79</td>
</tr>
<tr>
<td>Percent Open Enrollment</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.5%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>81.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>11.4%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>2.5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

**Student Groups**

| Students with Disabilities | 13.9% |
| Economically Disadvantaged | 72.2% |
| English Learners           | 1.3%  |

**Student Achievement**

<table>
<thead>
<tr>
<th>Group</th>
<th>ELA 1-Year</th>
<th>ELA 3-Year</th>
<th>Math 1-Year</th>
<th>Math 3-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-Students Rate</td>
<td>&lt;20</td>
<td>&lt;20</td>
<td>&lt;20</td>
<td>&lt;20</td>
</tr>
<tr>
<td>NA</td>
<td>NA%</td>
<td>NA%</td>
<td>NA%</td>
<td>NA%</td>
</tr>
</tbody>
</table>

Test Participation Information

Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Note: For details about how weights are determined, see weighting calculator:
https://oea-dpi.shinyapps.io/overall_weighting_calculator/

**Percentile Weight**

<table>
<thead>
<tr>
<th>Student Engagement Indicators</th>
<th>Total Deductions: NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism Rate (goal &lt;13%)</td>
<td>NA</td>
</tr>
<tr>
<td>Dropout Rate (goal &lt;6%)</td>
<td>NA</td>
</tr>
</tbody>
</table>

<sup>^</sup> denotes at least a 10-point Overall Score change in a single year when present. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.
Attachment 8: Proposed Discipline Policy

Provide the school's proposed discipline policy.

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1 Note a copy of our Discipline Policy was also included in our Gen 25 charter application. See, Rocketship Public Schools. (2020, Jan 21). *Gen 25 Open-Enrollment Charter Application.*
http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/25-21.pdf,
Safety, order, and student discipline are fundamental to learning at Rocketship Public Schools. Rocketship expects all students to behave in a way that fosters a safe and welcoming environment for other students, Rocketship staff, and community members.

Students will be subject to disciplinary action if they engage in prohibited conduct while on school property, when attending any school-sponsored activity, or while in transit going to or coming from a Rocketship campus. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student’s ability to participate in the school program. Some disciplinary infractions are so serious that they may subject a student to suspension and/or expulsion.

Section I of this policy outlines the Rocketeer Code of Conduct that we expect students to follow as well as expectations for students. Section II discusses in-school disciplinary actions. Sections III and IV discuss suspensions and expulsions, respectively, including the offenses that could subject a student to each of these consequences as well as the procedures that the school will follow in the event of a suspension or expulsion.

SECTION I: CODE OF CONDUCT

The Rocketship Code of Conduct includes the following non-negotiable expectations for our Rocketeers:

- Adherence to the Rocketship Commitment to Excellence.
- Adherence to the Rocketship Core Values: Respect, Responsibility, Persistence, Empathy, and the fifth campus-specific Value chosen by each school.

- Adherence to the Rocketship Creed:
  
  I am a Rocketship Rocketeer at home, at school, and in my community
  I am respect of myself, others, and the environment
  I am responsible for my learning, actions, and achievements
  I have empathy of my world.

  Aaah persistent in attaining excellence.

Together, we are all Rocketship Rocketeers.

SECTION II: IN-SCHOOL DISCIPLINARY ACTIONS

A. Prohibited Conduct

The following conduct is prohibited by Rocketship and may subject a student to in-class disciplinary action in accordance with this policy. Note that, depending on the circumstances, some of these offenses may

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1 Rocketship Texas’s proposed Student Discipline Policy is derived from similar policies used across other schools within the Rocketship Education network. See Rocketship Student Discipline Policy - All Regions (https://www.rocketshipschools.org/wp-content/uploads/2017/09/Student-Discipline-Policy.pdf).
additionally or alternatively subject a student to suspension or expulsion, as further described in Sections III and IV below.

- Engaging in acts of discrimination, harassment, intimidation or bullying as defined by Rocketship’s bullying prevention policies and T.E.C. 37.0832.
- Insubordination (including, but not limited to, refusing to follow directions, refusing to identify oneself to a staff member, running away from a staff member, talking back to a staff member).
- Fighting or engaging in behaviors that threaten the safety of oneself or others.
- Disrupting school activities.
- Playing in the hallways or bathroom.
- Dishonesty/lying to staff members.
- Theft of property.
- Academic dishonesty, including plagiarism or cheating.
- Inciting or attempting to incite others to violence or disruption.
- Aiding or abetting the infliction or attempted infliction of violence on another.
- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Recording or photographing students or staff members without their prior knowledge and consent.
- Using computers for non-school related activities, including viewing or accessing prohibited sites.
- Using cell phones or other personal electronic communication devices on school property, during school hours or during school functions, except when under express permission and supervision of a staff member.
- Trespassing (including being on school grounds while school is not in session, being in unauthorized areas of the building, and use of the bathroom without permission).
- Leaving the classroom, school building, school property, or school activity without permission.
- Intentionally altering, falsifying, destroying, or fabricating any official document (including 9-1-1 phone calls and setting off fire alarms).
- Repeatedly violating Rocketship’s Student Dress Code.
- Violating Rocketship Public Schools’ Code of Conduct, as described above.

B. In-school Disciplinary Actions

Rocketship relies on proactive, preventive supports to promote positive behavior at school. Rocketship has implemented a Positive Behavior Interventions and Supports (PBIS) framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship’s PBIS infrastructure and classroom management systems are insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant
additional discipline, Rocketship may take alternative in-school disciplinary action. These actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal’s office.
- Excluding the student from classroom activities or privileges through a “time out” or temporary placement in another classroom.
- Calling or writing/emailing the student’s parent/guardian.
- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing an individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Sending the student to a peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Requiring that the student take actions to counteract/ameliorate a problem (i.e. fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student’s participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

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 restraint that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Rocketship shall comply with all provisions of T.E.C. 37.0021 regarding the use of confinement, restraint, seclusion, and timeout.

As described above, severe infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion, as outlined in Rocketship’s Suspension and Expulsion Policy.

C. In-School Suspension

In-school suspension ("ISS") provides an alternative to out-of-school suspension. ISS allows students to be counted present and provides an in-school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete school work in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student’s regularly scheduled class. ISS is also not a confinement or seclusion as defined in T.E.C. 37.0021.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity;

Only the Principal or Assistant Principal, with prior approval from his/her supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal’s discretion.
Principals should place the student in ISS as soon as possible after the infraction is reported. The principal will ensure that:

- Students assigned to ISS are provided a safe, positive environment
- Students assigned to ISS are properly supervised; and
- Students assigned to ISS are allowed to complete class work assigned during his/her placement in ISS.
- All class work for students is obtained, academic assistance is provided as necessary, and completed work is returned to the student’s classroom teacher.
- Activities of academic value are provided for the student when the classroom teacher’s work is not provided or is insufficient for ISS time assigned.
- Additionally, classroom teachers will:
  - Provide classwork commensurate to the work missed for a student in ISS.
  - Record a student in ISS as present. There will be no attendance-related penalty for assignment to ISS.
  - Evaluate the student’s work completed in ISS and give credit for work completed in ISS.
  - Ensure that students in ISS receive credit for attendance and full credit for work completed.

The student’s parent/guardian must be notified of a student’s assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or his/her designee may make contact through e-mail.

SECTION III: SUSPENSIONS

Suspension should only be considered in cases of egregious behavioral infractions, in accordance with all applicable state and federal laws, as we believe that our students are best served when they are present at school every day.

Rocketship administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this policy is available on request at the Principal’s office.

A student identified as an individual with disabilities or for whom Rocketship has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) 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 general education students except when federal and state law mandates additional or different procedures, as further described below.

A. Grounds for Suspension
A student may be suspended for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student’s ability to participate in the school program.

A student in grades 3-5 may be suspended for any of the following acts when it is determined that the student:

1. conduct that contains the elements of an offense related to weapons under Section 46.02 or 46.05, Penal Code;
2. engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Section 42.06, Penal Code, or terroristic threat under Section 22.07, Penal Code; or
3. engages in conduct punishable as a felony;
4. engages in conduct that contains the elements of the offense of assault under Section 22.01(a)(1), Penal Code;
5. sells, gives, or delivers to another person or possesses or uses or is under the influence of:
   a. marihuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.; or
   b. a dangerous drug, as defined by Chapter 483, Health and Safety Code;
6. sells, gives, or delivers to another person an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage;
7. engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Sections 485.031 through 485.034, Health and Safety Code;
8. engages in conduct that contains the elements of the offense of public lewdness under Section 21.07, Penal Code, or indecent exposure under Section 21.08, Penal Code; or
9. engages in conduct that contains the elements of the offense of harassment under Section 42.07(a)(1), (2), (3), or (7), Penal Code, against an employee of the school district.
10. engages in conduct on or off of school property that contains the elements of the offense of retaliation under Section 36.06, Penal Code, against any school employee.
11. engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Section 42.06, Penal Code, or terroristic threat under Section 22.07, Penal Code;
12. engages in conduct that contains the elements of an offense under Section 22.01(a)(1), Penal Code, against a school district employee or a volunteer as defined by Section 22.053; or
13. engages in conduct that contains the elements of the offense of deadly conduct under Section 22.05, Penal Code;
14. engages in conduct that contains the elements of the offense of aggravated robbery under Section 29.03, Penal Code, against another student, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property; or
15. engages in conduct that contains the elements of the offense of breach of computer security under Section 33.02, Penal Code, if:
B. Suspension Procedures

A suspension is a temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator. Suspensions can range from one to five school days, depending on the seriousness of the violation. Students are expected to complete all work assigned while they serve their suspension.

Suspensions at Rocketship will adhere to the following procedures:

Conference. When feasible, suspension may be preceded by a conference conducted by the Principal or designee with the student and his/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 due to an emergency situation, both the parent/guardian and student shall be given the opportunity to conference within two school days.

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

Absent an emergency situation, the Principal will attempt to hold the conference before the student is sent home on suspension.

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

Notice to Parents/Guardians. At the time that the decision is made to suspend a student, the Principal or designee shall make a reasonable effort to contact the student's parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension, the reason for the suspension, the length of the suspension, the student’s right to return to school at the end of the suspension, and any conditions for that return (i.e. a return conference with the parent/guardian) and the date of return following suspension. 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.

A copy of this notice will also be filed in the student’s cumulative folder in the school.

Suspension Time Limits/Recommendation for Expulsion. Suspensions, when not including a recommendation for expulsion, shall not exceed three consecutive school days per suspension. In calculating days of suspension, days served will not include days when school is not in session for students, including but not limited to school closure days, school holidays, spring break, and summer break. If the student leaves school on the day that the suspension was imposed, this day will be counted as part of the suspension if the student was denied class participation prior to...
12:00 noon of that day. The suspension shall terminate at midnight on the day listed as the last day of the suspension.

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a second conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students who are suspended shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension. Rocketship shall provide to a student during the period of the student's suspension under this section an alternative means of receiving all course work that the student misses as a result of the suspension. Rocketship must provide at least one option for receiving the course work that does not require the use of the Internet.

SECTION IV: EXPULSIONS

Recommendations for expulsion should not be pursued except in the most extreme cases, in accordance with state law, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

A. Expulsion Offenses

Rocketship will follow Texas law with regards to expulsion offenses. In accordance with T.E.C. 37.007, student may be expelled if the student commits any of the offenses listed as Numbers 1-14 in Section III above, and the school determines that the severity of the circumstances warrants expulsion. See T.E.C. 37.007(b)

Pursuant to T.E.C. 37.007(a), student shall be expelled if the student, on school property or while attending a school-sponsored or school-related activity on or off school property:

1. Engages in conduct that contains the elements of the offense of unlawfully carrying weapons under Section 46.02 of the Penal Code, or elements of an offense relating to prohibited weapons under Section 46.05 of the Penal Code;
2. Engages in conduct that contains the elements of the offense of:
   a. Aggravated assault under Section 22.02 of the Penal Code, sexual assault under Section 22.011 of the Penal Code, or aggravated assault under Section 22.021 of the Penal Code.
   b. Arson under Section 28.02 of the Penal Code.
   c. Murder under Section 19.02 of the Penal Code, capital murder under Section 19.03 of the Penal Code, or criminal attempt under Section 15.01 of the Penal Code to commit murder or capital murder.
3. Engages in conduct specified by T.E.C. 37.006(a)(2)(C) or (D), if the conduct is punishable as a felony.
4. indecency with a child under Section 21.11, Penal Code;
5. aggravated kidnapping under Section 20.04, Penal Code;
6. aggravated robbery under Section 29.03, Penal Code;
7. manslaughter under Section 19.04, Penal Code;
8. criminally negligent homicide under Section 19.05, Penal Code; or
9. continuous sexual abuse of young child or children under Section 21.02, Penal Code

If it is determined by the Academic Affairs Committee that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994, except that the superintendent may modify the length of the expulsion in the case of an individual student. In such instances, the student shall be provided due process rights of notice and a hearing as required by this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

B. Authority to Expel

An expulsion is the permanent dismissal of a student from the Rocketship program, subject to any rehabilitation plan as further described below. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school. Students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

The full authority of the Rocketship governing Board of Directors (“the Board”) to hear and conduct expulsions shall be granted to the neutral and impartial Academic Affairs Committee, a committee of the Board. The neutral and impartial Academic Affairs Committee shall consist of three board members. A student may be expelled either by the Academic Affairs Committee following a hearing before it or upon the recommendation of a neutral and impartial Administrative Panel, as further described below. The Administrative Panel shall be comprised of five Rocketship staff members, none of whom are full-time staff members of the Rocketship school currently attended by the student being considered for expulsion.

C. Expulsion Procedures

**Hearing:** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 20 school days after the Principal or
designee determines that the student has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will, within 10 calendar days of the hearing, make a recommendation to the Academic Affairs Committee for a final decision whether or not to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian before the date of the hearing and at least five school days before the date of the hearing or any effective date of any expulsion or involuntary removal. No student shall be involuntarily removed unless the parent or guardian of the student has received this notice of intent at least five days before the hearing or any effective date of expulsion or involuntary removal. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based, along with a summary of the evidence against the student;
- A copy of Rocketship’s disciplinary rules which relate to the alleged violation;
- 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;
- The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
- The written notice shall be in the native language of the pupil or the pupil’s parent or guardian, and shall inform him or her of the right to initiate the procedures specified above, before the effective date of the involuntary removal.
- The student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this policy, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspension.

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

Rocketship 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 that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the 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. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion 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 Administrative Panel or the Academic Affairs Committee may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity 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 Administrative Panel or the Academic Affairs Committee from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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 entity 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.

E. 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.

F. 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 or Academic Affairs Committee 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. Sworn declarations may be admitted as testimony from witnesses of whom the Academic Affairs Committee or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, 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 Academic Affairs Committee, which will make a final determination regarding the expulsion. The final decision by the Academic Affairs Committee shall be made within ten (10) school days following the conclusion of the hearing.

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

G. 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:

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.
● notice of the right to appeal and the process
● information regarding rehabilitation and readmission
● information regarding alternative education.

H. Right to Appeal

The student/family shall have the right to appeal the decision to expel the student from Rocketship directly to the Academic Affairs Committee. If the Academic Affairs Committee made the final decision on the expulsion, the appeal shall go directly to the Executive Committee of the Board. The request to appeal must be made in writing and shall be submitted to the Academic Affairs Committee or Executive Committee within five business days of being made aware of the decision to expel the student. The appeal shall be heard by the Academic Affairs Committee or Executive Committee within 15 calendar days of receipt of the appeal. Any decision made on appeal shall be final.

I. Expelled Students/Alternative Education

With the exception of students with disabilities under IDEA, students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their school district of residence. The Charter School shall work cooperatively with parents/guardians and the student’s local school district to assist with locating alternative placements during expulsion.

J. Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, 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 student may be reviewed for readmission to a Rocketship school.

The decision to readmit a pupil who has been expelled from a Rocketship 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 Rocketship’s capacity at the time the student seeks readmission.

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil’s previous school. The Principal shall make a recommendation following
the meeting regarding his or her determination. The pupil’s admission is also contingent upon RSED's capacity at the time the student seeks admission.

SECTION V: Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

A. Services During Suspension

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

B. Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. “Change of Placement” includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year.

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child’s disability, the IEP Team will (a) conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

The conduct will be considered a manifestation of the child’s disability if it is determined that (a) the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or (b) the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

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

C. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the 45 day time period provided for in an interim alternative educational setting, unless the parent and the school agree otherwise. Rocketship shall comply with 20 U.S.C. Section 1415(k)(2), which states that interim alternative educational setting shall be determined by the IEP team.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

D. Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student: a) carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function; (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or (c) has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

E. Interim Alternative Educational Setting

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

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

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

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists prior to the behavior at issue:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

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

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

Rocketship shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
Attachment 9: Evidence of Community Support

Provide evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.
We do not have any MOUs or contracts at this time. Please see Attachment 4 for letters of support from parents, community members, and organizations and Attachment 33 for letters of philanthropic support.
Attachment 10: Bylaws

Provide the proposed bylaws for the charter school’s governing board or the existing bylaws of the sponsoring entity.

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AMENDED AND RESTATED
BYLAWS
OF
ROCKETSHIP PUBLIC SCHOOLS TEXAS

WHEREAS, the initial Board of Directors of Rocketship Public Schools Texas (the “Corporation”) caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation;

NOW, THEREFORE BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to own and operate an Open-Enrollment Charter School (the “School”) as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

ARTICLE ONE
NAME, OFFICE AND SEAL

1.01 Name. The name of the Corporation is “Rocketship Public Schools Texas”
1.02 **Office.** The principal office of the Corporation will be located at 845 Proton Road, San Antonio, Texas 78258.

1.03 **Seal.** The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

**ARTICLE TWO**

**MEETINGS & RECORDS**

2.01 **Regular Meetings, Frequency and Place.** Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

2.02 **Annual Meeting.** The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 **Special Meetings.** Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition or the Certificate of Formation, to transact any business described in the call for the special meetings.

**MEETINGS RELATING TO CHARTER SCHOOLS**

2.04 **Charter School Meetings.** When conducting business relating in any way to the operations or affairs of any of the Corporation’s open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

   (a) **Closed Meetings:** The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

   (b) **Emergency Meetings:** In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.
(c) **Video Conferencing:** Meetings may also be conducted by videoconference call if the presiding officer is present at one location open to the public and the notice of the meeting states the intent to have the presiding officer present. Audio and video must be simultaneously available to the public and the meeting shall be audio recorded. Each participant shall be clearly visible and audible to other participants and to members of the public in attendance. The meeting must meet other prerequisites of the Texas Open Meetings Act.

2.05 **Notice for Charter School Meetings.** When conducting business related to the operations or affairs of the Corporation’s open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, the Certificate of Formation, or these Bylaws will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) **Posting of Notice:** In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) **Emergency Notice:** Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to one hour before such meeting. At such an emergency meeting, the Board may only address the matter requiring the emergency action. The notice must identify the nature of the emergency and the urgent public necessity requiring emergency action.

(c) **Internet Posting:** Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation’s Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) **Closed Meetings:** The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 **Charter School Meeting Order of Business.** When conducting business related to the operations or affairs of the Corporation’s open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.
CORPORATE BOARD MEETINGS
NOT RELATING TO CHARTER SCHOOLS

2.07 Non-Charter Meetings. When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation’s open-enrollment charter schools, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these Bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.08 Board Action By Written Consent. When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation’s open-enrollment charter schools, the Board may take any action required or permitted to be taken at a meeting of the Board of Directors or committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by a majority of directors or committee members entitled to vote (written consent) subject to all requirements of applicable law. The written consent for any such action by the Board or committee must state the date of each Director’s or committee member’s signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10th) day after the earliest date of consent and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery, electronic transmission or by certified or registered mail, return receipt requested. Where required by law, including fundamental transactions as applicable, such action shall be by unanimous written consent.

MEETINGS & RECORDS GENERALLY

2.09 Corporate Records. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation’s records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.10 Quorum. The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.
2.11 **Order of Business.** Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

2.12 **Record of Board Action.** All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.09 herein.

2.13 **Voting.** All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.14 **Fundamental Actions.** In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

- (a) Amendment of a certificate of formation [or articles of incorporation];
- (b) Voluntary winding up under Chapter 11;
- (c) A revocation of a voluntary decision to wind up under Chapter 11;
- (d) A cancellation of an event requiring winding up under Chapter 11;
- (e) A reinstatement under Section 11.202;
- (f) A distribution plan under Section 22.305;
- (g) A plan of merger under Subchapter F;
- (h) A sale of all or substantially all of the assets of the Corporation;
- (i) A plan of conversion under Subchapter F; or
- (j) A plan of exchange under Subchapter F
2.15 **Compensation.** Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.


**ARTICLE THREE**

**DIRECTORS**

3.01 **Management.** The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 **Number and Qualifications.** The Board of Directors will consist of no fewer than three (3) persons.

3.03 **Removal.** Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director’s excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 **Term.** The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 **Vacancy.** The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 **Resignation.** Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 **Compensation.** Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may
authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

3.08 Conflict of Interest and Interested Directors and Officers. The Board shall adopt (and periodically review) an Ethics and Conflicts of Interest Policy satisfying the requirements of federal and state law governing conflicts of interest and interested transactions among charter school and charter holder board members and officers, as described in Texas Education Code chapter 12 and 19 T.A.C. §§ 100.1131, 100.1132, 100.1133, 100.1134, and as required by Local Government Code chapter 171 and 176 and Government Code chapter 573.

3.09 Powers. All corporate powers, except, such as are otherwise provided for in these Bylaws, the contract for charter and in the laws of the State of Texas, are hereby vested in and shall be exercised by the Board of Directors. Without limiting the Board’s authority, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted in compliance with Texas Government Code, Chapter 551:

(a) Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
(b) Final authority to adopt or amend the budget of the charter holder or the charter school;
(c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;
(d) Final authority to direct the disposition or safekeeping of public records;
(e) Final authority to adopt policies governing charter school operations;
(f) Final authority to approve audit reports; and
(g) Initial or final authority to select, employ, direct, evaluate, renew, nonrenew, terminate, or set compensation for the Chief Executive Officer.

ARTICLE FOUR
OFFICERS

4.01 Officers. The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 Appointment. The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

4.03 Chairman. The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

4.04 Vice-Chairman. A Vice-Chairman will act under the direction of the Chairman, and in his absence will have the duties and powers of the Chairman. A Vice-Chairman will have other duties and powers as the Chairman of the Board of Directors may assign.
4.05 Secretary. The Secretary will have the general powers and duties usually vested in such office for a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it, and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the executive and other committees of the meetings of the Board of Directors, the executive and other committees of the Corporation to record in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

4.06 Treasurer. The Treasurer will be responsible for all funds and securities of the Corporation, and will have the general powers and duties usually vested in such office for a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

4.07 Other Officers. The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE
COMMITTEES

5.01 Committees. Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by the Board of Directors.

5.02 Notice. Any committee meeting at which a quorum of the Board of Directors attends, or at which a deliberation as defined by the Open Meetings Act takes place, shall give written notice of the meeting and shall keep and deliver a copy of minutes of its proceedings to
the Secretary of the Board, in accordance with the Texas Open Meetings Act. Committees that are advisory only without delegated authority or power may not fall under the Open Meetings Act. If, however, a committee has delegated authority or it has power to make final decisions, to adopt rules regarding school business, or if the Board of Directors usually approves its recommendations in full, then it must meet in accordance with the Open Meetings Act.

ARTICLE SIX
DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 Depositories. All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 Transactions. All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 Loan or Grant Authority. No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN
CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 Insider Dealing. Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director’s presence, (b) the facts and nature of the Director’s interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Furthermore, in accordance with Texas law and commissioner rule, a transaction with a current or former board member or officer of the charter school, who served within 5 years of the transaction, may require an independent appraisal, audit and prior notice to the TEA for TEA’s review and approval prior to entering into such transaction.

7.02 Insider Loans. No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.
ARTICLE EIGHT
INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 Liability. A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member and will not be liable for the act or omission of any other Director.

8.02 Indemnification. Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney’s fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 Insurance. The Board of Directors will have the power to purchase and maintain at the Corporation’s expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE
AMENDMENT OF BYLAWS

9.01 Amendment. Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN
MISCELLANEOUS

10.01 Fiscal Year. The fiscal year of the Corporation will begin on July 1 of each year and will end on June 30 of the next year.

10.02 Annual Report. The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

(a) The assets and liabilities of the Corporation as of the end of the fiscal year.
(b) The principal changes in assets and liabilities during the fiscal year;
(c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.
(d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;
(e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.
(f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 Federal Tax Filing. The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 Construction. Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 Statutory and Other Authority. These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

DATED: 4/24/2020

Rocketship Public Schools Texas

By: /s/ Peter Philpott

Peter Philpott, Director
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
<th>TEA Contingency Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attachment 11- Code of Ethics and Conflict of Interest Policy</td>
<td>539</td>
<td><strong>Request:</strong> Adopt and submit policies regarding bidding on projects to ensure contracts are in the best interest of students at the school and avoid conflicts of interest.</td>
</tr>
</tbody>
</table>
PART I: PREAMBLE

The Board of Directors (collectively, the “Board” or the “Directors,” and individually a “Director”) of Rocketship Public Schools Texas (“Rocketship Texas”) is committed to maintaining the highest legal and ethical standards in the conduct of the business of Rocketship Texas, and to protecting the integrity and reputation of Rocketship Texas, the Board, and all Rocketship Texas employees, volunteers, and programs. This policy incorporates, and to the extent of conflict, supersedes the “Rocketship Public Schools Texas Conflict of Interest Policy” previously adopted by this Board and presented to the Internal Revenue Service in support of the corporation’s application for tax exempt status.

The Directors and Officers (as defined below) shall exercise their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers shall ensure that they (1) do not compromise their independence of judgment, (2) preserve confidence and trust in the organization and the Board, and (3) protect and fulfill the mission of Rocketship Texas. As such, this Policy will assist Directors and Officers as they identify actual or potential conflicts of interest, and with a procedure to address conflicts which may arise.

PART II: ETHICAL PRINCIPLES

Sec. 1. PERSONAL AND PROFESSIONAL INTEGRITY

Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

Sec. 2. FINANCIAL STEWARDSHIP

As a tax-exempt public charity, Rocketship Texas shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of Rocketship Texas, and not the private interests of Directors or Officers.

Sec. 3. PUBLIC ACCOUNTABILITY

Rocketship Texas shall provide comprehensive and timely information in accordance with applicable state and federal law and shall be responsive to reasonable requests for information about its activities. Additionally, informational data about Rocketship Texas, such as IRS Form 990, audited financial statements and Annual Financial and Compliance Report, shall be made available to the public in accordance with applicable state and federal law.

Sec. 4. ACCURACY AND RETENTION OF RECORDS

Rocketship Texas will create and maintain records that satisfy operational and legal requirements, including federal, state and local laws.

DATE ADOPTED: September 23, 2021

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Sec. 5. **Political Activities**

As a 501(c)(3) tax-exempt public charity, Rocketship Texas shall not engage in political activities. Directors and Officers shall not use their relationship with Rocketship Texas to promote or oppose political candidates or parties, or to create the appearance that Rocketship Texas endorses or opposes a political candidate or party for elected office.

Sec. 6. **Endorsements and Use of the Rocketship Public Schools Texas Name and Affiliation**

The Rocketship Public Schools Texas name, logo, letterhead, or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Directors.

Sec. 7. **Questions, Concerns or Reports of Violations**

Should a Director or Officer believe a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his or her duty to report the matter to the President of the Board, or the Chief Executive Officer/Superintendent, as appropriate.

PART III: CONFLICTS OF INTEREST

Sec. 1. **Statement on State Law**

Rocketship Texas and its Officers and Directors shall comply with state law governing conflicts of interest among charter holder board members and officers. This includes state law as described in Chapter 12 of the Texas Education Code, Chapter 171 of the Local Government Code, Chapter 176 of the Local Government Code, and 19 TAC §§ 100.1131–100.1135.

(a) **Conflicts Requiring an Affidavit and Abstention from Voting**

The following circumstances shall be deemed a Conflict of Interest, and the Director or Officer shall, in addition to the procedures set forth in Part III, Section 3 (Conflict of Interest Procedures), take the following action:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest, and shall abstain from further participation in the matter if:

(A) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or
(B) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above is filed with the Secretary of the Board.

(3) The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit unless a majority of the Board is composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.

(4) Separate Vote on Budget Item. The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. Abstention is required, except as provided above and in 19 TAC § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

(b) Conflicts Requiring the Completion of a Conflicts Disclosure Statement

The following circumstances shall be deemed a conflict of interest and the Director or Officer shall, in addition to the procedures set forth in Part III, Section 3 (Conflict of Interest Procedures), take the following action:

(1) A local government officer must file a conflicts disclosure statement with respect to a vendor if the vendor enters a contract with the local governmental entity, or the local governmental entity is considering entering a contract with the vendor; and the vendor:

(A) has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds $2,500 during the 12-month period preceding the date that the officer becomes aware that:

(i) a contract between the local governmental entity and vendor has been executed; or
(ii) the local governmental entity is considering entering into a contract with the vendor;

(B) has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than $100 in the 12-month period preceding the date the officer becomes aware that:

(i) a contract between the local governmental entity and vendor has been executed; or
(ii) the local governmental entity is considering entering a contract with the vendor; or

(C) has a family relationship with the local government officer.

(2) Political Contributions or Gifts. A local government officer is not required to file a CIQ form in relation to a gift accepted by the officer or a family member of the officer if the gift is a political contribution or food accepted as a guest.

(3) Deadline for Disclosure. A local government officer shall file a completed conflicts disclosure statement, attached as Exhibit C, with the records administrator of the local governmental entity not later than 5 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement

(4) Records Retention and Internet Posting. Rocketship Texas shall maintain the completed statements in accordance with the local governmental entity’s records retention schedule and shall posted the completed statements on the school’s website as required by law.

Sec. 2. Statement on Federal Law

Rocketship Texas and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section 4958 of the Internal Revenue Code and 26 CFR § 53.4958 (the “federal tax rules”) when it is contemplating entering a transaction or arrangement that may benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A “disqualified person” includes Directors and Officers, and any person who is in a position to exercise substantial influence over the affairs of the corporation. A “disqualified person” includes Family (as defined below) of the disqualified person.

a) Interested Person

Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect interest, as defined below, is an “Interested Person.”

(1) A person has an “Interest” if the person has, directly or indirectly, through business, investment, or Family:

(A) an ownership or investment interest, directly or indirectly, in any entity with which Rocketship Texas has a transaction or arrangement;

(B) a compensation arrangement with Rocketship Texas, or with any entity or individual with which Rocketship Texas has a transaction or arrangement; or
(C) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Rocketship Texas is negotiating a transaction or arrangement.

(2) “Compensation” is defined to include direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

(3) A person has an “Interest” if the person has a substantial interest in a business entity or a substantial interest in real property as described in Part III, Section 2-a-1 above.

b) Interested Person with Conflict of Interest

An Interested Person shall have a Conflict of Interest only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

Sec. 3. CONFLICT OF INTEREST PROCEDURES

a) Duty of Prior Disclosure

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it, and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) Transaction Not Subject to Board Action. An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the President of the Board or Superintendent, any such Interest. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) Untimely Disclosure. If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

(3) Failure to Disclose. If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person’s explanation and conducting such investigation as may be warranted under the circumstances, the Board may determine that
the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

b) Determining Whether a Conflict of Interest Exists

After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest (“Conflict of Interest”) exists. No Director shall vote on any matter in which he or she has a Conflict of Interest.

c) Vote by Disinterested Directors

(1) Nonparticipation of Directors with Conflict. A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board’s discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during, or outside of the Board meeting.

(2) Action by Disinterested Directors. If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(A) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(B) Except as otherwise allowed by law, and as set forth in Part III, Section 1-b-3 (Conflicts Requiring an Affidavit and Abstention from Voting), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved, or ratified by a single Director.

(3) Vote Not Disallowed by Presence of Directors with a Conflict. The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved, or ratified, as prescribed herein.

(4) Circumstances in Which Comparability Data is Necessary. If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above at page 6(B)) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by Rocketship Texas to the Interested Person or Persons does not exceed the value of the
consideration received in exchange by obtaining and reviewing appropriate comparable data (“Comparability Data”).

(A) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (i) compensation levels paid by similarly situated schools; (ii) the availability of similar services within the same geographic area; (iii) current compensation surveys compiled by independent firms; and (iv) written offers from similar institutions competing for the same person’s services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to: (i) current independent appraisals of the property, and (ii) offers received in a competitive bidding process.

(B) Based on the Comparability Data, the Board or committee shall determine, by a majority vote of the disinterested Directors or committee members, whether the transaction or arrangement is fair and reasonable to Rocketship Texas. In conformity with the above determination, the Board or committee shall make its decision as to whether to enter into the transaction or arrangement.

(C) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Part III, Section 3-d (Documentation) below.

d) Documentation

The Board Secretary shall keep accurate minutes reporting:

(1) Interest Disclosed; Determination of Conflict of Interest. That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(A) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible Conflict of Interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board’s or committee’s decision as to whether a Conflict of Interest in fact existed.

(B) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(C) A completed Affidavit of Abstention complying with Local Government Code Chapter 171 and 19 TAC §§ 100.1131-1134 (see Affidavit Exhibit A).
(2) Nonparticipation of Directors with Conflict. That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) Comparability Data. The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) Vote of Disinterested Directors. That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

Sec. 4. COMPENSATION

(1) A Director who receives compensation, directly or indirectly, from Rocketship Texas for services is precluded from voting on matters pertaining to that Director’s compensation.

(2) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Rocketship Texas for services is precluded from voting on matters pertaining to that member’s compensation.

(3) No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Rocketship Texas, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

(4) Except with respect to Board decisions regarding a bona fide class or category of employees pursuant to Government Code § 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Government Code § 573.002).

Sec. 5. DEFINITIONS

The following terms shall have the following meaning:

(1) Director. For purposes of this policy, the Directors are those individuals appointed to the Board of Directors for Rocketship Texas pursuant to the bylaws of the non-profit corporation.

(A). Employees as Directors. A person who receives “compensation or remuneration” (as defined by law and herein) from the nonprofit corporation holding Rocketship Texas’ open-enrollment charter may not serve as a Director unless:
i. Each charter school operated by the Board as charter holder has received a satisfactory accountability rating, as defined by applicable law, for at least two of the preceding three school years, and

ii. The compensation or remuneration received by that Director is limited to salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with Rocketship Texas; Rocketship Texas employees do not constitute a quorum of the Board or any committee of the Board; and all Rocketship Texas employees serving on the Board comply with all applicable conflict of interest provisions required by law. The compensation for any Director must be awarded in accordance with Part III, Section 4 (“Compensation”).

(B) Persons with a Substantial Interest in a Management Company as Directors. A person who has a substantial interest in a management company may not serve as a Director. A person has a “substantial interest in a management company if the person has a controlling interest in the company; owns more than 10% of the voting interest in the company; owns more than $25,000 of the fair market value of the company; has a direct or indirect interest in more than 10% of the profits, proceeds or capital gains of the company; is a member of the board of directors of the company, is a member of the governing body of the company; serves as an elected officer of the company; or is an employee of the company.

(2) Officer. Officers of Rocketship Texas are defined by the Commissioner of Education in the Texas Administrative Code. A Director is an officer of a charter school. An officer also includes any person charged with the duties of, or acting as, a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an “officer of a charter school.” 19 TAC §100.1001(16).

(3) Business entity. A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

(4) Substantial interest in business entity. A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or $15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person’s gross income for the previous year.

(5) Substantial interest in real estate. A person has a substantial interest in real estate, if the interest is an equitable or legal ownership with a fair market value of $2,500 or more.
(6) **Substantial interest through a relative or family member.** A Director or Officer is considered to have a substantial interest if a person related to the Director or Officer within the third degree by consanguinity or the third degree by affinity (as defined below) has a substantial interest under Sec. 1.6.2.5(iii) above. 19 TAC § 100.1132(d).

(7) **Family.** Family means a disqualified person’s spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

(8) **Local Government Officers.** Local government officers include the Directors, the Chief Executive Officer, and the officers designed by Rocketship Texas who exercise discretion in the planning, recommending, selecting, or contracting of a vendor.

(9) **Vendor.** A person who enters or seeks to enter a contract with a local governmental entity.

(10) **Contract.** A written agreement for the sale or purchase of real, property goods, or services.

(11) **Business Relationship.** A connection between two or more parties based on commercial activity of one of the parties. The term does not include a connection based on (a) a transaction that is subject to a government rate or fee; (b) a transaction conducted at a price and subject to terms available to the public; or (c) a purchase or lease of goods or services from a person that is chartered by a state or federal agency and that is subject to regular examination by, and reporting to, that agency.

**PART IV: NEPOTISM**

**Sec. 1. NEPOTISM GENERALLY PROHIBITED**

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

(1) The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

(2) The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

(3) Refer to attached diagram, Exhibit B.

**Sec. 2. INDEPENDENT CONTRACTORS**
The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

**Sec. 3. Payment to Prohibited Person**

A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. Government Code § 573.083; 19 TAC § 100.1116.

**Sec. 4. Relation by Consanguinity**

Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. Government Code § 573.022.

   a) *Third Degree of Consanguinity*

An individual’s relatives within the third degree by consanguinity are the individual’s:

1. Parent or child (first degree);
2. Brother, sister, grandparent, or grandchild (second degree); and
3. Great-grandparent, great-grandchild, aunt, or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). Government Code 573.023.

   *Note:* There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood. See Exhibit B.

**Sec. 5. Relation by Affinity**

Two persons are related to each other by affinity (marriage) if they are married to each other, or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce, or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. Government Code § 573.024.

   a) *First Degree of Affinity*

A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity.
For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

b) **Second Degree of Affinity**

If two individuals are related to each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.

c) **Third Degree of Affinity**

An individual’s relatives within the third degree of affinity are:

1. Anyone related by consanguinity to the person’s spouse within the first or second degree; and

2. The spouse of anyone related to the person by consanguinity within the first or second degree. Government Code § 573.025.

### Sec. 6. **Existing Employees/Continuous Employment**

The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Officer to whom the person is related in a prohibited degree, and that prior employment is continuous for at least:

1. Thirty days, if the Director or Officer is appointed;

2. Six months, if the Director or Officer is elected. Government Code § 573.062(a); or

3. A person who was not restricted or prohibited under Education Code 12.1055 as it existed before September 1, 2013, from being employed by Rocketship Texas and who was employed by Rocketship Texas before September 1, 2013, is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Rocketship Texas. Education Code § 12.1055(d).

a) **Continuous Employment Exception**

For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. *Atty. Gen. Op. GA-177 (2004)*. If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies.
only to the employee and is not taken regarding a *bona fide* class or category of employees. Government Code § 573.062(b). A “change in status” includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000)*. For an action to be “taken with respect to a *bona fide* category of employees,” the officeholder’s action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991)*. The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. Government Code § 573.061.

**b) Retired Teachers**

A teacher who has retired from a full-time, certified teacher position has broken his or her employment with Rocketship Texas and does not qualify for the continuous employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001)*.

**Sec. 7. TRADING PROHIBITED**

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual’s services are under the Director or Officer’s direction or control if:

- (1) The person is related to another Director or Officer within the prohibited degree; and

- (2) The appointment would be carried out, in whole or in partial consideration for the other Director or Officer’s hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. Government Code § 573.044.

**Sec. 8. SOURCE OF FUNDING IRRELEVANT**

The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974)*.

**Sec. 9. NEPOTISM EXCEPTIONS**

The nepotism exceptions described in 19 TAC § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a *bona fide* class or category of employees.

**Sec. 10. ENFORCEMENT OF NEPOTISM PROHIBITIONS**

In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board. A failure to thus remove is a material charter violation.
(1) Removal must be in accordance with the Articles and Bylaws of Rocketship Texas and in accordance with the terms of the charter and other state and federal law.

(2) A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

Sec. 11. Delegation of Hiring Authority

The Board may delegate final authority to select Rocketship Texas personnel to the Chief Executive Officer/Superintendent, Human Resources Director, or other designated Officer.

If such authority is designated to the Chief Executive Officer/Superintendent, the Chief Executive Officer/Superintendent is a “public official” for purposes of Chapter 573, Government Code, with respect to a decision made under that delegation of authority. Education Code § 11.1513(f). As such, if the Chief Executive Officer/Superintendent has been delegated final authority to select Rocketship Texas personnel, the Chief Executive Officer/Superintendent may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

(1) The person is related to the Chief Executive Officer/Superintendent by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or

(2) The person is related to a Board member by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

An individual who is related to the Chief Executive Officer/Superintendent within the relevant level or consanguinity (blood) or by affinity (marriage) and was employed by Rocketship Texas before September 1, 2013, is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Rocketship Texas.

Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all Rocketship Texas employees. Education Code §§ 11.1513(f), 12.1055.

PART V: RELATED PARTY TRANSACTIONS

Sec. 1. Compliance with Commissioner Rule

Rocketship Texas shall comply with all rules issued by the Commissioner of Education concerning related party transactions under Education Code §§ 12.1166–.1167. This includes any rule concerning notification to the Commissioner if Rocketship Texas intends to enter a transaction
with a related party and provide an appraisal from a certified appraiser to the Texas Education Agency.

Sec. 2. DEFINITIONS

For purposes of this policy, the term “related party” includes:

(1) A party seeking to enter a financial transaction with Rocketship Texas, and such party has a current or former Board member, administrator, or officer who is:
   a. A Board member, administrator, or officer of Rocketship Texas; or
   b. Related within the third degree of consanguinity or affinity, as determined under Chapter 573, Government Code, to a Board member, administrator, or officer of Rocketship Texas;
(2) Rocketship Texas’ related organizations, joint ventures, and jointly governed organizations;
(3) Rocketship Texas Board members, administrators, or officers or a person related to a Board member, administrator, or officer within the third degree of consanguinity or affinity, as determined under Chapter 573, Government Code; and
(4) Any other disqualified person, as that term is defined by 26 U.S.C. § 4958(f).

For purposes of subsection 1 above, a person is a former Board member, administrator, or officer if the person served in that capacity within one year of the date on which a financial transaction between Rocketship Texas and a related party occurred.

Sec. 3. AUDIT BY COMMISSIONER

If the aggregate amount of all transactions between Rocketship Texas and a related party exceeds $5,000.00, the Commissioner may conduct an audit of such transaction. If the Commissioner determines a transaction with a related party using funds received under Education Code § 12.106 was structured in a manner that did not benefit Rocketship Texas or that the transaction was more than fair market value, the Commissioner may order that the transaction be reclassified or that other action be taken as necessary to protect Rocketship Texas’ interests. Failure to comply with the Commissioner’s order is a material charter violation.

Sec. 4. ANNUAL AUDIT DISCLOSURE

Rocketship Texas must include in its annual audit a list of all transactions with a related party. Additionally, the annual audit must separately disclose:

(1) All financial transactions between Rocketship Texas and any related party, separately stating the principal, interest, and lease payments; and

(2) The total compensation and benefits provided by Rocketship Texas and any related party for each member of the Board and each officer and administrator of Rocketship Texas and the related party.
PART VI: CONFIDENTIALITY

A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available, or that Rocketship Texas maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or Rocketship Texas otherwise determines or deems as Confidential Information.

A Director shall not use Rocketship Texas property, Confidential Information, or the status of his or her position to solicit business for others, or in any other manner obtain a private financial, social, or political benefit.

PART VII: DISCLOSURE AND ANNUAL REVIEW

Sec. 1. NEW DIRECTORS AND OFFICERS

Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Sec. 2. PERIODIC REVIEW

To ensure that Rocketship Texas operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (i) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm’s length bargaining; (ii) whether partnerships, joint ventures, and arrangements with management organizations conform to Rocketship Texas’ written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Sec. 3. ANNUAL REVIEW

Each current Director and Officer shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Sec. 4. APPLICABLE LAW

This Policy is supplemental to and does not replace federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. When in conflict, the applicable law shall control.

DATE ADOPTED: September 23, 2021

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ROCKETSHIP PUBLIC SCHOOLS TEXAS BOARD POLICY
POLICY GROUP 1 – GOVERNANCE
ETHICS, CONFLICT OF INTEREST, AND NEPOTISM

Adopted the 23rd day of September 2021

Peter Philpott, Chairman
STATE OF TEXAS §
COUNTY OF ____________________ §

I, ________________________________________, a local public official, make this affidavit and hereby under oath state the following:

I have a substantial interest in a business entity or real property that may receive a special economic effect that is distinguishable from the effect on the public by an action contemplated by Rocketship Public Schools Texas.

The business entity or real property in which I have a substantial interest is: [name and address of business and/or description of property]:

________________________________________________________________________
________________________________________________________________________

I or a person that is related to me within the first degree of consanguinity (blood) or affinity (marriage) as defined by state law has a substantial interest in this business entity or real property for the following reasons [check all that apply]:

☐ an ownership interest of 10 percent or more of the voting stock or shares of the business entity;

☐ an ownership interest of 10 percent or more or $15,000 or more of the fair market value of the business entity;

☐ funds received from the business entity exceed 10 percent of ________ (my, his, her) gross income for the previous year;

DATE ADOPTED: September 23, 2021

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☐ real property is involved and __________ (I, he, she) have/has an equitable or legal ownership with a fair market value of at least $2,500.

Upon filing of this affidavit with the official record keeper of Rocketship Public Schools Texas, I affirm that I shall abstain from voting or further participating in any matter involving the business entity or real property, unless allowed by law.

SIGNED this the _____ day of ______________________, 20___.

______________________________
Signature of Affiant

______________________________
Title

Before me, the undersigned authority, this day personally appeared ______________
______________________________ (Affiant Name) and by oath swore that the facts herein above stated are true and correct to the best of his/her knowledge or belief.

SWORN TO and SUBSCRIBED before me on the _____ day of __________________, 20___.

20__.

______________________________
Notary Public, State of Texas

(seal) My commission expires: ________________

DATE ADOPTED: September 23, 2021
EXHIBIT B
NEPOTISM CHART

The chart below shows

- **Affinity Kinship** (relationship by marriage)
- **Consanguinity Kinship** (relationship by blood) for purposes of interpreting nepotism as defined in VTCA Government Code, Chapter 573, §§573.021 - .025
EXHIBIT C

ANNUAL STATEMENT OF DISCLOSURE AND COMPLIANCE

Name: ________________________________________________________________

Position: ______________________________________________________________

☐ Please describe below any relationships, positions, or circumstances in which you are involved
that you believe could be considered an Interest or that might be perceived as an actual or
possible Conflict of Interest, as defined in the Rocketship Public Schools Texas Ethics, Conflict
of Interest and Nepotism Policy. Please also describe any familial relationships that would
qualify as relationships within the prohibited degree as defined in the Rocketship Public
Schools Texas Ethics, Conflict of Interest and Nepotism Policy.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

☐ I am involved in no activity, relationship, position, or circumstance that could be considered
an Interest or might be perceived as an actual or possible Conflict of Interest, as defined in
the Rocketship Public Schools Texas Ethics, Conflict of Interest and Nepotism Policy. I do
not have any familial relationships that would qualify as relationships within the prohibited
degree as defined in the Rocketship Public Schools Texas Ethics, Conflict of Interest and
Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my
knowledge. I have reviewed and agree to abide by the Rocketship Public Schools Texas Ethics,
Conflict of Interest and Nepotism Policy that is currently in effect.

Signature: _______________________________________________________________________

Date: ____________________________

DATE ADOPTED: September 23, 2021
EXHIBIT D

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT
FORM CIS

DATE ADOPTED: September 23, 2021
Attachment 11: Code of Ethics and Conflict of Interest Policy¹

Provide the following:

- Governing board’s proposed Code of Ethics
- Governing board’s proposed Conflict of Interest policy
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
- Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

¹ Content provided with permission by SLHA, LLP. SLHA, LLP also has authorized the use and reproduction of same by TEA for Gen. 26 Charter application process.
Proposed Rocketship Ethics and Conflicts of Interest Policy

The governing board has a current Conflict of Interest policy. If a charter is awarded, the Board will vote on a revised Ethics, Conflict of Interest and Nepotism policy, attached.

The board is not aware of any existing relationships that could pose actual or perceived conflicts in the event the application is approved.

The Board will take several steps to avoid any actual conflicts and to mitigate perceived conflicts. These steps are described in detail in Attachment 12. In short, board members will be asked to sign the Annual Statement of Disclosure and Compliance, attached as Exhibit C to the Ethics, Conflict of Interest and Nepotism Policy, attached. The Annual Statement of Disclosure and Compliance will be reviewed by an officer of Rocketship Public Schools and any conflicts that are identified will be brought to the attention of the Board.

Further, pursuant to Section 1.7.2.3.1. Duty of Prior Disclosure under the Ethics, Conflict of Interest and Nepotism Policy, if a board member identifies him/herself as an Interested Person, as defined by the Policy, the disclosure shall be made in writing to the Board as soon as he or she has knowledge of it, and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board. The written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

Pursuant to Section 1.7.2.3.3, a Director who has a Conflict of Interest, as defined in the Policy, shall neither vote nor participate in, nor be permitted to hear the Board’s discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during, or outside of the Board meeting. The Director will fill out an Affidavit of Absentation, attached as Exhibit A to the Ethics, Conflict of Interest and Nepotism policy. The disclosure of the conflict as well as the absentation will be recorded in the corporate minutes.
Preamble

The Board of Directors (collectively, the “Board” or the “Directors,” and individually a “Director”) of Rocketship Public Schools Texas is committed to maintaining the highest legal and ethical standards in the conduct of the business of Rocketship Public Schools Texas, and to protecting the integrity and reputation of Rocketship Public Schools Texas, the Board, and all Rocketship Public Schools Texas employees, volunteers, and programs.

The Directors and Officers (as defined below) shall exercise their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers shall ensure that they (1) do not compromise their independence of judgment, (2) preserve confidence and trust in the organization and the Board, and (3) protect and fulfill the mission of Rocketship Public Schools Texas. As such, this Policy will assist Directors and Officers as they identify actual or potential conflicts of interest, and with a procedure to address conflicts which may arise.

Sec. 1.7.1. Ethical Principles.

Sec. 1.7.1.1. Personal and Professional Integrity.

Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

Sec. 1.7.1.2. Financial Stewardship.

As a tax-exempt public charity, Rocketship Public Schools Texas shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of Rocketship Public Schools Texas, and not the private interests of Directors or Officers.

Sec. 1.7.1.3. Public Accountability.

Rocketship Public Schools Texas shall provide comprehensive and timely information in accordance with applicable state and federal law, and shall be responsive to reasonable requests for information about its activities. Additionally, informational data about Rocketship Public Schools Texas, such as IRS Form 990, audited financial statements and Annual Financial and Compliance Report, shall be made available to the public in accordance with applicable state and federal law.

Sec. 1.7.1.4. Accuracy and Retention of Records.

Rocketship Public Schools Texas will create and maintain records that satisfy operational and legal requirements, including federal, state and local laws.
Sec. 1.7.1.5. Political Activities.

As a 501(c)(3) tax-exempt public charity, Rocketship Public Schools Texas shall not engage in political activities. Directors and Officers shall not use their relationship with Rocketship Public Schools Texas to promote or oppose political candidates or parties, or to create the appearance that Rocketship Public Schools Texas endorses or opposes a political candidate or party for elected office.

Sec. 1.7.1.6. Endorsements and Use of the Rocketship Public Schools Texas Name and Affiliation.

The Rocketship Public Schools Texas and its designated school name, logo, letterhead, or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Directors.

Sec. 1.7.1.7. Questions, Concerns or Reports of Violations.

Should a Director or Officer believe a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his or her duty to report the matter to the President of the Board of Directors, or the Superintendent, as appropriate.

Sec. 1.7.2. CONFLICTS OF INTEREST.

Sec. 1.7.2.1. Statement on State Law.

Rocketship Public Schools Texas and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and Rocketship Public Schools Texas board members and officers, as described in Chapter 12 of the Texas Education Code, and 19 TAC §§ 100.1131–100.1135, including, but not limited to the following:

Sec. 1.7.2.1.1. Employees Serving on the Board

(1) Directors and Officers of Rocketship Public Schools Texas shall comply with Local Government Code, Chapter 171 in the manner provided by the conflict of interest provisions described in 19 TAC §§ 100.1131–100.1135. (See below.)

(2) Officers of Rocketship Public Schools Texas are defined by the Commissioner of Education to be persons charged with the duties of, or acting as a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of the Rocketship Public Schools Texas, the school, a management company, or any other person; or a volunteer working under the direction of the Rocketship Public Schools Texas, the school, or a management company. A Rocketship Public Schools Texas employee or independent
contractor engaged solely in non-charter activities for the Rocketship Public Schools Texas is not an “officer” of Rocketship Public Schools Texas.

(3) The Rocketship Public Schools Texas Superintendent is a person (or persons) directly responsible to the governing body of the Rocketship Public Schools Texas for supervising one or more Central Administration Officers, Campus Administration Officers, and/or Business Managers.

(4) A Central Administration Officer for Rocketship Public Schools Texas is a person charged with the duties of, or acting as, a Chief Operating Officer, director, or assistant director of the Rocketship Public Schools Texas for its designated school(s) including one or more of the following functions:

(A) assuming administrative responsibility and leadership for the planning, operation, supervision, or evaluation of the education programs, services, or facilities of the Board, for appraising the performance of the Board’s or the school’s staff;

(B) assuming administrative authority or responsibility for the assignment or evaluation of any of the personnel of the Board, including those employed by a management company;

(C) making recommendations to the Board or to Rocketship Public Schools Texas designated schools regarding the selection of personnel of the Board, including those employed by a management company;

(D) recommending the termination, non-renewal, or suspension of an employee or officer of the Board, including those employed by a management company; or recommending the termination, non-renewal, suspension, or other action affecting a management contract;

(E) managing the day-to-day operations of the Board, as its administrative manager;

(F) preparing or submitting a proposed budget to the Rocketship Public Schools Texas Board or its schools (except for developing budgets for a school campus, if this is a function performed by a Campus Administration Officer under the terms of the open-enrollment charter);

(G) preparing recommendations for policies to be adopted by the Board, or overseeing the implementation of adopted policies, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;
(H) developing, or causing to be developed, appropriate administrative regulations to implement policies established by the Board, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

(I) providing leadership for the attainment of student performance based on the indicators adopted under TEC §§ 39.053–39.054, or other indicators in the Rocketship Public Schools Texas charter; or

(J) organizing the central administration of the Board.

(5) A Campus Administration Officer for Rocketship Public Schools Texas is a person charged with the duties of, or acting as, a principal or assistant principal of any designated Rocketship Public Schools Texas campus, including one or more of the following functions:

(A) approving teacher or staff appointments for a Rocketship Public Schools Texas campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(B) setting specific education objectives for a Rocketship Public Schools Texas campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(C) developing budgets for a Rocketship Public Schools Texas campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(D) assuming the administrative responsibility or instructional leadership, under the supervision of a Central Administration Officer, for discipline at a Rocketship Public Schools Texas campus;

(E) assigning, evaluating, or promoting personnel assigned to a Rocketship Public Schools Texas campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter; or

(F) recommending to a Central Administration Officer the termination or suspension of an employee assigned to a Rocketship Public Schools Texas campus, or recommending the non-renewal of the term contract of such an employee.

(5) A Business Manager is a person charged with managing the finances of Rocketship Public Schools Texas.
(7) **Also Excluded from the Board.** Except as otherwise provided by law, a person who receives “compensation or remuneration” (as defined by law and herein) from the nonprofit corporation holding Rocketship Public Schools Texas’s open-enrollment charter may not serve on the Board, with the following exceptions:

(A) If each charter school operated by the Board as Rocketship Public Schools Texas has received a satisfactory accountability rating, as defined by applicable law, for at least two of the preceding three school years, Rocketship Public Schools Texas employees may serve on the Board, as described below, and as provided by law.

(B) If the Rocketship Public Schools Texas has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the Rocketship Public Schools Texas has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then Rocketship Public Schools Texas employees may serve on the governing body of the Rocketship Public Schools Texas, as provided by law.

(C) An employee of Rocketship Public Schools Texas may serve as a Director if: (i) only employees of Rocketship Public Schools Texas, and not employees of the Board, serve on the Board; (ii) the compensation or remuneration received by that Director is limited to salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with Rocketship Public Schools Texas (iii) Rocketship Public Schools Texas employees do not constitute a quorum of the Board or any committee of the Board; and (iv) all Rocketship Public Schools Texas employees serving on the Board comply with all applicable conflict of interest provisions required by law.

Sec. 1.7.2.1.2. **Conflicts Requiring an Affidavit and Abstention from Voting**

The following circumstances shall be deemed a Conflict of Interest (as defined below), and the Director or Officer shall, in addition to the procedures set forth in Section 1.7.2.3 (Conflict of Interest Procedures), take the following action:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest, and shall abstain from further participation in the matter if:

(A) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or
(B) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above is filed with the Secretary of the Board of Directors.

(3) The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit unless a majority of the Board is composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.

Sec. 1.7.2.1.3. Separate Vote on Budget Item

The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. Abstention is required, except as provided above and in 19 TAC § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

Sec. 1.7.2.2. Statement on Federal Law

Rocketship Public Schools Texas and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section 4958 of the Internal Revenue Code and 26 CFR § 53.4958 (the “federal tax rules”) when it is contemplating entering into a transaction or arrangement that may benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A “disqualified person” includes Directors and Officers, and any person who is in a position to exercise substantial influence over the affairs of the corporation. A “disqualified person” includes Family (as defined below) of the disqualified person.

Sec. 1.7.2.2.1. Interested Person

Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect Interest, as defined below, is an “Interested Person.”

(1) A person has an “Interest” if the person has, directly or indirectly, through business, investment, or Family:

(A) an ownership or investment interest, directly or indirectly, in any entity with which Rocketship Public Schools Texas has a transaction or arrangement;
(B) a compensation arrangement with Rocketship Public Schools Texas, or with any entity or individual with which Rocketship Public Schools Texas has a transaction or arrangement; or

(C) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Rocketship Public Schools Texas is negotiating a transaction or arrangement.

(2) “Compensation” is defined to include direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

(3) A person has an “Interest” if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section 1.7.2.1.2 above.

Sec. 1.7.2.2.2. Interested Person with Conflict of Interest

An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

Sec. 1.7.2.3. Conflict of Interest Procedures

Sec. 1.7.2.3.1. Duty of Prior Disclosure

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it, and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) Transaction Not Subject to Board Action. An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the President of the Board or Superintendent, any such Interest. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) Untimely Disclosure. If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.
(3) **Failure to Disclose.** If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person’s explanation, and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

Sec. 1.7.2.3.2. *Determining Whether a Conflict of Interest Exists*

After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest (“Conflict of Interest”) exists. No Director shall vote on any matter in which he or she has a Conflict of Interest.

Sec. 1.7.2.3.3. *Vote by Disinterested Directors*

(1) **Nonparticipation of Directors with Conflict.** A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board’s discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during, or outside of the Board meeting.

(2) **Action by Disinterested Directors.** If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(A) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(B) Except as otherwise allowed by law, and as set forth in Section 1.7.2.1.2(3), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

(3) **Vote Not Disallowed by Presence of Directors with a Conflict.** The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified, as prescribed herein.

(4) **Circumstances in Which Comparability Data is Necessary.** If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a
disqualified person (as defined above at page 6(B)) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by Rocketship Public Schools Texas to the Interested Person or Persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data (“Comparability Data”).

(A) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (i) compensation levels paid by similarly-situated schools; (ii) the availability of similar services within the same geographic area; (iii) current compensation surveys compiled by independent firms; and (iv) written offers from similar institutions competing for the same person’s services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to: (i) current independent appraisals of the property, and (ii) offers received in a competitive bidding process.

(B) Based on the Comparability Data, the Board or committee shall determine, by a majority vote of the disinterested Directors or committee members, whether the transaction or arrangement is fair and reasonable to Rocketship Public Schools Texas. In conformity with the above determination, the Board or committee shall make its decision as to whether to enter into the transaction or arrangement.

(C) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section 1.7.2.3.4 (Documentation) below.

Sec. 1.7.2.3.4. Documentation

The Board Secretary shall keep accurate minutes reporting:

(1) Interest Disclosed; Determination of Conflict of Interest. That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(A) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board’s or committee’s decision as to whether a Conflict of Interest in fact existed.

(B) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion, including any alternatives to the
proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(C) A completed Affidavit of Abstention complying with Local Government Code Chapter 171 and 19 TAC §§ 100.1131-1134 (see Affidavit Exhibit A).

(2) **Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) **Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) **Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

**Sec. 1.7.2.4. Compensation.**

(1) A Director who receives compensation, directly or indirectly, from Rocketship Public Schools Texas for services is precluded from voting on matters pertaining to that Director’s compensation.

(2) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Rocketship Public Schools Texas for services is precluded from voting on matters pertaining to that member’s compensation.

(3) No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Rocketship Public Schools Texas either individually or collectively, is prohibited from providing information to any committee regarding compensation.

(4) Except with respect to Board decisions regarding a *bona fide* class or category of employees pursuant to Government Code § 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Government Code § 573.002).

**Sec. 1.7.2.5. Definitions.**

The following terms shall have the following meaning:
(1) **Director or Officer.** A member of the governing body of a Rocketship Public Schools Texas, a member of the governing body of a charter school, or an officer of a charter school. An officer means a person charged with the duties of, or acting as, a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of a Rocketship Public Schools Texas, charter school, management company, or any other person; or a volunteer working under the direction of a Rocketship Public Schools Texas, charter school, or management company. A Rocketship Public Schools Texas employee or independent contractor engaged solely in non-charter activities for the Rocketship Public Schools Texas is not an “officer of a charter school.” 19 TAC §100.1001(16).

(2) **Business entity.** A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

(3) **Substantial interest in business entity.** A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or $15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person’s gross income for the previous year.

(4) **Substantial interest in real estate.** A person has a substantial interest in real estate, if the interest is an equitable or legal ownership with a fair market value of $2,500 or more.

(5) **Substantial interest through a relative or family member.** A Director or Officer is considered to have a substantial interest if a person related to the Director or Officer within the third degree by consanguinity or the third degree by affinity (as defined below) has a substantial interest under Sec. 1.6.2.5(iii) above. 19 TAC §100.1132(d).

(6) **Family.** Family means a disqualified person’s spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

Sec. 1.7.3. **NEPOTISM.**

Sec. 1.7.3.1. **Nepotism Generally Prohibited.**

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

(1) The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or
(2) The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

Sec. 1.7.3.2. Independent Contractors.

The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

Sec. 1.7.3.3. Payment to Prohibited Person.

A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. Government Code § 573.083; 19 TAC § 100.1116.

Sec. 1.7.3.4. Relation by Consanguinity.

Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. Government Code § 573.022.

Sec. 1.7.3.5. Third Degree of Consanguinity.

An individual’s relatives within the third degree by consanguinity are the individual’s:

(1) Parent or child (first degree);

(2) Brother, sister, grandparent, or grandchild (second degree); and

(3) Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). Government Code 573.023.

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood.

Sec. 1.7.3.6. Relation by Affinity.

Two persons are related to each other by affinity (marriage) if they are married to each other, or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce, or the death of a spouse ends relationships by affinity created by that marriage.
unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. Government Code § 573.024.

**Sec. 1.7.3.7. First Degree of Affinity.**

A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

**Sec. 1.7.3.8. Second Degree of Affinity.**

If two individuals are related to each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.

**Sec. 1.7.3.9. Third Degree of Affinity.**

An individual’s relatives within the third degree of affinity are:

1. Anyone related by consanguinity to the person’s spouse within the first or second degree; and
2. The spouse of anyone related to the person by consanguinity within the first or second degree. Government Code § 573.025.

**Sec. 1.7.3.10. Existing Employees/Continuous Employment.**

The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Officer to whom the person is related in a prohibited degree, and that prior employment is continuous for at least:

1. Thirty days, if the Director or Officer is appointed; or
2. Six months, if the Director or Officer is elected. Government Code § 573.062(a).

3. A person who was not restricted or prohibited under Education Code 12.1055 as it existed before September 1, 2013, from being employed by Rocketship Public Schools Texas and who was employed by Rocketship Public Schools Texas before September 1, 2013, is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Rocketship Public Schools Texas . Education Code § 12.1055(d).
Sec. 1.7.3.11. Continuous Employment Exception.

For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed director or officer. Atty. Gen. Op. GA-177 (2004). If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employees. Government Code § 573.062(b). A “change in status” includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. Atty. Gen. Op. JC-193 (2000). For an action to be “taken with respect to a bona fide category of employees,” the officeholder’s action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. Atty. Gen. Op. DM-46 (1991). The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. Government Code § 573.061.

Sec. 1.7.3.12. Retired Teachers.

A teacher who has retired from a full-time, certified teacher position has broken his or her employment with Rocketship Public Schools Texas, and does not qualify for the continuous employment exception to the nepotism laws. Atty. Gen. Op. JC-442 (2001).

Sec. 1.7.3.13. Trading Prohibited.

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual’s services are under the Director or Officer’s direction or control if:

(1) The person is related to another Director or Officer within the prohibited degree; and

(2) The appointment would be carried out, in whole or in partial consideration for the other Director or Officer’s hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. Government Code § 573.044.

Sec. 1.7.3.14. Source of Funding Irrelevant.

The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. Atty. Gen. L.A. No. 80 (1974).
Sec. 1.7.3.15. Nepotism Exceptions.

The nepotism exceptions described in 19 TAC § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a *bona fide* class or category of employees.

Sec. 1.7.3.16. Enforcement of Nepotism Prohibitions.

In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board of Directors. A failure to thus remove is a material charter violation.

(1) Removal must be in accordance with the Articles and Bylaws of Rocketship Public Schools Texas and in accordance with the terms of the charter and other state and federal law.

(2) A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

Sec. 1.7.3.17. Delegation of Hiring Authority.

The Board may delegate final authority to select Rocketship Public Schools Texas personnel to the Superintendent, Human Resources Director, or other designated Officer.

If such authority is designated to the Superintendent, the Superintendent is a “public official” for purposes of Chapter 573, Government Code, with respect to a decision made under that delegation of authority. Education Code § 11.1513(f). As such, if the Superintendent has been delegated final authority to select school personnel, the Superintendent may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

(1) The person is related to the Superintendent by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or

(2) The person is related to a Board member by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

An individual who is related to the Superintendent within the relevant level or consanguinity (blood) or by affinity (marriage) and was employed by Rocketship Public Schools Texas before September 1, 2013 is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Rocketship Public Schools Texas.
Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all Rocketship Public School Texas employees. Education Code §§ 11.1513(f), 12.1055.

Sec. 1.7.4. CONFIDENTIALITY.

Sec. 1.7.4.1. No Improper Disclosure.

A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available, or that Rocketship Public Schools Texas maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or a Rocketship Public Schools Texas school otherwise determines or deems as Confidential Information.

Sec. 1.7.4.2. No Use of Information for Personal Benefit.

A Director shall not use Rocketship Public Schools Texas property, Confidential Information, or the status of his or her position to solicit business for others, or in any other manner obtain a private financial, social or political benefit.

Sec. 1.7.5. DISCLOSURE AND ANNUAL REVIEW.

Sec. 1.7.5.1. New Directors and Officers.

Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit B.

Sec. 1.7.5.2. Periodic Review.

To ensure that Rocketship Public Schools Texas operates in a manner consistent with charitable purposes, and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (i) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm’s length bargaining; (ii) whether partnerships, joint ventures, and arrangements with management organizations conform to Rocketship Public Schools Texas written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Sec. 1.7.5.3. Annual Review.
Each Director and Officer shall annually complete the Annual Statement of Disclosure and Compliance. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Sec. 1.7.5.4. Applicable Law.

This Policy is supplemental to and does not replace federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. When in conflict, the applicable law shall control.

Adopted the _______ day of ______________, 20__

President

Member

Secretary

Member

Treasurer
STATE OF TEXAS

COUNTY OF ____________________

I, ________________________________________, a local public official, make this affidavit and hereby under oath state the following:

I have a substantial interest in a business entity or real property that may receive a special economic effect that is distinguishable from the effect on the public by an action contemplated by [ROCKETSHIP PUBLIC SCHOOLS TEXAS].

The business entity or real property in which I have a substantial interest is: [name and address of business and/or description of property]:

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

I or a person that is related to me within the first degree of consanguinity (blood) or affinity (marriage) as defined by state law has a substantial interest in this business entity or real property for the following reasons [check all that apply]:

☐ an ownership interest of 10 percent or more of the voting stock or shares of the business entity;

☐ an ownership interest of 10 percent or more or $15,000 or more of the fair market value of the business entity;
☐ funds received from the business entity exceed 10 percent of ________ (my, his, her) gross income for the previous year;

☐ real property is involved and _________ (I, he, she) have/has an equitable or legal ownership with a fair market value of at least $2,500;

Upon filing of this affidavit with the official record keeper of the Rocketship Public Schools Texas for ROCKETSHIP PUBLIC SCHOOLS TEXAS, I affirm that I shall abstain from voting or further participating in any matter involving the business entity or real property, unless allowed by law.

SIGNED this the _____ day of ______________________, 20___.

____________________________________
Signature of Affiant

____________________________________
Title

Before me, the undersigned authority, this day personally appeared ____________________
____________________________________ (Affiant Name) and by oath swore that the facts herein above stated are true and correct to the best of his/her knowledge or belief.

SWORN TO and SUBSCRIBED before me on the _____ day of _________________, 20___.

____________________________________
Notary Public, State of Texas

(seal) My commission expires: _________________
EXHIBIT B

ANNUAL STATEMENT OF DISCLOSURE AND COMPLIANCE

Name: ________________________________________________________________

Position: ______________________________________________________________

☐ Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest, as defined in the ROCKETSHIP PUBLIC SCHOOLS TEXAS Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the ROCKETSHIP PUBLIC SCHOOLS TEXAS Ethics, Conflict of Interest and Nepotism Policy.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

☐ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest, as defined in the ROCKETSHIP PUBLIC SCHOOLS TEXAS Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the ROCKETSHIP PUBLIC SCHOOLS TEXAS Ethics, Conflict of Interest and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the ROCKETSHIP PUBLIC SCHOOLS TEXAS Ethics, Conflict of Interest and Nepotism Policy that is currently in effect.

Signature: __________________________________________________________________

Date: ______________________________

Rocketship Public Schools
Attachment 12: Board Members’ Résumés and Biographical Affidavits

For each member of the proposed school’s governing board, provide a résumé AND a notarized Board Member Biographical Affidavit. The required affidavit template is available in the Additional Attachments PDF Forms document on the Experienced Operator Application Page.

All prompts and response boxes must be completed on the affidavit. If a prompt does not apply to the board member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter school is identified.

NOTE: Substantial repetition among and between affidavit responses will be subject to this application’s Plagiarism Policy, and may be removed from consideration. Applicants must ensure that each board member individually provides her/his own personal response.

**GENE R A TION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT**

Name of Proposed Charter School: Rocketship Public Charter

Name of Sponsoring Entity: Rocketship Public Schools Texas

**BACKGROUND**

Full Legal Name: Loretta Burns

Home Mailing Address: 663 Springhill Drive

Phone Number: 817-614-6210

E-mail Address: [redacted]

Business Name: AB Christian Learning Center

Business Mailing Address: P. O. Box 51078 - Fort Worth, TX 76105

Business Phone Number: 817-457-3911

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- Yes
- No, does not apply to me

If Yes, state the name of the entity: East Fort Worth Montessori

**RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED**

1. What was your motivation to serve on the board of the proposed charter school?

AB Christian Learning Center's (ABCLC), primary goals is to support parents and families, and assist them in creating an environment conducive to academic success for their children. Ninety-eight percent of the children we serve are low income and attend low performing schools. Although many of our families struggle to engage with the schools, we believe that parental involvement in children's education is key to academic success. Rocketship's CEO requested ABCLC's help to organize a group of parents that they could meet with and determine their needs, desires, and concern for a charter school in their community. After meeting with Rocketship's CEO and learning about their school model and parent engagement programs, I was impressed with their concern and desire to engage parents in the planning process prior to engagement in their community. After convening the meeting with parents and observing the CEO and his staff's interaction and engagement with parents, I was convinced that this is a model for success. Our parents felt empowered and were excited to be a part of the process. I was invited to and attended a tour of Rocketship's Nashville Tennessee campus and there witnessed first-hand the Rocketship's model. The staff, students, and parents that I met, motivated me, and I felt that the model was truly inclusive of all students and parents. I feel that this model could help improve the academic outcomes of our students, and I would like to do all that I can to bring this educational opportunity to our community.
2. What is your understanding of the appropriate role of a public charter school board member?

As a public charter school board member, I feel that each board member has a fiduciary duty to guide the school's leadership team in the following area:

1. Work with school leadership to make sure that policies are in place that will ensure the academic success and safety of all students;
2. Work with school leadership to manage fiscal operations in a manner that will ensure ethical, sustainable, and sound financial management policies with proper allocation of resources;
3. Work with school leadership to make sure that the school operates in a manner consistent and responsive to the values and beliefs of the community they serve.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served as President of the Board of Directors for East Fort Worth Montessori (EFWM), a Texas Public Charter School for four years. EFWM is a certified Lone Star Governance Board, of which I have received all Governance training.

4. Describe the specific knowledge and experience that you would bring to the board.

I have fourteen years' experience as Executive Director of AB Christian Learning Center (ABCLC). We serve low-income families and children at risk of academic failure within the community that Rocketship intends to serve. During my tenure with ABCLC, I have developed an extensive grassroots parent engagement programs that centers parent involvement at the foundation of all programs. I intend to bring to the board, a transformative parent engagement approach, ideas and enhancements, which will strengthen and improve the academic success of all students.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

I believe that Rocketship's mission and guiding beliefs focus on achieving academic success for all student, regardless of socio-economic status, by engaging communities and collaborating with parents.

2. What is your understanding of the school's proposed educational program?

Rocketship intends to bring a public charter school, grades K thru 5th, to Southeast Fort Worth.
3. What do you believe to be the characteristics of a successful school?

I believe the success of a school lies within the successful partnership of school, community, and families. I believe that lack of active engagement of anyone of the three components hinders and negatively impact academic success.
4. How will you know that the school is succeeding (or not) in its mission?

I feel the following indicators will show the success of the school:
1. Student academic achievement;
2. Fiscal responsibility and resourcefulness;
3. Quality staff recruitment and hiring;
4. Student enrollment; and
5. Active parent engagement

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Rocketship's model has a National Board of Directors, and Regional Boards of Directors which govern the schools at the state level. I will serve on the regional board of directors for the State of Texas. As a member of this board, I will work with the national and regional board and school leadership to make sure that as development and growth ensue in Texas, the community, families, and stakeholders have a voice in what happens in their community. I will work to ensure that Rocketship's leadership understand and respect the needs and wishes of our community, and that decisions made are culturally sensitive to our community.

2. How will you know if the school is successful at the end of the first year of operation?

I will measure success at the end of the first year of operation by Rocketship's ability to meet its target enrollment goals, while retaining the students enrolled.

3. How will you know at the end of four years if the school is successful?

I will measure success at the end of the fourth year of operation by students' outcomes and academic achievement as measured by TEA's STARR testing, as well as students' attendance rates.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure that the school will be successful, I feel the school board should take the following steps:
1. Support the leadership team;
2. Be an active board providing sound advice in each board's member area of expertise to include:
   a. Finance
   b. Governance
   c. Academic
   d. Legal
   e. Fundraising
   f. Strategic Planning
   g. Communications/Marketing
h. Other areas of expertise relevant to the school's mission
3. Encourage the leadership team in the recruitment and hiring of quality teachers;
4. Be active in the community served;
5. Encourage the community to support the leadership team and the school; and
6. Believe that ALL children can succeed academically.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

If I felt, a board member was acting unethically or not in the best interest of the school, my action would be dictated by the specific questionable action and the possible impact it would have on the school.
1. If the act were criminal in nature, I would immediately refer to the local law enforcement agency with jurisdiction.
2. If the act involves violation of school or Texas Education Agency rules, I would refer the matter to TEA compliance with full disclosure to the board.
3. If the act involved jeopardy of student and/or staff health and safety, I would refer to Texas Department of State Health and Services and ask for a vote from the board for removal of the board member until the issue could be fully resolved.
4. If the act involved a violation of a student's records privacy (FERPA), after review with the board and school leadership, refer the matter to the US Department of Education Family Policy Compliance Office.
5. If the act were minor and inconsequential, I would have a discussion with the board member and recommend appropriate training as needed.
DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.
   - Yes
   - No, I/we do not know these individuals

   If yes, describe the precise nature of your relationship.
   I have worked with many of the other prospective board members through community engagement.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.
   - Yes
   - No, I/we do not know any such employees

   If yes, describe the precise nature of your relationship.
   I know the proposed superintendent, Sajade Miller through a working relationship within the community when he was working with Fort Worth Independent School District.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).
   - Yes
   - No, I/we do not know any such persons

   If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.
   - Not applicable because the school does not intend to contract with an education service provider or school management organization.
   - Yes
   - No, I/we do not know any such persons

   If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.
   - Yes
   - No, I/we or my family do not anticipate conducting any such business.
If yes, describe the precise nature of your relationship.
6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes
☐ Does not apply to me, my spouse, or family.
If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

February 2017 - Present  Board of Director East Fort Worth Montessori Charter, President

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes
☐ Does not apply to me.
If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes
☐ Does not apply to me.
If yes, describe the precise nature of your relationship.
11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?
   - Yes
   - Does not apply to me.
   If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?
   - Yes
   - Does not apply to me.
   If yes, describe the precise nature of your relationship.

**CERTIFICATION**

I, [Name]

certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature [Signature]

Date [Date]

[Notary Public Stamp] Lucille Wilson
Notary Public, State of Texas
Comm. Expires 03-13-2022
Notary ID 11131208

[Signature] Lucille Wilson
LORETTA BURNS

OBJECTIVE

To strengthen and improve the academic performance of at-risk students by taking a holistic approach to addressing their needs.

WORK EXPERIENCE

Jan 2006 – Present
AB Christian Learning Center
Executive Director

- Founder and executive director of AB Christian Learning Center
- Founder and director of Power of Seven Parent Engagement Initiative.
- Development of academic enrichment and out of school time programs for at-risk youth.
- Development of parental involvement program for parents of at-risk youth.
- Responsible for day-to-day operation of organization, including programs, budgets and grants.
- Responsible for development of policies and procedures for organization.
- Member executive council Read Fort Worth.
- Member UNTHSC Healthy Moms-Healthy Babies-Healthy Communities Initiative.
- Inaugural member Early Learning Alliance Parent Engagement Team.
- President Board of Directors East Fort Worth Montessori Charter School.
- University North Texas Health Science Center (UNTHSC) Academic Community Partnerships Advisory Board.
- Established first faith based Go Center (College Readiness Center) in the State of Texas.
- Responsible and oversee Children’s Defense Fund Freedom School® summer reading program (7) sites.

June 1999 – Jan 2008
U.S. Department of Housing Urban Development
Office of Inspector General
Forensic Auditor – Audit and Investigate Mortgage and Housing Fraud

May 1988 – June 1999
U.S. Department of Defense Contract Audit Agency
Senior Auditor – Audit Major Defense Contractors and Investigate Defense Contract Fraud

May 1988 – June 2001
Tarrant County College
Part-Time Instructor – Teach Computer Technology Courses

EDUCATION

University of Texas At Arlington – Arlington, Texas – Masters of Science Interdisciplinary Studies
University of Texas At Arlington – Arlington, Texas – Bachelor of Science Business Management
Tarrant County College – Fort Worth, Texas – Associate Degree Computer Science

MILITARY – U.S. AIR FORCE – HONORABLE DISCHARGE
GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

BACKGROUND

Full Legal Name: Timothy Derek Carson

Home Mailing Address: 3800 Medford Rd., Fort Worth, TX 76103

Phone Number: 817.983.6034

E-mail Address: [Redacted]

Business Name: Cantey Hanger LLP

Business Mailing Address: 600 W. 6th St., Suite 300, Fort Worth, TX 76102

Business Phone Number: 817.877.2850

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes
☐ No, does not apply to me

If Yes, state the name of the entity: Community Frontline of Fort Worth, Inc.

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I live and am active in East Fort Worth. I care about the people within the communities on the Eastside. I believe education is important to social and economic flourishing. I wanted to be a part of providing quality elementary-school options for children and families in Fort Worth in a way that complements and supports the public school system. I also was aware of who some of the other board members were going to be, and I have tremendous respect for those members.
2. What is your understanding of the appropriate role of a public charter school board member?

Help develop vision and strategy, provide financial oversight, ensure quality performance and academic success, provide accountability of staff, and help ensure compliance with applicable regulations and the vision.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I co-founded a nonprofit that focuses on Fort Worth's eastside and have been volunteering in and serving the communities in East Fort Worth for a number of years. I also have legal experience that can be useful to the board.

4. Describe the specific knowledge and experience that you would bring to the board.

I have professional experience as a lawyer that will assist the board. I also have experience in community-service that may be useful.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

To empower students of all racial and socio-economic backgrounds to achieve academic success by focusing on individualized learning, community-engagement, and parent-leadership.

2. What is your understanding of the school's proposed educational program?

Public charter schools for grades Pre-K through 5th

3. What do you believe to be the characteristics of a successful school?

Quality curriculum, competent and high-integrity teachers and administrators, individualized learning, safe environment, parent-leadership and involvement, and community support and engagement.
4. How will you know that the school is succeeding (or not) in its mission?

Evaluate objective factors like student achievement, enrollment, fiscal responsibility, and competitive recruitment, as well as qualitative factors like parent-involvement and community response.

GOVERNANCE

1. Describe the role that the board will play in the school’s operation.

The board will set direction and vision, provide oversight and accountability of staff, ensure fiscal responsibility and compliance with applicable regulations, and measure performance.

2. How will you know if the school is successful at the end of the first year of operation?

I would expect to see incremental improvement in student achievement, as well as enthusiasm and momentum among community, staff, and parents entering year two.

3. How will you know at the end of four years if the school is successful?

Significant improvement in student achievement, on pace to meet goals for five-year plan, consistent success in recruiting, and community ownership.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Carry out its role in ensuring that staff are empowered and held accountable, community is engaged, parents are empowered and involved, and finances are efficiently stewarded.

5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interest of the school?

Comply with applicable policies for such situations, report it to applicable authorities or agencies (if appropriate), and bring it to the attention of the chair and other board members.
DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.
   - Yes
   - No, I/we do not know these individuals
   If yes, describe the precise nature of your relationship.
   Community work and meetings together

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.
   - Yes
   - No, I/we do not know any such employees
   If yes, describe the precise nature of your relationship.
   Friend

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).
   - Yes
   - No, I/we do not know any such persons
   If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.
   Not applicable because the school does not intend to contract with an education service provider or school management organization.
   - Yes
   - No, I/we do not know any such persons
   If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.
   - Yes
   - No, I/we or my family do not anticipate conducting any such business.
   If yes, describe the precise nature of your relationship.
6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

- Yes
- Does not apply to me, my spouse, or family. If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Cantey Hanger LLP (partner)

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

- Yes
- Does not apply to me. If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

- Yes
- Does not apply to me. If yes, describe the precise nature of your relationship.
11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question
10.) be employed by or receive any compensation or remuneration from the sponsoring entity,
charter school, or the management company of the charter school?

☐ Yes
☐ Does not apply to me.
If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence
listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes
☐ Does not apply to me.
If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Timothy Derek Carson,
certify to the best of my knowledge and ability that the information I am providing to the Texas
Education Agency as a board member is true and correct in every respect.

Signature

Date 1/19/21

Notary Public
State of Texas

578
Page ___

Rocketship Public Schools
Derek represents clients in a wide range of civil lawsuits and helps his clients solve problems. A particular area of focus for Derek is federal-court litigation. Prior to joining Cantey Hanger, Derek served for three years as law clerk to the Honorable Terry R. Means, U.S. District Judge for the Northern District of Texas, Fort Worth Division. Derek currently serves on the Court Advisory Committee for the U.S. District Court for the Northern District of Texas. Derek is also an appellate practitioner, having argued numerous cases before the U.S. Court of Appeals for the Fifth Circuit. Other areas of emphasis within Derek’s practice include qui tam litigation under the False Claims Act, insurance-coverage litigation, contract disputes, construction-related litigation, and serving as de facto general counsel for small businesses and organizations.

**PRINCIPAL PRACTICE AREAS**

- Commercial Litigation
- Appellate
- Construction

**EDUCATION**

- The University of Memphis, J.D., 2010
  Managing Editor, The University of Memphis Law Review
- Union University, B.S.B.A., 2007

**EXPERIENCE**

- Jones v. Shivers, No. 16-41347, 2017 WL 3911775 (5th Cir. Sept. 6, 2017)
- Hurlston v. City of Princeton, 672 F. App’x 335 (5th Cir. 2016)
- Hackbelt 27 Partners, L.P. v. City of Coppell, 661 F. App’x 843 (5th Cir. 2016)
- Hefner v. Texas Health Mem’l Hosp. Fort Worth, 720 F. App’x 732 (5th Cir. 2018)
Ashley Electric LLC v. VM Energy LLC et al., No. DC-14-01128, 95th Judicial District Court, Dallas County (Nov. 17, 2014)

BAR ADMISSIONS & CERTIFICATIONS

- Licensed in Tennessee, 2010
- Licensed in Texas, 2013
- Admitted to the Supreme Court of the United States
- Admitted to the U.S. District Court for the Northern District of Texas
- Admitted to the U.S. District Court for the Western District of Texas
- Admitted to the U.S. District Court for the Southern District of Texas
- Admitted to the U.S. District Court for the Eastern District of Texas
- Admitted to the U.S. Court of Appeals for the Fifth Circuit

PROFESSIONAL & COMMUNITY INVOLVEMENT

- Tarrant County Bar Association
- Tarrant County Bar Association, Diversity Committee
- Tarrant County Young Lawyers Association
- Leading Edge, Class of 2017
- Co-Founder, Community Frontline of Fort Worth, Inc.
- Mentor, Kid’s Hope USA, I.M. Terrell Elementary School, 2014
- Volunteer, GO Center, Dunbar Middle School, 2015
- Federal Bar Association
- Selected “Rising Star” for 2018, 2019, and 2020 by Texas Super Lawyers
- Co-Recipient, Community Service Award, 2018, presented by Dunbar High School Alumni Association
- Recognized in Fort Worth Inc. Magazine for being a “Top Attorney” for 2018
- Rocketship Public Schools Texas, Board Member
- Court Advisory Committee, U.S.D.C. for the Northern District of Texas
- Bar Association of the Fifth Circuit

NEWS

- Derek Carson Newest Partner at Cantey Hanger Law Firm
- Cantey Hanger Lawyer Derek Carson Recognized as Rising Star
- Four Cantey Hanger Attorneys Selected Rising Stars
- Cantey Hanger Attorneys Listed in Fort Worth Inc. Magazine
- “Oh Snap!” A Loophole Around the Forum-Defendant Rule
- The July/August, 2018 Edition of the Tarrant County Bar Bulletin has Published John Polzer and Derek Carson
- ExxonMobil Defeats Personal Jurisdiction Challenges
- Four Cantey Hanger Attorneys Selected Rising Stars
Derek Carson has been accepted into Leadership Fort Worth’s Leading Edge Class of 2017
Derek Carson Writes “Challenging a default judgment in a Texas Federal Court” which appears in the Fort Worth Business Press and citybizlist Dallas
Several Amendments to the Federal Rules of Civil Procedure Take Affect on December 1st, 2015
Cantey Hanger’s July, 2014 Posting of the Creditor’s Rights and Bankruptcy Section E-Newsletter
Cantey Hanger Announces “14 New Lawyers” in Texas Lawyer Magazine
Derek Carson Joins Cantey Hanger

PUBLICATIONS & PRESENTATIONS

“Oh Snap!” A Loophole Around the Forum-Defendant Rule”, October 2018 Headnotes, Antitrust Trade Regulation Business Litigation Section of the Dallas Bar Association
“‘Oh Snap! A Loophole Around the Forum-Defendant Rule in Removal Cases,” Tarrant County Bar Association Bulletin (July /August 2018)
“Challenging A Default Judgment In A Texas Federal Court” So you just learned that a federal court in Texas has entered a default judgment against your company.
“Fifth Circuit Clarifies the ‘Active Participation’ Exception to the Internal Revenue Code’s Farming Syndicate Rules,” July 8, 2014
“Chapter 150 Update,” Cantey Hanger LLP – January 2014
“Things to Consider When Writing a Brief,” Cantey Hanger Associate Training, April 15, 2015
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas

BACKGROUND

Full Legal Name: Walter D. Dansby
Home Mailing Address: 1909 Cliffbrook Court, Fort Worth TX 76112
Phone Number: (817) 360-5768
E-mail Address: [redacted]
Business Name: Dikita Enterprises
Business Mailing Address: 201 Main Street, Suite 600, Fort Worth, TX 76102
Business Phone Number: (817) 886 - 4429

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes
☐ No, does not apply to me

If Yes, state the name of the entity: SCORE A GOAL IN THE CLASSROOM

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I believe that there is a need for parents/children to have choices. I have continued to be involved although retired. Giving children opportunities for choice of schools is paramount. Children from so many disadvantaged neighborhoods are getting caught up in schools or school systems that are under-performing and are not meeting their needs. I am convinced that to educate today’s youth one must be very passionate, creative, and informed/aware of new innovative approaches to learning. I believe Rocketship’s leadership will provide the necessary environment.
2. What is your understanding of the appropriate role of a public charter school board member?

I believe it's appropriate role is that of a public school.
1.) Hire and evaluate the leadership (Superintendent)
2.) Set policy and make sure it's followed
3.) Approve the budget in the best interest of the students and community

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not served on a Charter Board, however, as Superintendent of Fort Worth ISD, I have worked with School Boards. I think that I'll bring a wealth of knowledge and experience of understanding how the Board should function.

4. Describe the specific knowledge and experience that you would bring to the board.

I have experience with developing budgets, policies and procedures. I have managed a budget in excess of 800 million.
I have overseen large School Board Programs.
I am very familiar with Curriculum, Instruction, and Equity.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school has made an effort to build scalable and financially sustainable non-profit schools that focus on providing creative and passionate instruction to under-served children.

2. What is your understanding of the school's proposed educational program?

The school's education program is Pre-K through 5th grade with an emphasis on closing the achievement gap through individualized focus instruction.

3. What do you believe to be the characteristics of a successful school?

Characteristics are:
(1) Passionate, knowledgeable teachers that are dedicated and inspire students to achieve.
(2) Teachers that allow students to explore and pursue their passion and interest which leads to personal growth.
(3) Respect for diversity of school and community through cultural understanding.
4. How will you know that the school is succeeding (or not) in its mission?
Quarterly reviews should be in place that are aligned to a Strategic Plan that has benchmarks that are supported by data.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

1) The Board should set the direction, focusing on the education and well-being of the students.
2) The Board should translate the needs of students into policies, plans, and goals that can be supported by the community it serves.

2. How will you know if the school is successful at the end of the first year of operation?
It depends on the student growth as defined by the Strategic Plan (expected outcomes). One such area would be how well the school performed on required assessments.

3. How will you know at the end of four years if the school is successful?
I would know by examining cumulative data that is aligned to the school's mission, vision and values. Goals should be established through Strategic Planning and critical periodic milestones should be examined.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The Board should understand its role and responsibilities. The Board should make sure that policies and procedures are in place and are followed. The Board should work with the Superintendent and support a culture of learning.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?
I would follow the policies and procedures that are in place for such occurrences.
DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.
   - Yes
   - No, I/we do not know these individuals
   If yes, describe the precise nature of your relationship.
   Acquaintance Alex Jimenez / Ralph Emerson

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.
   - Yes
   - No, I/we do not know any such employees
   If yes, describe the precise nature of your relationship.
   Coworkers (Wife)

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).
   - Yes
   - No, I/we do not know any such persons
   If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.
   Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.
   - Yes
   - No, I/we or my family do not anticipate conducting any such business.
   If yes, describe the precise nature of your relationship.
6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes
☐ Does not apply to me, my spouse, or family.
If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes
☐ Does not apply to me.
If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes
☐ Does not apply to me.
If yes, describe the precise nature of your relationship.
11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes
☐ Does not apply to me.
If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes
☐ Does not apply to me.
If yes, describe the precise nature of your relationship.

CERTIFICATION

I, [Signature], certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Date

[Signature] 01/07/2021

SHERRI LEANN GERALD
Notary Public, State of Texas
Comm. Expires 06-21-2022
Notary ID 12038861
WALTER D. DANSBY | SENIOR VICE PRESIDENT

PROJECT EXPERIENCE

Program Executive, 2015 Dallas Independent School District, $1.6B Bond Program, Dallas, Texas. Dikita Vanir A Joint Venture is currently serving as the Program Managers for Dallas 2015 ISD Bond Program. Dikita is providing design oversight and construction management services for the improvement of 55 existing schools and the construction of two new schools using the competitive sealed proposal method. Construction value $500M, equivalent to one-third of the total bond program. Mr. Dansby oversees the overall operations of the project ensuring contractual obligations and standards are met. His leadership plays a pivotal role in the management of project administration, finances and staff.

Program Director, Lancaster Independent School District, Dallas, TX Mr. Dansby currently serves as the Program Director for the $125.9 M bond program for the Lancaster ISD. He provides oversight communication as well as support for the District’s community outreach program. Mr. Dansby works closely with the Lancaster ISD staff on daily bond program activities. His responsibilities consist of contract evaluations and negotiations, design document review and coordination with all stakeholders. Mr. Dansby ensures compliance with all design standards and engineering requirements and monitors program and progress assessments.

2012 – 2014

Position: Superintendent of Schools, Fort Worth Independent School District

General Responsibilities:
Responsible for educational leadership for the planning, organization, supervision and evaluation of the education programs, services and facilities of the District. Provide leadership for student performance and academic achievement based on the District goals and needs of students on standards of excellence and on community goals. Lead the District’s effective planning and management of administration, finances, operations, and personnel; Provide a positive, productive, and professional working relationship with the Board of Education and jointly ensure the community that we will continue to provide leadership to effectively and efficiently accomplish the Capital Improvement Plans for the District and all other duties as required as Superintendent.

Initiatives:
- Implemented the Fort Worth ISD Strategic Plan, 2013 – 2018
- District Motto, Mission, Vision and Values, 2013-2014
- Established The Paul Laurence Dunbar Leadership Academy
- Established the Fort Worth ISD World Languages Academy
- Implemented a new Student Information System (FOCUS)
- Established the Fort Worth ISD Spring Break School to support first time takers as well as those that were to retest
- Increased the number of Gold Seal Programs
- Established an Early College High School for the Texas Academy of Biomedical Arts and Sciences at Tarrant College Downtown Campus
- Established the Student Education Advisory Council (SEAC) to develop a dialog between Administration and students
- Established the first Fort Worth ISD Education Foundation
- Implemented training for all staff in an understanding of Disproportionality and Disparity (Courageous Conversations)
• Established training for Early Childhood through the Momentous Institute of Dallas in partnership with the Sid Richardson Foundation
• Passed a major Capital Improvement Program for $489.9 million dollars
• Established a Cohort Counseling Program in each FWISD High School with an additional Counselor for student acceleration
• Implemented the Advise Texas Model (TCU) for all Fort Worth ISD High Schools to support students and parents with college information and assistance
• Explored the possibility of a Veterinary Science Program for Northside and Diamond Hills High Schools
• Established the Dunbar Aviation Technology Program
• Restructured the Human Capital Management Division to support the hiring of the BEST of the BEST
• Implemented Universal Pre-K in the Fort Worth ISD
• Implemented the Read to Win Program in partnership with Tarrant NET
• Implemented the Morningside Children Partnership in partnership with the Rainwater Foundation
• Increased the Fort Worth ISD High School Graduation rate. Recognized by the Texas Education Commissioner as having one of the highest graduation rates among urban districts
• Increased the percentage of Fort Worth ISD eleventh grader taking the SAT. FWISD was recognized by the College Board for the increase in students taking the test
• Increased the number of dual credits received by FWISD students
• Improved the STAAR 3-8 scores in reading, math, science and social studies
• Improved the STAAR for High Schools in Algebra 1, Biology, English 1 and English 2
• Partnered with The National Science and Math Initiative to boost math and science scores
• Established the Department of Program for Efficiency, Effectiveness and Sustainability. This department was designed to facilitate the District’s Strategic Plan and to evaluate results
• Established the J.T. Stevens Applied Learning Academy
• Decreased the number of student suspensions and referrals by 45%
• Established Professional Learning Communities on all FWISD campuses

2011 – 2012
Position: Interim Superintendent of Schools, Fort Worth Independent School District

General Responsibilities:
Provides educational leadership and direction for the development of an educational system based on the needs of students on standards of excellence and community goals; Demonstrates effective planning and management of District administration, finance, operations, and personnel; Maintains a positive, productive, and professional working relationship with the Board of Education and the community; and continues to provide leadership to effectively and efficiently accomplish the Capital Improvement Plans for the District, and all other duties as stated below for the Deputy Superintendent.
• Conducted a major Curriculum Audit
• Implemented a redesign for Curriculum Framework and Pacing Guides
• Established new processes and procedures for budgeting (Financial Management)
• Established the Learning Networks to provide instructional support for staff and students
• Established a new Master Scheduling process to provide additional instructional time
• Established Consistent Bell Schedules
• Re-organized the Parent and Public Engagement Department
• Opened the Academy of Biomedical Arts and Sciences
• Closed–out the 2011 Capital Improvement Program
• Established online scheduling request
• Established the FWISD “It’s Not OK Campaign” (INOK)
• Developed and implemented Know the Plan. FWISD’s emergency operations procedures
• Established the District Education Relations Committee (DERC) to receive input from faculty and staff on various school related issues

2007 – 2011

Position: Deputy Superintendent, Fort Worth Independent School District

General Responsibilities:
Provides leadership to effectively and efficiently accomplish the Capital Improvement Plans for the District; Actualizes the goals of the Board of Trustees and the Superintendent of Schools through direction and monitoring of District-wide construction projects and related budgets; Directs the operation, planning, and development of non-instructional services including the Capital Improvement Program, Facilities Planning, and Athletics.

Initiatives:
• Established a bond team consisting of staff and program consultants who have knowledge and experience in managing, executing, and facilitating construction projects.
• Engaged consulting services to provide for the strategic development, planning, and delivery requirements for a $593.6 million bond program the voters overwhelmingly approved (70% voting for). It was the largest ever in Tarrant County.
• Facilities Advisory Group: The Facilities Advisory Group was organized to make recommendations regarding implementation of the District assessment, pre-construction planning, and overall planning process for the 2007 Bond program.
• Citizens’ Oversight Committee (COC): The COC monitors the Fort Worth ISD’s Capital Improvement Program (CIP), advises the Superintendent and Board members of any program issues, and helps the FWISD run a transparent Bond program. Meetings are held quarterly.

2001 – 2007

Position: Deputy Superintendent of Operations & Administrative Services

General Responsibilities:

Initiatives:
• Maintenance and custodial operations: In 2001, one large department was divided into two, each with an Executive Director. Moved two departments, painting and landscaping, from Maintenance to Custodial Operations to improve efficiency. Volunteer painters shifted to evening work hours to increase the average number of buildings painted per fiscal year from 4 to 14. The custodial and landscaping departments were standardized
• Pre-approval for overtime: Slashed overtime costs by 40 and 60 percent over the same time-frame.
• Area II Maintenance: Established a satellite serving in one-third of the District’s schools.
• Increased accountability by use of schedules (paint, carpet, roofs, preventive maintenance, oversight of contracted services, etc).
• Established equitable custodial staffing for all sites.
• Moved all campuses to centralized control.
• Developed and distributed Maintenance and Custodial Guidelines to all District buildings.
• Completed a Facilities Master Plan.
• Published a Request for Proposal (RFP) in preparation for a Facilities Master Plan in January 2007 and entered an agreement with Magellan K12, an education-oriented consulting firm, to provide services.
• Divided the 14-month plan in two phases, each with four parts, including:
  o Evaluating facilities’ conditions analysis;
  o Analyzing current maintenance practices, conducting demographic enrollment studies and identifying growth and development with District boundaries; and
  o Developing an educational mission statement that established a clear connection between the Facilities Master Plan and the education goals of the District.
• Obtained Pre-Construction Support Services (PCSS) from a professional consultant to perform a pre-construction service assessment for the District in preparation for a Capital Improvement Program (CIP). Assumed the Lead Role in the strategic development, planning, and pre-implementation of District-wide requirements of all aspects of procedures used in the delivery of the CIP. Worked closely on the following:
  o Acted as the PCSS manager to develop the Scope of Services including:
    o Organizational Structure – Management & Reporting;
    o Architectural and Engineering Services Coordination/Management;
    o Schedule, Financial Management; and Construction Management.
• Transportation: Re-located 45 buses to the north side of the District to lessen "deadhead" mileage on several routes thereby reducing costs. The department was reorganized to increase efficiency and accountability. The fleet was updated and a new routing system was implemented.
• Student Affairs: Opened a Municipal Court dedicated to hearing FWISD truancy cases to improve attendance. It also was recognized for having an award-winning emergency plan.
• 21st Century Programs were established for 11 secondary facilities designed to serve the unique "after hours" needs of various neighborhoods. After-school program participation at elementary schools increased. Please refer to the Associate Superintendent Initiatives below:
• Decreased numbers of students excluded from school due to lapsed immunization records.
• Breakfast and lunch participation in the Child Nutrition program increased.
• Numbers and dollar amount of grants received by the District increased.
• Athletic programs expanded and student participation increased, with numerous students achieving State UIL awards.
• Human Resources continued to allow the District to begin each new school year with all classrooms staffed with teachers.
• District Board policy was completely aligned with current State regulations and was placed on-line.
• The Communications Department won eight state awards (TSPRA) for its parental
newsletter, annual report, and programming on instructional television.

1999 – 2001
Position: Associate Superintendent of Instruction – Area One

General Responsibilities:
Provided leadership and supervision of the Area One Instructional Support Team as well as to Athletics, Student Affairs, School and Community Relations, Human Resources, Board Policy, and after-school programs.

Initiatives:
• Co-Founder – Fort Worth After-School Program: After school programs at 60+ high-need elementary schools were established as a result of close collaboration between the City of Fort Worth and the FWISD through a joint community venture.
• Lead Role: 21st Century grants were applied for, received, and initial programs began at 6 middle schools. There are now at 19 sites.
• Tailor-made, extensive instructional guidance was provided to 59 Area One schools including:
  o Pre-consults with building-level administrators on their past results, goals, and perceived obstacles to reaching stated goals;
  o Extensive test results analysis, by test and by grade level;
  o Detailed question-by-question analysis of building-level student responses to specific questions in order to assist teachers in any needed instructional delivery adjustments;
  o Additional instructional help provided, throughout the school year for small groups of students (driven by ongoing Benchmark analysis by objective).
• Continued to realize increased numbers of state-recognized schools at the same time the state standards increased. There were 68 out of 112 recognized or exemplary schools.
• Initiated another collaborative effort with the City of Fort Worth by providing a Municipal Court agreement for any student with five consecutive days of absences to attend with their parent.
• Re-established seventh-grade athletics with the goals of keeping students engaged in school, increase student attendance and maintain grades in order to be eligible to participate.

1995 – 1999
Position(s): Executive Director- South and Northeast Instructional Support Teams

Executive Director, South Quadrant Instructional Support Team (IST)
• Helped develop the initial instructional support concept designed to assist schools achieve State recognition with high-stakes accountability testing.
• Served as the first Executive Director of one of the four quadrant ISTs (South) with eleven instructional team members serving 28 schools.
• Worked with each campus to develop a needs assessment based on student and staff performance (item analyses, cohort progress, etc.).
• Provided teaching strategies and materials to address individual campuses needs.

Executive Director, Area One, Northeast Instructional Support Team (IST)
• Continued supervision of the South IST schools while assuming the same role for the
Northeast IST, gradually merging the two to serve the needs of 59 schools.

- Established a Principal's Academy to help empower them in their role as instructional leaders.
- Increased the numbers of State-recognized campuses from 4 in 1996 to 19 in 2001 with no low-performing schools. Accountability ratings increased from 14.8% of schools recognized in 1996 to 33.3% of schools recognized in 2001 while the State continued to toughen the standards.
- Provided staff development and/or training with nationally-known educational experts such as Dr. Jonathan Kozol (diversity work), Dr. Eleanor Renee Rodriquez (What Is It About Me You Can't Teach), and Dr. Belinda Williams (Closing the Achievement Gap: A Vision for Changing Beliefs and Practices) as well as trainers of Ruby Payne’s Working With Children and Adults of Poverty and Harry Wong’s The Effective Teacher.

1991 – 1995
Position: Principal, O. D. Wyatt High School

- Switched campus to "block scheduling" thereby allowing students the opportunity to achieve more credits in a school year. This enabled children who were behind to gain enough credits to graduate on time, thus improving the graduation rate.
- Implemented a mentoring program and worked with Downtown Fort Worth Rotary Club members to expose students to a wider range of possibilities.
- Developed a summer jobs program for Junior and Senior students who had been a part of the mentoring program.
- Focused particular attention on ninth graders by offering opportunities to visit businesses that were of interest to the students in order to help them focus on career goals and objectives.
- Increased attendance rates from 88.1% in 1992-1993 SY to 91.1% in 1994-1995 SY.
- Decreased in dropout rate from 3.1% in 1992-1993 SY to 2.0% in 1995-1996 SY* (*Dropout rates calculated on previous 2-year timeframe.)
- Improved the data processing procedures resulting in improved reporting of school-based data in an effort to focus on grading, attendance, dropout rates, and student credits.
- Modernized the tech lab and automotive areas.
- Provided watches with the school mascot on the dial to sophomores who mastered all three portions of the State’s high-stakes accountability test (TAAS).
- Encouraged class sponsors who took a Freshman class (throughout their four years) on field trips (both in-town and out-of-town) if they met attendance and behavioral criteria for each grading period by providing transportation and released counselors to serve as chaperones.
- Began the process of paying registration fees for students to take the SAT and ACT exams thereby increasing SAT participation rates from 44.7% in 1993 to 54.5% in 1994.
- Established SAT-prep courses for students.
- Established dual-enrollment opportunities for O. D. Wyatt Seniors and Tarrant County College.
- Added elective courses of high interest to the student population, such as African American Studies.
- Provided teachers extra planning time to develop TAAS-supportive lessons to their content areas. For example, science teachers reinforced TAAS Math objectives and Social Studies teachers reinforced English Language Arts objectives.
- Increased student population from 1,005 students school year 1991-1992 to 1,780 by Rocketship Public Schools

594
• Increased PTA participation from one (1) paying member to 205 paid and participating members.
• Established a Minister's Community Alliance with the school.
• Facilitated the growth and improvement of the school's marching band from 65 members to 275.
• Tripled the number of students eligible for membership in the National Honor Society.

1990 – 1991
Assistant Principal, R. L. Paschal High School

1982 – 1990
History/PE Teacher and Head Basketball Coach, R. L. Paschal High School

1975 – 1982
History/PE Teacher and Basketball Coach, Southwest High School

1974 – 1975
History Teacher and Coach, Rosemont Middle School

PROFESSIONAL MEMBERSHIPS

PRESENT MEMBERSHIPS
• Fort Worth Metropolitan Black Chamber
• National Alliance For Advancement of Colored People (NAACP)
• Association For Learning Environments (A4LE)
• Committee Center for Leadership in School Reform
• Council of Educational Facilities Planners International (CEFPI)
• National Alliance of Black School Educators (NABSE)
• National School Boards Association (NSBA)
• National Association of Secondary School Principals (NASSP)
• Texas Alliance of Black School Educators (TABSE)
• Texas Association of School Boards (TASB)
• Texas Association for Supervision & Curriculum (ASCD)
• University Interscholastic League (UIL) Legislative Council Representative – Region I

PAST MEMBERSHIPS
• Downtown Rotary Club of Fort Worth Vice President – 1996-1998
• Downtown Rotary Club of Fort Worth Board of Directors – 1996-1998, 2000-2002 Fort Worth Medical Center Community Advisory Board
• Goodwill Industries, Advisory Board
• NAACP Youth Organization
• Parks and Community Services Advisory Board Phi Delta Kappa-TCU Chapter
• Blue Zones Project Fort Worth Steering Committee
• Fort Worth Arts Council Executive Committee
• Fort Worth Hispanic Chamber of Commerce
• QUOIN, Board of Directors
• Salvation Army Advisory Board

AWARDS AND HONORS

• Bayard H. Friedman Hero Award – Score a Goal in the Classroom Incentive Award
• Communicator of the Year Award 2014 – Public Relations Society of America – Greater Fort Worth Chapter
• Community Service Award – Tarrant County Black Bar Association
• Distinguished Service Award, 1995 – The Greater Fort Worth Area Negro Business and Professional Women’s Club
• Dr. Marion J. Brooks Living Legend Award for Education, 2011 – National Multicultural Western Heritage Museum
• Dunbar Alumni Association Torch Light Award for Dunbar Service, 2011 – Dunbar Alumni Association
• Educator of the Year – Grace Temple Seventh Day Adventist Church
• Eminent Man Award for Outstanding Leadership 1995 – The National Sorority of Phi Delta Kappa, Inc.
• Excellence Award for Innovative Operations/Management – Texas Commission on Environmental Quality
• Excellence in Education Award – Multi-Ethnic Chamber of Commerce
• Excellence in Education Award – McMillan United Methodist Church
• Gary Manny Children & Families Award
• Gilbert Garcia Amigo Award 2006 – United Hispanic Council of Tarrant County and Hispanic Heritage
• Helping Hand Award 1991 – Championship Basketball
• Men of Distinction Award 2002 – Alpha Theta Sigma Chapter, Phi Beta Sigma Fraternity, Inc. Meritorious Service Award – United Negro College Fund, Inc.
• Outstanding African American Alumnus Award – University of Texas at Arlington’s African American Alumni Chapter
• Outstanding Leadership Award – O.D. Wyatt High School
• PTA Paul Harris Fellow Award – The Foundation of Rotary International
• Public Entity Award, 2012 (Capital Improvement Program) – Regional Hispanic Contractors Association
• Public Sector Advocate Award (Capital Improvement Program) – Black Contractors Association Trailblazer Award, 2012 – The Greater Fort Worth Area Negro Business and Professional Women’s Club
• UMOJA Award – Men of UMOJA
• Deep in the Heart of Texas – The Big Heart for Education Award presented by the Alpha Kappa Alpha Sorority, Inc. 82nd South Central Regional Conference
• The Gerald Beal “Courageous Man of Christ” Award
• Life Achievement Award- The National Congress of Parents and Teachers
• Trail Blazer Award presented by Diane Patrick, The State of Texas House Of Representatives
## REFERENCES
The Honorable Glenn Lewis 1100 Circle Drive
Fort Worth, TX  76119
The Honorable Roy C. Brooks
Commissioner, Precinct 1
Tarrant County Commissioners Court 100
E. Weatherford Street
Fort Worth, TX  76196

Pete Geren
President
Sid Richardson Foundation

## EDUCATION
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<tr>
<th>Year</th>
<th>Degree</th>
<th>Institution</th>
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<tbody>
<tr>
<td>2014</td>
<td>Honorary Degree of Doctor of Humane Letters</td>
<td>Southwestern Christian College</td>
</tr>
<tr>
<td>1978</td>
<td>Master of Education</td>
<td>Tarleton State University, Stephenville, Texas</td>
</tr>
<tr>
<td>1974</td>
<td>Bachelor of Arts</td>
<td>University of Texas at Arlington, Arlington, Texas</td>
</tr>
<tr>
<td>1969</td>
<td>High School Diploma</td>
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## CERTIFICATIONS
<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>2011</td>
<td>Superintendent</td>
</tr>
<tr>
<td>1994</td>
<td>Mid-Management Administrator</td>
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</tbody>
</table>
GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

BACKGROUND

Full Legal Name: John Vincent Davila

Home Mailing Address: 6901 Cloudcroft Lane

Phone Number: 1 817-773-2719

E-mail Address: 

Business Name: Sproles Woodard, LLP

Business Mailing Address: 777 Main Street, Suite 3250, Fort Worth, TX 76102

Business Phone Number: 817-332-1328

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes
☐ No, does not apply to me

If Yes, state the name of the entity: FW Chamber of Commerce, FW Police Officer's Awards Foundation

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I have lived in Fort Worth all my life and the first in my family to attend and graduate from college. I know how a good education can help you in life, work, and family and how it helps to make you a productive member of society. I have worked in Fort Worth for over 20 years in public accounting and I am the partner in charge of the Fort Worth Office at Sproles Woodard, LLP. I contribute to my community through coaching my children's sports teams, teach at my local church, and have taught junior achievement for several years at low income schools. I understand how important it is to have options for school and what a good education and learning environment will do for several children. I care about the Fort Worth community and I know its future is in the hands of its local children. The best vehicle I found to deliver this was the Rocketship model and although it did not operate in Texas at the time I felt it was extremely beneficial to invite them into our area. In particular the PK-5 model puts excellent students and engaged parents back into the public arena to then drive change in other schools.
2. What is your understanding of the appropriate role of a public charter school board member?

Board members work cohesively to set a strategic vision for the school and provide financial oversight. They should be cognizant of the regulatory requirements. Also very important is hiring leaders and holding them accountable for academic success through clear evaluation measures.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am a current board member of two organizations that are there to help and benefit the community. I understand of how we hold our management responsible as it's our responsibility as board members to hold everyone that we hire accountable.

4. Describe the specific knowledge and experience that you would bring to the board.

A strong non-profit background in governance and collaboration both internal and with associated entities through my public accounting firm as we service several not for profit entities in the Fort Worth area. Professional expertise in audit of investment companies, oil and gas, not for profit, real estate and preparation in planning and evaluation. Past experience in hiring and oversight of my management team, employees, organizations, and clients.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to eliminate the achievement gap in our lifetime, through a collective of parents, teachers, leaders and students working together and engaging the local community regardless of socio-economic status.

2. What is your understanding of the school's proposed educational program?

The program is a rotational model for K-5 that consists of Humanities, STEM, Enrichment and Learning Lab.

3. What do you believe to be the characteristics of a successful school?

The success I believe lies in the successful partnership of the school with the community and the families.

Rocketship Public Schools 599
Page ___
4. How will you know that the school is succeeding (or not) in its mission?

We have meaningful participation by parents and strong support in the community. We have great teachers and an inclusive culture. The students' academic achievement and student enrollment.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board is responsible for hiring leadership, setting strategy and measurable goals, monitoring the results and performance of people and goals and ensuring sustainable funding and growth.

2. How will you know if the school is successful at the end of the first year of operation?

Successfulness will be dependent on successfully hiring staff that are well trained and will achieve academic success through meeting or exceeding baseline goals.

3. How will you know at the end of four years if the school is successful?

I will measure success at the end of the fourth year of operation by students' outcomes and academic achievement as measured by TEA's STARR testing, as well as students' attendance rates.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will commit to following the already proven Rocketship Public Schools national model which has developed and proved successful for a long period of time. The board will develop metrics and demand high expectations for performance and accountability.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

In most instances the first point of call would be to internal legal counsel, who then may need to consult with an outside expert depending on the situation and extent of the problem. This may lead to self-reporting to an oversight authority. There are also by-laws and a Conflict of Interest Policy in place which outline the method to deal with these issues. These have been drawn up mindful of the Texas codes governing the conduct of 501 (C) 3 and Charter Schools.
DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.
   - Yes
   - No, I/we do not know these individuals
     If yes, describe the precise nature of your relationship.
     
     I have worked with through community involvement.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.
   - Yes
   - No, I/we do not know any such employees
     If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).
   - Yes
   - No, I/we do not know any such persons
     If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.
   - Not applicable because the school does not intend to contract with an education service provider or school management organization.
   - Yes
   - No, I/we do not know any such persons
     If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.
   - Yes
   - No, I/we or my family do not anticipate conducting any such business.
     If yes, describe the precise nature of your relationship.
6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes
☐ Does not apply to me, my spouse, or family.
If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes
☐ Does not apply to me.
If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes
☐ Does not apply to me.
If yes, describe the precise nature of your relationship.
11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes
☐ Does not apply to me.
If yes, provide information relating to the matter(s).

☐ Yes
☐ Does not apply to me.
If yes, describe the precise nature of your relationship.

CERTIFICATION

I, John Vincent Davila, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Date

1/3/2021

Johnnette Kelly

My Commission Expires
June 30, 2024

Rocketship Public Schools

Page ___
Vincent Davila is a native of Fort Worth, Texas. He attended Catholic School from 1st grade to 6th grade, attended Riverside Middle School, and graduated from Amon Carter Riverside High School.

Vincent is a Partner in the Audit Division of Sproles Woodard LLP and is also the Director of Accounting and Auditing for the firm. He is also the partner in charge of the Fort Worth Office.

He earned his Bachelor of Business Administration in Accounting degree from Texas Wesleyan University and his Master of Business Administration in Information Systems at Texas Wesleyan University. Vincent’s experience in accounting and auditing spans over 20 years and includes real estate, oil and gas exploration and production, hedge funds, fund of funds (FOF), private equity funds, manufacturing, construction, employee benefit plans, and not-for-profit organizations. Additionally, Vincent’s experience includes both public and private companies ranging from accelerated filers to family partnerships, alternative investment management, and private equity companies.

His professional affiliations include the American Institute of Public Accountants, Texas Society of Public Accountants, Council of Petroleum Accountants Societies, Inc., Fort Worth Chamber of Commerce, Petroleum Club of Fort Worth, and AGN North America.

Vincent has served as an Adjunct Professor of Accounting at Texas Wesleyan University. He also taught training for KPMG for five years.

An active member of the community, Vincent serves on the Fort Worth Chamber of Commerce Finance Committee. He teaches Junior Achievement at local high schools and is a Sunday School teacher at his church. He also enjoys coaching his children in different sports.

Vincent and his wife, Michele Davila, are parents of five children: Miranda, Marissa, Marie, Valerie, and John Michael, and grandparents to three: Matthew, Mason, and Madeline. The family enjoys spending time together. Vincent especially enjoys taking his family to Texas Rangers games.

In his spare time, Vincent enjoys watching football and boxing, playing softball, golf and fishing.
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<tr>
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<th>Rocketship Public Schools</th>
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<td>Name of Sponsoring Entity:</td>
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**BACKGROUND**

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<tr>
<th>Full Legal Name:</th>
<th>Ralph W. Emerson Jr.</th>
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<tr>
<td>Home Mailing Address:</td>
<td>5001 ConeFlower Rd</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>817-980-5247</td>
</tr>
<tr>
<td>E-mail Address:</td>
<td>/* redacted */</td>
</tr>
<tr>
<td>Business Name:</td>
<td>Rising Star B.C.</td>
</tr>
<tr>
<td>Business Mailing Address:</td>
<td>4216 Ave M Fort Worth TX 76105</td>
</tr>
<tr>
<td>Business Phone Number:</td>
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</tr>
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</table>

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- Yes
- No, does not apply to me

If Yes, state the name of the entity: John Peter Smith Hospital, United Way

**RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED**

1. What was your motivation to serve on the board of the proposed charter school?

   - The track record of Rocketship
   - The need for a new model with proven track record dealing with the underserved community
2. What is your understanding of the appropriate role of a public charter school board member?

- Set and support vision
- Be an ambassador
- Support in the community

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

- Served on United Way board
- Infant Mortality Bd,
- John Peter Smith board of managers

4. Describe the specific knowledge and experience that you would bring to the board.

- Community Involvement
- Team building
- Leadership

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

- Enhance the learning ability of those they serve
- Build a positive mindset towards education
- Encourage the desire and will to be better

2. What is your understanding of the school's proposed educational program?

- Meet the under-performing needs of the child
- Raise the learning capability of every student

3. What do you believe to be the characteristics of a successful school?

- High performing students
- Sensitive and caring faculty
4. How will you know that the school is succeeding (or not) in its mission?
   - The attitude of the student body
   - The message the community sends
   - How many students move to the next level

GOVERNANCE

1. Describe the role that the board will play in the school's operation.
   - Review budget
   - Evaluate goals
   - Review long-range plan
   - Learning environment

2. How will you know if the school is successful at the end of the first year of operation?
   - Student achievements
   - Parent support and involvement

3. How will you know at the end of four years if the school is successful?
   - Grad rates
   - Promotion to the next grade level
   - New enrollments

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   - Ensure a committed board
   - Seek additional funding
   - Promote an involved community

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?
   - I would address - one on one privately
   - Bring to chair
   - Present to full board - close door session
DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.
   - Yes
   - No, I/we do not know these individuals
   If yes, describe the precise nature of your relationship.
   Community Associate

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.
   - Yes
   - No, I/we do not know any such employees
   If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).
   - Yes
   - No, I/we do not know any such persons
   If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.
   - Not applicable because the school does not intend to contract with an education service provider or school management organization.
   - Yes
   - No, I/we do not know any such persons
   If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.
   - Yes
   - No, I/we or my family do not anticipate conducting any such business.
   If yes, describe the precise nature of your relationship.
6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

- Yes
- Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A Young Mens Leadership Academy

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

- Yes
- Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

- Yes
- Does not apply to me.

If yes, describe the precise nature of your relationship.
11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes
☒ Does not apply to me.
If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes
☐ Does not apply to me.
If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Ralph W. Emerson Jr., certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Date

1-15-21

Chris Martine

11/15/21

CHRISTOPHER MARTINEZ
Notary Public, State of Texas
My Comm. Exp. 04-01-2023
ID No. 12853329-2
Bio for
Reverend Ralph W. Emerson, Jr.¹

Reverend Ralph W. Emerson, Jr. became the Assistant Pastor of Rising Star Baptist Church in 1989. After only one year, he was called to be the Senior Pastor in June 1990. Rev. Emerson has led the church from 200 members to approximately 3,000 at present. To address this increased attendance he instituted 8:00 A.M services in 1992.

Rev. Emerson has four degrees including an Associate of Arts in Recreation Administration from Contra Costa College, a Bachelor of Arts in Recreation Administration from San Jose State University, a Master of Public Administration from California State University-Hayward, and a Master of Divinity from Fuller Theological Seminary and Biola College.

He has served on the Board of Directors for several organizations including the United Way, Aids Outreach, the Red Cross, Tarrant County Food Bank, and John Peter Smith Board of Directors. He currently serves as Chairperson for John Peter Smith Pastor’s Council and Co-Chairs Healthy Moms-Healthy Babies- Healthy Community (H3) Board, Immediate Past Chair Board Chairman of John Peter Smith Board of Managers, and a member of the University of North Texas Health Science Center Dean Steering Committee.

Pastor Emerson worked for the cities of Compton, CA, Houston, TX and Fort Worth, TX. Prior to pastoring Rising Star, he was an active member of Mount Moriah Baptist Church in Los Angeles and New Faith Baptist Church in Houston where he led various ministries including young adults and youth, and marriage counseling and bible study respectively.

He has been married to Gladys Emerson, Vice President of Continuing Education at Tarrant County College-South Campus, for 38 years. They have been blessed with 3 children and 6 grandchildren.

¹Rev. Emerson's bio has been taken from our website: https://www.rocketshipschools.org/staff/rev-ralph-emerson/
#:~:text=He%20became%20the%20Assistant%20Pastor,to%20approximately%203%20at%20present. A similar bio on Rev. Emerson is available on Rising Star Baptist Church's website at: https://risingstarbc.org/church-history
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas

BACKGROUND

Full Legal Name: Alejandro (Alex) Jimenez
Home Mailing Address: 245 Willow Ridge Rd
Phone Number: 214-535-3535
E-mail Address: [redacted]
Business Name: Retired TXU Corp - Vice President
Business Mailing Address: Retired
Business Phone Number: NA

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes
☐ No, does not apply to me

If Yes, state the name of the entity: E. Fort Worth Inc, Texas Ranger Hall of Fame, Housing Authorit

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

Being an avid reader and knowing how reading and math helped me rise from a helper to a Vice President for TXU Corp, I want to help all kids have the same opportunity.
2. What is your understanding of the appropriate role of a public charter school board member?

To work with the superintendent to make sure kids are reading and performing at least at their grade level.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As Board member & Chairman of Fort Worth Housing Authority, I was able to take a very highly regulated (HUD), complex, non-entrepreneur culture, and limited funded organization and change the culture to where the Housing Authority replaced 60-year-old complexes with modern apartments and increased revenue.

4. Describe the specific knowledge and experience that you would bring to the board.

A 34 year career at TXU Corp where I started at 17 years of age digging holes for the poles and being an executive the last 12 years with jobs in construction, engineering, human resources, customer service, operations, transportation, real estate and Right of Way. I was able to advance by tweaking systems to improve service or reduce cost.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Rocketship's mission focuses in the most important ages for learning PreK to 5th grade. They search for areas in a community with large at-risk population and work to get these kids to learn at their grade level.

2. What is your understanding of the school's proposed educational program?

They focus on PreK to 5th grade and prepare their teachers, principals, etc. to work as a team to make sure each child learns.

3. What do you believe to be the characteristics of a successful school?

That all employees work as a team. That they buy in to "it's ALL about the kids". That they take pride in the success of the kids academic performance.
4. How will you know that the school is succeeding (or not) in its mission?

Initially, that the fundamentals like a complete trained staff that works as a team is in place. That academic goals are improving each year. That a huge majority if not 100% of kids are reading/performing at least at their grade level.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Board will be responsible to fulfilling charters mission, policy and goals thru the superintendent.

2. How will you know if the school is successful at the end of the first year of operation?

That we have a full complement of students, teachers, and we are economically feasible. That we are meeting all academic goals at a minimum.

3. How will you know at the end of four years if the school is successful?

That we are exceeding academic goals, that all students are progressing or reading at their grade level. All within a budget and low turnover.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Hire the best superintendent possible. Provide resources that will help superintendent meet mutually set academic goals. Help establish a warm and inclusive atmosphere at all our schools.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would address it a board meeting in a transparent manner and have the board take appropriate action to remedy the situation.
DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.
   - ☐ Yes
   - ☐ No, I/we do not know these individuals
   If yes, describe the precise nature of your relationship.
   Through my career at TXU or work as a volunteer in the community

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.
   - ☐ Yes
   - ☐ No, I/we do not know any such employees
   If yes, describe the precise nature of your relationship.
   I know the Fort Worth ISD Superintendent. I have known the last three.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).
   - ☐ Yes
   - ☐ No, I/we do not know any such persons
   If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.
   I know Lorraine Miller who has done real estate work locating properties for school locations. Lorraine and I have known each other for 25 years thru volunteering in the community.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.
   - ☐ No, I/we do not know any such persons
   - ☐ Yes
   If yes, describe the precise nature of your relationship.
   Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.
   - ☐ Yes
   - ☐ No, I/we or my family do not anticipate conducting any such business.
   If yes, describe the precise nature of your relationship.
6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes
☐ Does not apply to me, my spouse, or family.
If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

I am a retired employee of TXU Corp. I had a company Jimenez Companies LLC that is inactive.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

Idea Public Schools - Advisory Board 2017-current
Uplift Public Schools - Advisory Board 2016-current

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes
☐ Does not apply to me.
If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes
☐ Does not apply to me.
If yes, describe the precise nature of your relationship.
11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes
☐ Does not apply to me.
If yes, provide information relating to the matter(s).

☐ Yes
☐ Does not apply to me.
If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Alex Jimenez, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Date 1-12-2021
# Alex Jimenez

245 Willow Ridge Rd., Fort Worth, Texas 76103 • 214-535-3535

## Prior Work Experience

<table>
<thead>
<tr>
<th>Company</th>
<th>Location</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>TXU Corporation</td>
<td>Texas (various offices)</td>
<td>1970 - 2005</td>
</tr>
<tr>
<td><strong>Vice President of Administrative Services (Retired)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Responsible for TXU’s Corporate Real Estate, Aviation, Right of Way, Land and Minerals, Corporate Facilities, and Transportation Operations divisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accountable for a $50,000,000 annual operating budget and oversaw $300,000,000 in commercial real estate developments and transactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Led teams that successfully acquired the company’s first corporate office, maximized the sale price of the company’s phone company, acquired thousands of acres for the company’s mining operation, and sold the company’s oil and gas well assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Managed the design and construction of distribution electrical lines and feeders, oversaw the monitoring of electrical substation loads, and implemented programs to reduce the number of unscheduled transformer outages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Current Community Leadership

<table>
<thead>
<tr>
<th>Organization</th>
<th>Location</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tarrant County Civil Service Commission</strong></td>
<td>Tarrant County, TX</td>
<td>2010 - present</td>
</tr>
<tr>
<td><strong>Commissioner</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appointed as one of three civil service Commissioners to hear cases of Tarrant County employees appealing discipline decisions by Tarrant County Judge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Meet monthly to review appeals for employee disciplinary decision, as well as to review and approve certain administrative matters</td>
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<td></td>
</tr>
<tr>
<td><strong>East Fort Worth Inc.</strong></td>
<td>Fort Worth, TX</td>
<td>2014 - present</td>
</tr>
<tr>
<td><strong>Chairman</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lead non-profit organization to support economic development and create jobs within low-income areas in East Fort Worth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Liaise with developers to evaluate opportunities to bring visitors to East Fort Worth, such as by attracting company relocations to the area or through hosting sports tournaments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Southeast Fort Worth Inc.</strong></td>
<td>Fort Worth, TX</td>
<td>2015 - present</td>
</tr>
<tr>
<td><strong>Member of Board of Directors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Oversee promotion of economic development and job creation in Southeast Fort Worth and coordinate with East Fort Worth Inc. on shared opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership ISD</strong></td>
<td>Tarrant County, TX</td>
<td>2015 - present</td>
</tr>
<tr>
<td><strong>Alumnus (Past Inaugural Fellow)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Completed a nine-month fellowship centered on learning about all aspects of public education and how best to improve it, with a focus on parental engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Currently serves as a member of Leadership ISD Alumni Association</td>
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</tr>
</tbody>
</table>

## Prior Community Leadership and Engagement

- Texas Rangers Hall of Fame Museum (*Board Member*, 2005-2018)
- Fort Worth Housing Authority (*Chairman*, 1997-2009; *Commissioner*, 1994-2009)
- Leadership Dallas Alumni Association (*Chairman*, 2000; *Board Member*, 1997-2000)
- Junior League of Dallas (*Advisory Board Member*, 1999-2001)
- Greater Dallas Hispanic Chamber of Commerce (*Chairman*, 1998; *Board Member*, 1996-1999)
- Downtown Dallas Improvement District (*Chairman*, 1998; *Board Member*, 1994-1998)
- Women’s Shelter of Tarrant County, Inc (*Board Member*, 1997-1998)
• Texas Council on Problem and Compulsive Gambling (*Board Member*, 1992-1997)
• Texas Business & Education Coalition (*Coordinating Committee Member*, 1990-1995)
• State Bar of Texas (*Grievance Committee, District 7A*, 1992-1996)
• Fort Worth Mayor’s Ethics Advisory Board (*Advisory Board Member*, 1989)
• Fort Worth Hispanic Chamber of Commerce (*Chairman*, 1987)
• Fort Worth Convention & Visitors Bureau (*Board Member*, 1986-1990)
• Tarrant County Martin Luther King Holiday Committee (*Honorary Member*, 1987-1988)
• Greater Big Spring Rotary Club (*Member*, 1981-1983)
GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas

BACKGROUND

Full Legal Name: Mishon B. Landry
Home Mailing Address: 8512 High Point Court, North Richland Hills, Texas 76182
Phone Number: 817.471.6200
E-mail Address: 
Business Name: Inclusive Leadership Institute | Culture Consultants
Business Mailing Address: 777 Cannon Drive, Hurst, Texas 76054
Business Phone Number: 817.471.6200

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes
☐ No, does not apply to me

If Yes, state the name of the entity: Texas CASA, Keep NRH Beautiful Commission, Iron Dallas

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I believe that every child regardless of their zip code should have an equitable education and an opportunity to succeed in life and that the color of their skin and their abilities, should not determine their outcomes in life. I also believe that children are the future and if we can help shape and support their foundation early in life through quality education, it can create phenomenal outcomes later in life for them.
2. What is your understanding of the appropriate role of a public charter school board member?

As I understand it, my role is to provide governance, fiduciary prudence, and oversight of RPS. In addition, as a board member, I will ensure our goals and strategy align with TEA guidelines as well as set a strategic vision for the school and provide guidance/support to the school's leadership team. We will ensure policies are in place that support student academic achievement and equitable outcomes.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have not served on a charter school board, I have been actively involved throughout my lifetime supporting and advocating for children. Beginning with my involvement with PTA, then later a member of Tarrant County Food Policy Council, and with my role as Board member for Texas CASA.

4. Describe the specific knowledge and experience that you would bring to the board.

As a local entrepreneur that makes diversity, equity, and inclusion my life’s work, it is critical that I bring that experience to the board to ensure that policies and practices holistically involve these critical aspects. I also have ten years of staffing and recruiting experience that can support the organization in ensuring that we are eliminating barriers to hiring and recruiting great talent. Finally, as a Leadership / Talent Development strategist and consultant, I can support the organization with strategies that will ensure the staff and leadership team are bringing their best self to the organization.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Our mission is “to catalyze transformative change in low-income communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.”

As a board, we are a coalition of actively engaged Tarrant County community leaders seeking to expand on our existing efforts to support families with the greatest need. We have recruited a CMO with a proven record tightly aligned to our vision to improve K-5 education, equity, and reading achievement to create a pipeline to surrounding schools of high-performing students and engaged families.

Our vision is that these community schools will ensure coordination of resources and coherence of existing services to support children by leveraging years of experience to eliminate barriers to student success.
2. What is your understanding of the school's proposed educational program?

Our program is a K-5 model that consists of STEM, Humanities, Enrichment and Learning Lab. We have a strong vision and emphasis on closing the achievement gap through personalized learning and individualized focus instruction. We support each student through rotational blocks and individualized learning which provides timely intervention in the classroom, we encourage parent power that enables parents to champion their children's education, and talent development for faculty and staff which we believe helps to bridge the gap in achievement.

3. What do you believe to be the characteristics of a successful school?

A culture that fosters inclusion and establishes equitable policies, practices, structures, and programs that will drive positive student, parent, community, faculty, and board outcomes.
4. How will you know that the school is succeeding (or not) in its mission?

I believe by setting in place periodic benchmark reviews we can use data to measure outcomes as outlined in our overall Rocketship Texas Strategic Plan.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will be responsible to setting sustainable strategy and ensuring that we are tracking measurable goals and performance, as outlined by TEA. We will support the school's leadership team and ensure accountability for outcomes.

2. How will you know if the school is successful at the end of the first year of operation?

There are many things that will gauge success for the first year, some of which include recruiting high performing educators, engaged students, parents, and faculty, as well as retention of students and teachers.

3. How will you know at the end of four years if the school is successful?

While there are numerous levers that can be used to determine success, I believe one of the most important levers is related to academic student achievement and positive related outcomes.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I believe it will begin with Board Governance, outlining specific measures of accountability. It will also require fiduciary responsibility, other key factors include strategic planning, fundraising, active participation as a board member, and using my specific areas of expertise to support the organization and overall leadership team.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would refer to policies and practices in place for any such action(s) and follow guidelines as indicated. My intention(s) would be to support whatever is in the best interest of the school and the students.
DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.
   ☑ Yes
   ☐ No, I/we do not know these individuals
   If yes, describe the precise nature of your relationship.
   Yes, I have interacted with some through community engagement, Ralph Emerson and Peter Philpott.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.
   ☑ Yes
   ☐ No, I/we do not know any such employees
   If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).
   ☑ Yes
   ☐ No, I/we do not know any such persons
   If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.
   Not applicable because the school does not intend to contract with an education service provider or school management organization.
   ☑ Yes
   ☐ No, I/we do not know any such persons
   If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.
   ☑ Yes
   ☐ No, I/we or my family do not anticipate conducting any such business.
   If yes, describe the precise nature of your relationship.
6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes
☐ Does not apply to me, my spouse, or family.
If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Inclusive Leadership Institute is a Diversity, Equity, Inclusion and Leadership company created to lead Inclusive + Equitable™ change in today's organizational culture. Culture Consultants is the consulting arm of Inclusive Leadership Institute. Our Mission is to Bridge the Ever-Increasing Gap between Inclusion and Leadership.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

As a parent, my children had the opportunity to attend a local charter school more than a decade ago after attending private school. We found the experience to be a positive one for our children and as a result are a supporter of charter schools.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes
☐ Does not apply to me.
If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes
☐ Does not apply to me.
If yes, describe the precise nature of your relationship.
11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes
☐ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes
☐ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, [Signature]

 certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Date [Date]
State of Texas
County of Tarrant
This instrument was acknowledged before me on 1/9/2021 by

Kristina Landry

(Personalized Seal)

KRISTINA A PERRY
Notary Public
STATE OF TEXAS
My Comm. Exp. 04/18/2021
ID# 128988095

Notary Public's Signature
DIVERSITY EQUITY & INCLUSION ~ SUPPLIER DIVERSITY ~ HUMAN RESOURCES ~ PROGRAM & PROJECT MANAGEMENT ~ ENTREPRENEUR ~ TALENT MANAGEMENT ~

Strategic Business Partner and Entrepreneurial Professional offers accomplishments in Effective Human Resource Management, Consulting, Career Coaching, Talent Development, Organizational Development, Change Leadership/Management, and Executive C-Suite Client Career Planning and Placement solutions. Strong Mentoring and Leadership skills with a comprehensive background in People, Program and Project Management. Key Competencies include:

<table>
<thead>
<tr>
<th>Cultural Communications &amp; Competency</th>
<th>Consulting / Priming / Training</th>
<th>Data Analytics &amp; Optimization Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Sustainability</td>
<td>Benchmarking, Tracking &amp; Profitability Improvement</td>
<td>Capacity Building</td>
</tr>
<tr>
<td>Organizational Policy, Process Implementation &amp; Enhancement</td>
<td>Business Development Differentiator &amp; Influencer</td>
<td>Diversity Recruiting Talent Acquisition</td>
</tr>
<tr>
<td>Workplace Culture Development</td>
<td>Program &amp; Instructional Design</td>
<td>Engagement &amp; Leadership Development</td>
</tr>
</tbody>
</table>

PROFESSIONAL AFFILIATIONS / VOLUNTEER EXPERIENCES
CIRCLE OF FRIENDSHIP, Network to Educate, Empower, Encourage, Motivate, and Strengthen Individuals
CITY OF NORTH RICHLAND HILLS, Mayor Appointed Commission Board Member, KEEP NRH BEAUTIFUL
FORT WORTH FOOD + WINE FESTIVAL, Signature Event Volunteer Lead
ROCKETSHIP PUBLIC SCHOOLS, Executive Board Member
STEM Volunteer, BLACK GIRLS CODE
TARRANT COUNTY CIVIC VOICES FELLOWSHIP Alumni, LEADERSHIP ISD
TARRANT COUNTY FOOD POLICY COUNCIL, Children’s Issues Committee
TEXAS CASA, Executive Board Officer

ACCOLADES
Nominated for Dallas Business Journal’s 2021 Leaders in Diversity (Individual & Organization)
One of six finalist for the first, Chief Equity Officer, Diversity & Inclusion, City of Fort Worth
Selected as one of the GREAT WOMEN OF TEXAS Women of Influence by the Fort Worth Business Press
Top 25 Finalist in the 2018 FORT WORTH BUSINESS PLAN Competition
2018 LUNA Award BUSINESS ADVOCATE OF THE YEAR Nominee
Publications on Inclusion, Equity and Diversity Topics:
   HBA Advantage, “Diversity and Inclusion: Unconscious Bias,”
   Mortgage Compliance Magazine, “Inclusive Leadership: Traits and Behaviors that Impact Organizational Growth,” and “Walk A Mile in My Shoes: Best Practice for Inclusion,”
   PLAID for Women, Diversity & Inclusion Goes Together like Peanut Butter & Jelly
   Talent Economy, “5 Best Practices to Create an Inclusive Transgender Culture,”
   The Connect magazine, “How to be Inclusive in the Workplace (And Win)!“ and
Awarded ADP’s National Diversity Champion for three consecutive years and National Professional Development Champion for two sequential years
One of three female leaders within ADP interviewed by Working Mother Magazine
**CULTURE CONSULTANTS, 2015 – Present**

**CEO | INCLUSIVE LEADER**

- Certified Diversity Professional brings ROI value to organizations by designing and developing integrated strategies that support a culture of inclusion, driving execution, and stakeholder success. Assist leaders in translating business strategy and objectives into inclusive attainable goals. Evaluates current state of Leadership and D&I programs and develops recommendations for enhancements within the infrastructure and effectiveness of the organization, aligning proposed strategies with industry and benchmark best practices. Acts as subject matter expert for leaders and employees to infuse DEI in company-wide programs.

- Facilitates the Cultural Competency portion of a Nationwide Diversity & Inclusion certification. Performs consulting projects including facilitating panels, workshops and seminars on Unconscious Bias, Navigating Workplace Culture and Inclusive Leadership. Develops structures that cultivate Inclusion, such as, Engagement Initiatives, Mentoring Programs, C-Suite Communications, Scorecard & Analytics, D&I and Business Resource Groups infrastructure.

- Designs and develops D&I metrics that exhibit the ROI impact. Drives organizational DEI strategy with a focus on communicating how D&I contributes to core business strategies as well as business results. Responsible for ensuring alignment with clients, partners, and stakeholders. Tracks and communicates strategy progress, setbacks, challenges, obstacles, and opportunities.

- Acts as a voice for perspectives, levels and cultures that are not otherwise represented. Offers useful and timely interventions in cases where progress is impeded due to a diversity-related issues. Leads and educates various D&I Councils and stakeholder groups. Supports the implementation of programs and practices that will attract, develop, and retain a diverse workforce as well as foster an environment of inclusion across the organization.

- Creates, develops and implements short and long-term Strategic Diversity and Inclusion plans and policies that exemplify value and emphasizes alignment with key organization goals for Corporate organizations and Privately-Owned Businesses. Designs educational material for clients that enhance awareness and increase skills in the areas of diversity and inclusion and cultural competency. Educates employers on prohibited practices and applicable laws that impact Institution Compliance and EEO.

**ALCON a Division of Novartis, 2018 – 2019**

**Supplier Diversity Consultant | Contractor PROUnlimited**

- Responsible for designing innovative strategies, driving and supporting Alcon’s strategic Supplier Diversity initiatives, best-in-class programs, and Government reporting mandates. Supported the development and execution of the corporate Supplier Diversity strategy; including, but not limited to The Supplier Diversity Playbook, which included sourcing efforts, policies and procedures, and compliance activities supporting Alcon’s stated SBA plan.

- Timely submission of Alcon’s Government eSRS and Subcontracting plans annually and periodically conducted Supplier Diversity training to leadership, Procurement, and internal Business Partners. Aided in the development, promotion, growth and communication of Alcon’s Supplier Diversity program by creating and maintaining effective infrastructure reporting, ensuring the reliability of Supplier Diversity data and resultant credibility of the program.

- Appointed to the Leadership Team of NMSDC Healthcare Industry Group responsible for driving cross-cultural industry best-in-class practices and initiatives that support sustainability for diverse supplier demographics as well as P&L benefits for Fortune 500 Corporations.

**ZONES INC., 2016 – 2017**

**DIRECTOR, SUPPLIER DIVERSITY**

- Built trust-based relationships with Sourcing teams to ensure diversity and inclusion initiatives align with sourcing and organizational goals. Advocated for minority, small and underutilized businesses through networking, educating, mentoring and thought leadership. Expert in relationship building, supporting revenue generation through the cultivation of positive relationships throughout the sales, global sourcing and procurement supply chain, and the ability to adapt these to any industry.
Managed the design, development, and implementation of enterprise-wide programs and initiatives that advanced supplier diversity. Created and executed communications that influence audiences and lead change management, both internally and externally. Created and reviewed Tier I and II Diverse Spend Reports and Analytics on a routine cadence base or ad hoc requests for accounts and/or customers. Developed and mentored diverse suppliers to help prepare them for potential opportunities. Interface and network with diverse vendors/suppliers at trade fairs/events to develop knowledge of supplier base.

- Advocated for Small, Disadvantaged, 8(a), HUBZone, Veteran, Service-Disabled, LGBT and MBE/WMBE businesses in a plethora of industries from Enterprise, Healthcare, Strategic Accounts, State, Local Government, Education and SMB sectors. Key strategic partner to more than half of 23 regional NMSDC Councils.

ADP AUTOMATIC DATA PROCESSING, 2006 – 2015

- Established and managed the primary strategic relationship between ADP and the C-level client; Identified and proactively managed any business risks or developments that may compromise the client relationship with ADP. Maintained awareness of any client or industry related issues, aims to renew all existing ADP client contracts, any other retention activity.
- Maximized Business Performance: Developed in-depth understanding for what drives engagement and client usage with ADP RUN Payroll system for consumer-facing products, and leverage insights to drive future direction. Performance Management: Responsible for understanding product performance through dashboards and data that drive cross-functional resolutions to operational issues. Oversaw the NPS Net Promoter Client Satisfaction Survey process, including follow-up on specific feedback and expediting service recovery when necessary.
- Mentoring and Development of the Consulting team included recruiting, hiring and training new consultants. Served as a Mentor for the ADP Leadership Development Program. Achieved Region of the Year - Metric results in client retention, increased revenue, reduced losses and overall client satisfaction.

CHAIRMAN OF ADP DIVERSITY BOARD, June 2010 – October 2014
- Selected by ADP Senior Executive Leadership as one of ten (10) Officers supporting ADP’s first National Diversity Board. Championed diversity initiatives for all ADP associates, provided Business Solutions, Mentoring Programs, Social Responsibility, Community Activities, Diversity and Inclusion Training. Responsible for overseeing key Diversity and Inclusion communication and operations for enterprise-wide ADP associates (50,000+), Regional Officers (60) and Resource Group Members (1500+).
- Created metrics for measuring the effectiveness of organizational diversity and provided regular updates to senior management on the value of the initiative and the organization’s progress. Made several key recommendations that resulted in improved organizational engagement and diversity awareness as indicated by cultural audits and the Associate Engagement Survey.
- Linking the strategy of an engaged, diverse workforce to better business outcomes including associate engagement levels, productivity, turnover, customer retention, business growth and a more attractive organization for employees to work and one in which prospects and customers enjoy doing business with the organization. Helped leaders in translating business strategy and objectives into attainable goals as well as plans that aligned with the Diversity and Inclusion roadmap.
- Advanced ADP’s diversity initiatives, collaborated with other entities and functioned as a SME Subject-Matter Expert, change agent and influencer to provide strategies, solutions, training, tools, resources, and thought leadership on diversity and foster inclusion across the organization to build a high-performing environment. Assisted management with not only understanding individual differences to assist in developing an open and inclusive environment.

PRESIDENT OF ADP DIVERSITY RESOURCE GROUP, February 2008 – October 2014
- Established the first of six ADP Diversity Resource Groups across the country; Implemented activities to support the mission of attracting, retaining and developing diverse and talented associates to ADP. Designed Infrastructure to help facilitate the expansion, mentoring, development and sharing of Best Practices for other Resource Groups including groups for Women in Leadership, African-American, Latino, LGBT associates, Military, and Virtual home-shouldered associates.
- Partnered with Learning & Development team to build and deploy D&I curriculum across the enterprise including facilitating train-the-trainer sessions. Raised D&I awareness as measured through community engagement and pulse survey data. Conducted internal and external benchmarking and networking within the D&I community both internally and externally to gather insight and share best practices and trends.

Rocketship Public Schools 631
HUMAN RESOURCES INFORMATION SYSTEMS MANAGER, ADP MAJOR ACCTS June 2006 – July 2009

- Direct accountability for the performance and financial outcome of the associates assigned to each implementation project team. Made decisions daily impacting the scope, direction and resources of multiple projects. Demonstrated consultative, negotiating and persuasive communication skills required to balance expectations of sales and client teams. Financial accountability exceeded $10M in annual revenues.

- Focused on the efficient implementation and use of resources that positively impacted the financial results of ADP client products and services in a manner that supported the growth of the business. Oversaw implementation of assigned product lines (Workforce NOW, Employease, and HR Benefits Solutions) through Remote and Region based Project Managers, Consultants, Specialists and Off-shore resources.

INTEGRITY STAFFING, 2001 - 2006

PRINCIPAL / OWNER

- Accomplishes various aspects of running a small woman-owned business operation including management over marketing / advertising, daily accounting functions, purchasing, vendor relations, payroll and benefits administration as well as customer service. Executes consultative approach with clients, identifying needs, achieving customer service and satisfaction, successfully closing and routine follow through. Applies disciplined, self-motivating and aggressive strategies in order to develop and grow client contacts, new customers and potential business. Strengths demonstrated in successfully running business venture include honesty, teamwork, strong enterprising, revenue generation and broad-minded skills; relies heavily on perseverance, organization, innovation and adaptability.

WESTAFF, 2001

CORPORATE BRANCH OPERATIONS / ACCOUNT MANAGER

for Providian Financial

- Overall responsibilities include developing an onsite model for the client Providian Financial with Westaff being onsite as the primary service provider. Successful strategic operations management and development of this account from a projected $750K to $3.5 million dollars in less than five months through effective listening, communication, procedure development and implementation as well as diverse recruiting efforts.

- Successful management of a team of nine (9) internal employees and more than 400 external employees. Key successes include reduced turnover, improvement in employee retention and satisfaction, as well as training and orientation of both internal and external staff. Responsible for the development of a customized Orientation Presentation specific to the needs of this customer, which includes heightened awareness to Sexual Harassment, Co-employment, Career Development and Employee Recognition and Incentives. Development of a customized set of behavioral-based interview techniques to attract a more qualified candidate. Deployment of customized orientations to average groups of 15-20 external employees on a bi-weekly basis.

KELLY SERVICES, 1997 - 2001

CORPORATE HR STAFFING MANAGER for Johnson & Johnson Medical

- Customer Initiatives: Contract Compliance including Quarterly and Annual Audits, Quarterly and Annual Business Reviews with $2.6 million dollar budget responsibility presented to Board Level Executives, Storyboarding for SOQ (Signature of Quality) Initiatives, Cost Saving Opportunities, Payroll and Corporate Aging

- Supplier Relations/Recruitment: Behavioral Interviewing, Strategic Selection, EEO and MDWOBE Initiatives


- General Employment Practices: Job Analysis-Description and Specification, Employee Relations Documentation, Employee Retention Initiatives, Workplace Behaviors and Resolution

- Recognition/Awards: Exemplary Customer Service Award, recognized by Sr. Director of Operations, Office of J & J-Kelly Corporate, Best Practices Benchmark Account, recognized by Office of J & J-Kelly Corporate

- Health, Safety and Security: Occupational Health Focus, Risk Mgt., Ergonomics, Safety & Security Committee

Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas

BACKGROUND

Full Legal Name: Peter Lindsay Philpott
Home Mailing Address: 20 Valley Ridge Rd, Fort Worth, TX 76107
Phone Number: 1 817-705-5129
E-mail Address:
Business Name: Baird
Business Mailing Address: 550 Bailey Ave, ste 700, Fort Worth TX 76107
Business Phone Number: 817-339-3415

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- Yes
- No, does not apply to me
If Yes, state the name of the entity: Union Gospel Mission; Cook Childrens; ACH Child and Family Services

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I have worked for many years with several non-profits (above) devoted to helping children stay safe and healthy. As I have served these organizations I have tried to observe what common elements from each organization could be brought together to treat the whole child and help them achieve their full potential.

I came to believe that a good education is the primary pathway for all children to achieve their potential and that we need to provide every child an opportunity to learn in an environment that understands the particular needs of that child. A challenging curriculum and committed educators will help produce the best outcomes. Also critical is the involvement of an engaged adult in the child’s life, usually but not always a parent or parents.

The best vehicle I found to deliver this was the Rocketship model and although it did not operate in Texas at the time I felt it was extremely beneficial to invite them into our area. In particular the PK-5 model puts excellent students and engaged parents back into the public arena to then drive change in other schools.
2. What is your understanding of the appropriate role of a public charter school board member?

Board members work cohesively to set a strategic vision for the school and provide financial oversight. They should be cognizant of the regulatory requirements. Also very important is hiring leaders and holding them accountable for academic success through clear evaluation measures.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am a current board member and past chairman of three organizations that provide safety net and health services to children with a strong emphasis on prevention and rehabilitation. These include a homeless shelter, children's hospital and foster care provider/supervisor. I also am a board member of an organization that provides scholarships to low income students K-8th grade.

4. Describe the specific knowledge and experience that you would bring to the board.

A strong non-profit background in governance and collaboration both internal and with associated entities. Professional expertise in finance, planning and evaluation. Past experience in hiring, fund-raising and oversight.

**SCHOOL MISSION AND PROGRAM**

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to eliminate the achievement gap in our lifetime, through a collective of parents, teachers, leaders and students working together and engaging the local community. This group will build transformational schools through the three pillars of i) Personalized Learning, ii) Talent Development and iii) Parent Power champions.

2. What is your understanding of the school's proposed educational program?

The program is a rotational model for K-5 that consists of Humanities, STEM, Enrichment and Learning Lab. Each rotation has a specialist teacher focused on that area. Inclusivity and timely intervention in the classroom is key to moving all students along while remaining part of the group.

3. What do you believe to be the characteristics of a successful school?

The successful school meets the unique needs of every student at the time they need instruction, help or encouragement. Each student learns differently at their own pace. Recognizing this during the school day allows individuals to keep developing.
This requires a highly skilled and committed educator who also maintains high expectations for their student body.
4. **How will you know that the school is succeeding (or not) in its mission?**

We are moving students ahead in Math and Reading from a personal baseline measure and also state and peer-group standards. We are especially successful with Special Ed students. We are improving student behaviors and social and emotional learning. We have meaningful participation by parents and strong support in the community. We have great teachers and an inclusive culture.

**GOVERNANCE**

1. **Describe the role that the board will play in the school's operation.**

   The board is responsible for hiring leadership, setting strategy and measurable goals, monitoring the results and performance of people and goals and ensuring sustainable funding and growth. Regular meetings and repeatable reporting ensure accountability to the board.

2. **How will you know if the school is successful at the end of the first year of operation?**

   Enrollment is meeting expectations, staff is successfully recruited and trained, academic results are showing improvement and progress is being made from an established baseline and state guidelines.

3. **How will you know at the end of four years if the school is successful?**

   The school has reached its enrollment goal and is performing in the top 10% of low income schools. It is financially stable and sustainable on the public dollar. We are making a positive impact in our community and have a high level of parental engagement. We have a high staff retention engaged and committed to the diverse student body.

4. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

   The board will commit to following the already proven Rocketship Public Schools national model which has developed and proved successful for a long period of time. The board will be cognizant of the specific and unique needs of the Texas education system and adapt accordingly. The board will develop metrics and demand high expectations for performance and accountability.

5. **How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interest of the school?**

   In most instances the first point of call would be to internal legal counsel, who then may need to consult with an outside expert depending on the situation and extent of the problem. This may lead to self-reporting to an oversight authority. There are also by-laws and a Conflict of Interest Policy in place which outline the method to deal with these issues. These have been drawn up mindful of the Texas codes governing the conduct of 501 (C) 3 and Charter Schools. Rocketship Public Schools
DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.
   - Yes
   - No, I/we do not know these individuals
   If yes, describe the precise nature of your relationship.
   
   Have interacted socially and professionally

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.
   - Yes
   - No, I/we do not know any such employees
   If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).
   - Yes
   - No, I/we do not know any such persons
   If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.
   Rocketship Education will be the CMO for our entity. I met Preston Smith, CEO, while conducting the search for the best K-5 model to introduce to Tarrant County and Texas.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.
   - Not applicable because the school does not intend to contract with an education service provider or school management organization.
   - Yes
   - No, I/we do not know any such persons
   If yes, describe the precise nature of your relationship.
   Professional, Preston Smith, Rocketship CMO (see above)

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.
   - Yes
   - No, I/we or my family do not anticipate conducting any such business.
   If yes, describe the precise nature of your relationship.
6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

- Yes
- Does not apply to me, my spouse, or family.
If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

- Industrial Refractory Services, Inc.- 50% silent owner, specialized machinery repair and construction. MJBW Ranches LP - ranching, Managing Partner of GP.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

- IDEA Public Schools - Tarrant County Advisory Board, 2018-2019.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

- Yes
- Does not apply to me.
If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

- Yes
- Does not apply to me.
If yes, describe the precise nature of your relationship.
11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes
○ Does not apply to me.
If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

○ Yes
○ Does not apply to me.
If yes, describe the precise nature of your relationship.

CERTIFICATION

I, [Name], certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Date: 1/14/21
January 11, 2020

SUMMARY
Peter Philpott is a Senior Vice President at Robert W Baird and Co. a 6,000 employee-owned wealth management, capital markets, asset management, and private equity firm. He is the past chairman of Cook Childrens Health Care System and Foundation boards (2016-2018). He also just finished a term as chairman of the board of ACH Child and Family Services (2018-19) He is a past board chair and capital campaign chair for the Union Gospel Mission (2006-08), a homeless shelter. He earned his BBA degree from the University of Texas at Arlington and his MBA from Chicago Booth.

PERSONAL/PROFESSIONAL
- Married to Anna Melissa, five children ages 19 to 30.
- Registered Rep. Top 100 Advisor, 2007-08.
- Born in Western Australia, married to a Fort Worth resident and moved to Texas in 1985.

COMMUNITY SERVICE
Cook Childrens Healthcare System
- Board member since 2008, currently immediate past-Chairman of Cook Children’s Health Foundation and Healthcare System.
- Former Chairman Medical Center board 2010-12
-
- CURRENT POSITIONS
- Chairman of Investment Committee 2013-current
- Executive Committee
- Compensation Committee
- Finance Committee

Union Gospel Mission (Homeless Shelter)
- Board member 1998-present
- Chairman 2006-08
- Capital Campaign Chairman 2011-2014; 2017-2018

ACH Child & Family Services
- Chairman of the board 2018-2019.
- Responsible for first foster care redesign program in Texas. Now in the second contract phase and fifth year of a pilot program to assume responsibility for foster care from Child Protective Services and the state of Texas. ACH currently has 1300 foster-children in our care.
STAR/Childrens Scholarship Fund
- Board member 2002-present (120 private school scholarships to low income inner-city students, K-8)

Other Service
- Leadership ISD 2017-18 cohort
- Cystic Fibrosis 65 Roses Chairman 2006
- Fort Worth Country Day, Development committee
- Westside Little League; coach, Endowment
- St Andrew’s Episcopal Church Vestry

EDUCATION
- University of Western Australia
- University of Texas, Arlington (BBA 1988)
- University of Chicago (MBA 1993)
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas

BACKGROUND
Full Legal Name: Cynthia Rimmer Prince
Home Mailing Address: 4309 Woodwick Court Fort Worth TX 76109
Phone Number: 817-797-5367
E-mail Address: [redacted]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Yes
☐ No, does not apply to me

If Yes, state the name of the entity: Cook Children’s Medical Center, A Wish with Wings & others

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED
1. What was your motivation to serve on the board of the proposed charter school?
I am a passionate advocate for children in Fort Worth and Tarrant County. I believe all our children deserve excellent educations and parents should have the opportunity to choose what approach to learning is best for their children. After researching Rocketship’s approach, I am excited about the opportunity to bring this wonderful and innovative school to the families of Fort Worth.
2. What is your understanding of the appropriate role of a public charter school board member?

Board members are responsible for setting the strategic and financial plans for the school as well as hiring and evaluating school leaders. Board members should also be aware of and work towards making sure all regulatory requirements are met in a timely manner.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have never served on a Charter School board, however I have served on the boards of Cook Children's Medical Center, the Ronald McDonald House, a Wish with Wings and as an ad hoc member of an independent school in Fort Worth.

4. Describe the specific knowledge and experience that you would bring to the board.

I am experienced in non-profit board work and have spent many hours working with individuals and children from many demographics. My greatest strengths are bridging the gap between the board and the community it serves and serving as an advocate for those underserved or unable to advocate for themselves.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Rocketship is committed to improving K-5 education, equity and reading achievement to provide a pipeline of high performing students and engaged families to surrounding schools.

2. What is your understanding of the school's proposed educational program?

The program will serve grades K-5 and will focus on Humanities, STEM, learning lab and Enrichment. Students will have a rotational schedule and specialized learning opportunities that will ensure each student has individualized focused instruction.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school must have talented and passionate instructors that offer students individualized and focused instruction. Children learn at different rates and grasp concepts in a variety of ways. Successful schools create learning environments that inspire and support learning across all subjects using innovative and creative learning tools.
4. How will you know that the school is succeeding (or not) in its mission?
Regular reviews will be conducted and benchmarks set to measure the success of the program.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.
The board will be responsible for hiring the leadership and conducting reviews to ensure alignment with the strategic vision of the board. The board will also ensure access to funding and opportunities for growth.

2. How will you know if the school is successful at the end of the first year of operation?
Enrollment and academic success measured against a baseline and state guidelines will provide the board with a method by which to measure success. Performance on required assessments will also be an accurate and objective measure of success.

3. How will you know at the end of four years if the school is successful?
Enrollment goals met, academic success, active parents, diverse student body and positive impact on the community are all data points that will allow us to know if the school is successful and meeting or exceeding its strategic plan.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Following the successful national model, the board should ensure there are policies and procedures in place that ensure a culture of learning all the while being aware of the specific requirements of the Texas Education System. The board will also set high expectations and utilize metrics to measure the progress and performance of the school. The board should be in contact with the superintendent ensuring the strategic plans and goals are being met.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?
I would follow the appropriate board policies and procedures for the given situation.
DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.
   - Yes
   - No, I/we do not know these individuals
   If yes, describe the precise nature of your relationship.

   Professional relationships

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.
   - Yes
   - No, I/we do not know any such employees
   If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).
   - Yes
   - No, I/we do not know any such persons
   If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

   I have met the CEO of Rocketship Education, the CMO for our entity.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.

   Not applicable because the school does not intend to contract with an education service provider or school management organization.

   - Yes
   - No, I/we do not know any such persons
   If yes, describe the precise nature of your relationship.

   See above

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

   - Yes
   - No, I/we or my family do not anticipate conducting any such business.
   If yes, describe the precise nature of your relationship.
6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

- Yes
- Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

RNR Production Land and Cattle Company, Inc - 50% owner. Switch commerce - 50% owner

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

- Yes
- Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

- Yes
- Does not apply to me.

If yes, describe the precise nature of your relationship.
11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes
☐ Does not apply to me.
If yes, provide information relating to the matter(s).

☐

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes
☐ Does not apply to me.
If yes, describe the precise nature of your relationship.

☐

CERTIFICATION

I, Cynthia Rimmer Prince,
certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Date

01/08/2021

TERRY L. KEMP
Notary Public, State of Texas
Comm. Expires 12-12-2022
Notary ID 130052752

Rocketship Public Schools
ACKNOWLEDGMENT

STATE OF TEXAS

COUNTY OF TARRANT

Before me Terry L. Kemp, a notary public, on this day appeared Cynthia R. Prince, known to me to be the person or persons whose name is subscribed to the foregoing instrument and acknowledged to me that they executed the same for the purpose and consideration therein expressed.

Given under my hand and seal of office this 8th day of January, 2021.

[Signature]

Notary Public

TERRY L. KEMP
Notary Public, State of Texas
Comm. Expires 12-12-2022
Notary ID 130052752
Cynthia Rimmer Prince

Cynthia is an active Community Volunteer, wife, and mother; all of which benefit from her passion and energy. Cynthia currently serves on the Board of Directors for Rocketship Texas. Cynthia has served as a Trustee on the Cook Children’s Health Foundation, the Ronald McDonald House, and on the Executive Committee of the Board of Directors for “A Wish with Wings.” Cynthia was the Co-Chair of the 50th Anniversary Celebration for Fort Worth Country Day, where she is an alumna and served as President of the Alumni Association; she currently volunteers for Wings of Hope Equine Therapy where she is able to draw from her passion for both horses, and persons with unique challenges.

A native of Fort Worth, Cynthia enjoys championing those organizations that benefit children. She and her husband are passionate supporters of many programs at Cook Children’s Medical Center, most notably the “Sit, Stay, and Play Program” which currently employs 6 therapy dogs at the hospital. Cynthia enjoys playing competitive tennis, and loves to travel with her family and friends.
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas

BACKGROUND

Full Legal Name: Victoria Alicia Puente
Home Mailing Address: 636 Skyline Bluff Drive, Fort Worth, TX 76102
Phone Number: 817-988-5965
E-mail Address: [redacted]
Business Name: Long Game Consulting, LLC
Business Mailing Address: 636 Skyline Bluff Drive, Fort Worth, TX 76102
Business Phone Number: 817-988-5965

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes
☐ No, does not apply to me

If Yes, state the name of the entity: YMCA, Presbyterian Night Shelter

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

   To help bring additional high quality education options to my community.
2. What is your understanding of the appropriate role of a public charter school board member?

To provide leadership, oversite, advice and accountability to the public charter school.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

4. Describe the specific knowledge and experience that you would bring to the board.

Professional strategy consultant who works with non-profits on board development, strategic planning, and community engagement. Served on numerous boards and committees for non-profits that serve the underserved youth in Tarrant County, including the McDonald YMCA in East Fort Worth and Girls Inc of Tarrant County. Worked as an instructor and program manager for five years at Tarrant County College Corporate Services, which is located in and serves the Stop Six neighborhood.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?
To provide students in our community the opportunity to dream, discover and develop their unique potential through high quality education. To catalyze transformative change in low-income communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

2. What is your understanding of the school's proposed educational program?

We promote the core values of persistence, empathy, responsibility, and respect. We also supplement our core instruction in Humanities and STEM with social emotional learning and positive behavior interventions and supports. All our schools offer a diverse array of enrichment classes, selected in partnership with our parents, such as art, nutrition, gardening, music, dance, and more. Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

3. What do you believe to be the characteristics of a successful school?

A supportive and safe learning environment for all students. All students achieving on grade level.
4. How will you know that the school is succeeding (or not) in its mission? 
Through pre- and post-assessment results and feedback from parents and students.

GOVERNANCE

1. Describe the role that the board will play in the school’s operation.
   Provide leadership, oversite, advice and accountability to the public charter school.

2. How will you know if the school is successful at the end of the first year of operation?
   By evaluating pre- and post-assessment results and analyzing feedback from parents and students. Students are achieving on grade level.

3. How will you know at the end of four years if the school is successful?
   By analyzing student achievement metrics and feedback on parent and student satisfaction.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   Regularly analyzing metrics on student achievement and reviewing parent and student feedback. Regularly monitoring school operations and finances to ensure the school is operating efficiently and effectively.

5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interest of the school?
   Bring it to the attention of other board members for review.
DISCLOSURES
1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.
   - Yes
   - No, I/we do not know these individuals
   If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.
   - Yes
   - No, I/we do not know any such employees
   If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).
   - Yes
   - No, I/we do not know any such persons
   If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.
   - Not applicable because the school does not intend to contract with an education service provider or school management organization.
   - Yes
   - No, I/we do not know any such persons
   If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider.
   - Yes
   - No, I/we or my family do not anticipate conducting any such business.
   If yes, describe the precise nature of your relationship.
6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes  ☐ Does not apply to me, my spouse, or family.
If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Long Game Consulting, LLC

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes  ☐ Does not apply to me.
If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes  ☐ Does not apply to me.
If yes, describe the precise nature of your relationship.
11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?
   □ Yes
   □ Does not apply to me.
   *If yes, provide information relating to the matter(s).*

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?
   □ Yes
   □ Does not apply to me.
   *If yes, describe the precise nature of your relationship.*

CERTIFICATION

I, Victoria Alicia Puekte, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Date 1/15/2021

COUNTY/CITY OF:火箭
COMMONWEALTH/STATE OF: Texas
The foregoing instrument was acknowledged before me this 15th day of January, 2021, by Victoria Alicia Puekte, Notary Public
STATE OF TEXAS
My Commission Expires: 01-08-2022

MONTREE NARANONG
Notary Public
STATE OF TEXAS
My Commission Expires: 01-08-2022
Notary ID # 12972109-6
Victoria Puente-Peters
636 Skyline Bluff Drive, Fort Worth, TX 76102 | 817.988.5965

PROFESSIONAL SUMMARY

Enterprising and innovative strategy consultant with extensive experience collaborating with leaders from a variety of industries to create and optimize programming, develop strategic plans, and deliver measurable results. Highly skilled at working with diverse teams and stakeholders to build consensus, increase efficiency, and achieve company goals. Committed to driving positive change through working to understand the needs of colleagues, customers, and the community; utilizing a diverse network of local leaders; and influencing through strategic thought leadership.

CORE COMPETENCIES

- Project Management
- Team Building
- Community Relations
- Public Speaking
- Event Planning
- Curriculum Development
- Strategic Planning
- Program Development
- Board & Staff Training

CAREER HIGHLIGHTS

STRATEGY CONSULTING
• Consulted with for-profit and non-profit business executives to provide management teams with the tools needed to strategically grow, thrive, and be sustainable through strategic planning and board training.
• Performed assessments of client’s problematic situation(s) and developed realistic action plans and timelines to resolve issues facing the organization.
• Designed and facilitated dynamic community outreach presentations, train-the-trainer programs, and board development training to optimize client’s visibility in the community.

PROJECT MANAGEMENT
• Spearheaded the development of a microsite that automated communications, increased visibility, and accessibility of resources for a new Blue Zones Project product called Moais (social groups); the site became a national model utilized by Blue Zones Project communities throughout the United States.
• Developed and managed the TCC Computer Numerical Control Machinist training program to prepare unemployed or underemployed participants to reenter the job market with over an 80 percent job placement rate.
• Co-created the Certified Logistics Technician (CLT) train-the-trainer program curriculum for the Manufacturing Skills Standards Council’s, which was employed nationwide.

COMMUNITY ENGAGEMENT
• Collaborated closely with Blue Zones Project’s marketing, public relations, and communications teams to create and implement innovative outreach strategies and awareness campaigns to engaged individuals throughout Tarrant County.
• Wrote community affairs articles for NBCDFW.com; created scripts and assisted in the production of NBC 5 Talk Street, public service announcements, and promotional videos for non-profit organizations.
• Hosted and produced a live, weekly radio broadcast for 95.9 The Ranch and informed listeners about entertainment news, upcoming concerts, and local events.

BUSINESS DEVELOPMENT
• Engaged over 50 businesses and organizations, resulting in the implementation of over 200 Blue Zones Project healthy community events that engaged more than 7,000 individuals throughout Fort Worth.
• Worked with business consortiums to design programming, curriculum, and career fairs for the Tarrant County College (TCC) vocational training programs to ensure graduates were equipped with skills necessary to meet the needs of hiring employers.
• Recruited to rebrand TCC’s Continuing Education programs; collaborated with the graphic design, web design, and marketing teams to map out an eMarketing plan to raise awareness about programs offered and to attract new business.
Victoria Puente-Peters
656 Skyline Bluff Drive, Fort Worth, TX 76102 | 817.988.5965 |

CAREER HISTORY

LONG GAME CONSULTING
Strategy Consultant & Founder | 05.18 – Present

FORT WORTH TRANSPORTATION AUTHORITY
Community Outreach Manager | 10.17 – 02.18

BLUE ZONES PROJECT FORT WORTH BY SHARECARE
Community Relations Coordinator | 06.14 – 10.17

NBC 5 / KXAS, COMMUNITY AFFAIRS DEPARTMENT
Writer | 02.2014 – 06.14

TARRANT COUNTY COLLEGE CORPORATE SERVICES
Instructor | Program Manager | 02.09 – 02.14

NBC 5 / KXAS, COMMUNITY AFFAIRS DEPARTMENT
Production Assistant | 09.07 – 07.08

95.9 “THE RANCH” / KFWR
On-Air Personality | Broadcast Technician | 01.06 – 12.07

EDUCATION & COMMUNITY HIGHLIGHTS

DEGREES
Executive Master of Business Administration | University of Texas Arlington
Bachelor of Science in Broadcast Journalism | Texas Christian University

CERTIFICATIONS
Graduate Certificate in Asian Business Studies | University of Texas Arlington
High Impact Presentations | Dale Carnegie
Dale Carnegie Course | Dale Carnegie
Technology of Participation (ToP) Strategic Planning | The Institute of Cultural Affairs USA
ToP Facilitation Methods | The Institute of Cultural Affairs USA

AWARDS
Better Business Bureau of Fort Worth’s 25 Women to Watch Honoree
American Red Cross Philanthropist of the Year Honoree
Girls Inc. Strong Smart Bold Women Award Honoree

COMMUNITY LEADERSHIP
Presbyterian Night Shelter | Board of Directors Member | 2021
Fort Worth Library Foundation | Annual Event Committee | 2021
Rocketship Public Schools | Texas Board of Directors Member | 2020 – Present
Leadership Fort Worth | Leadership Class Participant | 2020
McDonald Southeast YMCA | Board of Managers Member | 2017 – Present
Girls Inc. | Boost Advisory Committee Member | 2017 – 2019
Fort Worth Club | Activities Committee Member | 2018 – Present
Rotary Club of Fort Worth | After Hours Committee Co-Chair | 2018 – 2019
Girls Inc. | Day of the Girl Event Co-Chair | 2016 – 2018
Congresswoman Kay Granger’s Office | Hispanic Advisory Council Member | 2017 – 2019
Foodie Philanthropy | Charity Selection Committee Chair | 2016
Texas Center for Arts and Academics | TXCAA Gala Host Committee Member | 2016
Art Station | Public Figures Private Artists Gala Host Committee Member | 2015
SteerFW | Founding Member | Board Member | Board Treasurer | 2012 – 2016
Fort Worth Commission for Women | Commissioner | 2014 – 2015
Arts Council | Young Patrons Gala Committee Member | 2014
American Red Cross | B*A*S*H Event Co-Chair | 2013 – 2015
2. What is your understanding of the appropriate role of a public charter school board member?

To provide leadership, oversite, advice and accountability to the public charter school.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have not served on a charter school's board, I've worked with countless other nonprofits on board development, strategic planning, and community engagement. Additionally, I bring experiences from my service on numerous boards and committees for non-profits that serve the underserved youth in Tarrant County, including the McDonald YMCA in East Fort Worth and Girls Inc of Tarrant County.

4. Describe the specific knowledge and experience that you would bring to the board.

Professional strategy consultant who works with non-profits on board development, strategic planning, and community engagement. Served on numerous boards and committees for non-profits that serve the underserved youth in Tarrant County, including the McDonald YMCA in East Fort Worth and Girls Inc of Tarrant County. Worked as an instructor and program manager for five years at Tarrant County College Corporate Services, which is located in and serves the Stop Six neighborhood.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

To provide students in our community the opportunity to dream, discover and develop their unique potential through high quality education. To catalyze transformative change in low-income communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

2. What is your understanding of the school's proposed educational program?

We promote the core values of persistence, empathy, responsibility, and respect. We also supplement our core instruction in Humanities and STEM with social emotional learning and positive behavior interventions and supports. All our schools offer a diverse array of enrichment classes, selected in partnership with our parents, such as art, nutrition, gardening, music, dance, and more. Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

3. What do you believe to be the characteristics of a successful school?

A supportive and safe learning environment for all students. All students achieving on grade level.
~ DIVERSITY EQUITY & INCLUSION ~ SUPPLIER DIVERSITY ~ HUMAN RESOURCES ~
PROGRAM & PROJECT MANAGEMENT ~ ENTREPRENEUR ~ TALENT MANAGEMENT ~

Strategic Business Partner and Entrepreneurial Professional offers accomplishments in Effective Human Resource Management, Consulting, Career Coaching, Talent Development, Organizational Development, Change Leadership/Management, and Executive C-Suite Client Career Planning and Placement solutions. Strong Mentoring and Leadership skills with a comprehensive background in People, Program and Project Management. Key Competencies include:

<table>
<thead>
<tr>
<th>Cultural Communications &amp; Competency</th>
<th>Consulting / Priming / Training</th>
<th>Data Analytics &amp; Optimization Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Sustainability</td>
<td>Benchmarking, Tracking &amp; Profitability Improvement</td>
<td>Capacity Building</td>
</tr>
<tr>
<td>Organizational Policy, Process Implementation &amp; Enhancement</td>
<td>Business Development Differentiator &amp; Influencer</td>
<td>Diversity Recruiting Talent Acquisition</td>
</tr>
<tr>
<td>Workplace Culture Development</td>
<td>Program &amp; Instructional Design</td>
<td>Engagement &amp; Leadership Development</td>
</tr>
</tbody>
</table>

PROFESSIONAL AFFILIATIONS / VOLUNTEER EXPERIENCES
CIRCLE OF FRIENDSHIP, Network to Educate, Empower, Encourage, Motivate, and Strengthen Individuals
CITY OF NORTH RICHLAND HILLS, Mayor Appointed Commission Board Member, KEEP NRH BEAUTIFUL
FORT WORTH FOOD + WINE FESTIVAL, Signature Event Volunteer Lead
ROCKETSHIP PUBLIC SCHOOLS, Executive Board Member
STEM Volunteer, BLACK GIRLS CODE
TARRANT COUNTY CIVIC VOICES FELLOWSHIP Alumni, LEADERSHIP ISD
TARRANT COUNTY FOOD POLICY COUNCIL, Children’s Issues Committee
TEXAS CASA, Executive Board Officer

ACCOLADES
Nominated for Dallas Business Journal’s 2021 Leaders in Diversity (Individual & Organization)
One of six finalist for the first, Chief Equity Officer, Diversity & Inclusion, City of Fort Worth
Selected as one of the GREAT WOMEN OF TEXAS Women of Influence by the Fort Worth Business Press
Top 25 Finalist in the 2018 FORT WORTH BUSINESS PLAN Competition
2018 LUNA Award BUSINESS ADVOCATE OF THE YEAR Nominee

Publications on Inclusion, Equity and Diversity Topics:

HBA Advantage, “Diversity and Inclusion: Unconscious Bias,”
Mortgage Compliance Magazine, “Inclusive Leadership: Traits and Behaviors that Impact Organizational Growth,” and “Walk A Mile in My Shoes: Best Practice for Inclusion,”
PLAID for Women, Diversity & Inclusion Goes Together like Peanut Butter & Jelly Talent Economy, “5 Best Practices to Create an Inclusive Transgender Culture,”
The Connect magazine, “How to be Inclusive in the Workplace (And Win)!,”
Awarded ADP’s National Diversity Champion for three consecutive years and National Professional Development Champion for two sequential years
One of three female leaders within ADP interviewed by Working Mother Magazine
CURED DURING REMEDY PERIOD

MISHON B. LANDRY, CDP
8512 HIGH POINT COURT NRH, TX 76182
817.471.6200

Linkedin
Twitter
Instagram
Facebook

CULTURE CONSULTANTS, 2015 – Present
CEO | INCLUSIVE LEADER

- Certified Diversity Professional brings ROI value to organizations by designing and developing integrated strategies that support a culture of inclusion, driving execution, and stakeholder success. Assist leaders in translating business strategy and objectives into inclusive attainable goals. Evaluates current state of Leadership and D&I programs and develops recommendations for enhancements within the infrastructure and effectiveness of the organization, aligning proposed strategies with industry and benchmark best practices. Acts as subject matter expert for leaders and employees to infuse DEI in company-wide programs.

- Facilitates the Cultural Competency portion of a Nationwide Diversity & Inclusion certification. Performs consulting projects including facilitating panels, workshops and seminars on Unconscious Bias, Navigating Workplace Culture and Inclusive Leadership. Develops structures that cultivate Inclusion, such as, Engagement Initiatives, Mentoring Programs, C-Suite Communications, Scorecard & Analytics, D&I and Business Resource Groups infrastructure.

- Designs and develops D&I metrics that exhibit the ROI impact. Drives organizational DEI strategy with a focus on communicating how D&I contributes to core business strategies as well as business results. Responsible for ensuring alignment with clients, partners, and stakeholders. Tracks and communicates strategy progress, setbacks, challenges, obstacles, and opportunities.

- Acts as a voice for perspectives, levels and cultures that are not otherwise represented. Offers useful and timely interventions in cases where progress is impeded due to a diversity-related issues. Leads and educates various D&I Councils and stakeholder groups. Supports the implementation of programs and practices that will attract, develop, and retain a diverse workforce as well as foster an environment of inclusion across the organization.

- Creates, develops and implements short and long-term Strategic Diversity and Inclusion plans and policies that exemplify value and emphasizes alignment with key organization goals for Corporate organizations and Privately-Owned Businesses. Designs educational material for clients that enhance awareness and increase skills in the areas of diversity and inclusion and cultural competency. Educates employers on prohibited practices and applicable laws that impact Institution Compliance and EEO.

ALCON a Division of Novartis, 2018 – 2019
Supplier Diversity Consultant | Contractor PROUnlimited

- Responsible for designing innovative strategies, driving and supporting Alcon’s strategic Supplier Diversity initiatives, best-in-class programs, and Government reporting mandates. Supported the development and execution of the corporate Supplier Diversity strategy; including, but not limited to The Supplier Diversity Playbook, which included sourcing efforts, policies and procedures, and compliance activities supporting Alcon’s stated SBA plan.

- Timely submission of Alcon’s Government eSRS and Subcontracting plans annually and periodically conducted Supplier Diversity training to leadership, Procurement, and internal Business Partners. Aided in the development, promotion, growth and communication of Alcon’s Supplier Diversity program by creating and maintaining effective infrastructure reporting, ensuring the reliability of Supplier Diversity data and resultant credibility of the program.

- Appointed to the Leadership Team of NMSDC Healthcare Industry Group responsible for driving cross-cultural industry best-in-class practices and initiatives that support sustainability for diverse supplier demographics as well as P&L benefits for Fortune 500 Corporations.

ZONES INC., 2016 – 2017
DIRECTOR, SUPPLIER DIVERSITY

- Built trust-based relationships with Sourcing teams to ensure diversity and inclusion initiatives align with sourcing and organizational goals. Advocated for minority, small and underutilized businesses through networking, educating, mentoring and thought leadership. Expert in relationship building, supporting revenue generation through the cultivation of positive relationships throughout the sales, global sourcing and procurement supply chain, and the ability to adapt these to any industry.
Managed the design, development, and implementation of enterprise-wide programs and initiatives that advanced supplier diversity. Created and executed communications that influence audiences and lead change management, both internally and externally. Created and reviewed Tier I and II Diverse Spend Reports and Analytics on a routine cadence base or ad hoc requests for accounts and/or customers. Developed and mentored diverse suppliers to help prepare them for potential opportunities. Interface and network with diverse vendors/suppliers at trade fairs/events to develop knowledge of supplier base.

Advocated for Small, Disadvantaged, 8(a), HUBZone, Veteran, Service-Disabled, LGBT and MBE/WMBE businesses in a plethora of industries from Enterprise, Healthcare, Strategic Accounts, State, Local Government, Education and SMB sectors. Key strategic partner to more than half of 23 regional NMSDC Councils.

ADP AUTOMATIC DATA PROCESSING, 2006 – 2015

- Established and managed the primary strategic relationship between ADP and the C-level client; Identified and proactively managed any business risks or developments that may compromise the client relationship with ADP. Maintained awareness of any client or industry related issues, aims to renew all existing ADP client contracts, any other retention activity.
- Maximized Business Performance: Developed in-depth understanding for what drives engagement and client usage with ADP RUN Payroll system for consumer-facing products, and leverage insights to drive future direction. Performance Management: Responsible for understanding product performance through dashboards and data that drive cross-functional resolutions to operational issues. Oversaw the NPS Net Promoter Client Satisfaction Survey process, including follow-up on specific feedback and expediting service recovery when necessary.
- Mentoring and Development of the Consulting team included recruiting, hiring and training new consultants. Served as a Mentor for the ADP Leadership Development Program. Achieved Region of the Year - Metric results in client retention, increased revenue, reduced losses and overall client satisfaction.

CHAIRMAN OF ADP DIVERSITY BOARD, June 2010 – October 2014
- Selected by ADP Senior Executive Leadership as one of ten (10) Officers supporting ADP’s first National Diversity Board. Championed diversity initiatives for all ADP associates, provided Business Solutions, Mentoring Programs, Social Responsibility, Community Activities, Diversity and Inclusion Training. Responsible for overseeing key Diversity and Inclusion communication and operations for enterprise-wide ADP associates (50,000+), Regional Officers (60) and Resource Group Members (1500+).
- Created metrics for measuring the effectiveness of organizational diversity and provided regular updates to senior management on the value of the initiative and the organization’s progress. Made several key recommendations that resulted in improved organizational engagement and diversity awareness as indicated by cultural audits and the Associate Engagement Survey.
- Linking the strategy of an engaged, diverse workforce to better business outcomes including associate engagement levels, productivity, turnover, customer retention, business growth and a more attractive organization for employees to work and one in which prospects and customers enjoy doing business with the organization. Helped leaders in translating business strategy and objectives into attainable goals as well as plans that aligned with the Diversity and Inclusion roadmap.
- Advanced ADP’s diversity initiatives, collaborated with other entities and functioned as a SME Subject-Matter Expert, change agent and influencer to provide strategies, solutions, training, tools, resources, and thought leadership on diversity and foster inclusion across the organization to build a high-performing environment. Assisted management with not only understanding individual differences to assist in developing an open and inclusive environment.

PRESIDENT OF ADP DIVERSITY RESOURCE GROUP, February 2008 – October 2014
- Established the first of six ADP Diversity Resource Groups across the country; Implemented activities to support the mission of attracting, retaining and developing diverse and talented associates to ADP. Designed Infrastructure to help facilitate the expansion, mentoring, development and sharing of Best Practices for other Resource Groups including groups for Women in Leadership, African-American, Latino, LGBT associates, Military, and Virtual home-shored associates.
- Partnered with Learning & Development team to build and deploy D&I curriculum across the enterprise including facilitating train-the-trainer sessions. Raised D&I awareness as measured through community engagement and pulse survey data. Conducted internal and external benchmarking and networking within the D&I community both internally and externally to gather insight and share best practices and trends.
HUMAN RESOURCES INFORMATION SYSTEMS MANAGER, ADP MAJOR ACCTS June 2006 – July 2009

- Direct accountability for the performance and financial outcome of the associates assigned to each implementation project team. Made decisions daily impacting the scope, direction and resources of multiple projects. Demonstrated consultative, negotiating and persuasive communication skills required to balance expectations of sales and client teams. Financial accountability exceeded $10M in annual revenues.

- Focused on the efficient implementation and use of resources that positively impacted the financial results of ADP client products and services in a manner that supported the growth of the business. Oversaw implementation of assigned product lines (Workforce NOW, Employease, and HR Benefits Solutions) through Remote and Region based Project Managers, Consultants, Specialists and Off-shore resources.

INTEGRITY STAFFING, 2001 - 2006

PRINCIPAL / OWNER

- Accomplishes various aspects of running a small woman-owned business operation including management over marketing / advertising, daily accounting functions, purchasing, vendor relations, payroll and benefits administration as well as customer service. Executes consultative approach with clients, identifying needs, achieving customer service and satisfaction, successfully closing and routine follow through. Applies disciplined, self-motivating and aggressive strategies in order to develop and grow client contacts, new customers and potential business. Strengths demonstrated in successfully running business venture include honesty, teamwork, strong enterprising, revenue generation and broad-minded skills; relies heavily on perseverance, organization, innovation and adaptability.

WESTAFF, 2001

CORPORATE BRANCH OPERATIONS / ACCOUNT MANAGER for Providian Financial

- Overall responsibilities include developing an onsite model for the client Providian Financial with Westaff being onsite as the primary service provider. Successful strategic operations management and development of this account from a projected $750K to $3.5 million dollars in less than five months through effective listening, communication, procedure development and implementation as well as diverse recruiting efforts.

- Successful management of a team of nine (9) internal employees and more than 400 external employees. Key successes include reduced turnover, improvement in employee retention and satisfaction, as well as training and orientation of both internal and external staff. Responsible for the development of a customized Orientation Presentation specific to the needs of this customer, which includes heightened awareness to Sexual Harassment, Co-employment, Career Development and Employee Recognition and Incentives. Development of a customized set of behavioral-based interview techniques to attract a more qualified candidate. Deployment of customized orientations to average groups of 15-20 external employees on a bi-weekly basis.

KELLY SERVICES, 1997 - 2001

CORPORATE HR STAFFING MANAGER for Johnson & Johnson Medical

- Customer Initiatives: Contract Compliance including Quarterly and Annual Audits, Quarterly and Annual Business Reviews with $2.6 million dollar budget responsibility presented to Board Level Executives, Storyboarding for SOQ (Signature of Quality) Initiatives, Cost Saving Opportunities, Payroll and Corporate Aging

- Supplier Relations/Recruitment: Behavioral Interviewing, Strategic Selection, EEO and MDWOBIE Initiatives


- General Employment Practices: Job Analysis-Description and Specification, Employee Relations Documentation, Employee Retention Initiatives, Workplace Behaviors and Resolution

- Recognition/Awards: Exemplary Customer Service Award, recognized by Sr. Director of Operations, Office of J & J-Kelly Corporate, Best Practices Benchmark Account, recognized by Office of J & J-Kelly Corporate

- Health, Safety and Security: Occupational Health Focus, Risk Mgt., Ergonomics, Safety & Security Committee

Attachment 13: Organizational Charts for Year 1, Year 3, and Full Capacity

Submit three organizational charts that show the school’s governance, management, and staffing structures: (1) the first organizational chart will represent the school's structure during Year 1; (2) the second chart will represent the school's structure during Year 3; and (3) the third chart will represent the school's structure at full capacity. If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1, Year 3, and at full capacity.

Each organizational chart must clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts must also document clear lines of authority and reporting within the charter school.

All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment 22 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 23.

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In addition to formal lines of communication, informal communications occur across the organization and CMO.
In addition to formal lines of communication, informal communications occur across the organization and CMO.
While the positions remain constant from year 1-5, we add additional FTEs in these roles. Please see the Attachment 22 Staffing Chart for FTE counts by year.

** In addition to formal lines of communication, informal communications occur across the organization and CMO.
Attachment 14: Superintendent Evaluation Tool(s)¹

Provide any superintendent evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Association of School Boards’ Superintendent Evaluation system, please state so and link in the narrative response. DO NOT attach.

Qualitative and quantitative measures

100% of board meetings fully follow all applicable Texas open meeting laws

Board meetings provide board members with key information on topics including academic achievement, finance, and new school startup

75%+ of board members surveyed agree with the statement "Board meetings are valuable use of time and provide me with the information I need"

Student enrollment is no more than 5% below budgeted target at each school

Annual family survey shows 75%+ of families are satisfied or very satisfied with their experience with their Rocketship school

Superintendent regularly meets with local community organizations, state and local officials, and other key groups

Annual staff survey shows an average score of 5+ out of 7 for staff satisfaction

Rocketship's broader DEI work is tailored to the needs of Rocketship Texas and offered to staff

70%+ of high-performing staff return each year

55% of students who attend two or more years (enrolled by September 1st the prior school year) will be on or above grade level on NWEA MAP Reading

70% of students who have attended two or more years will score approaching, meets or exceeds on STAAR ELA assessment

55% of students who attend two or more years will be on or above grade level on NWEA MAP Mathematics

70% of students who have attended two or more years will score approaching, meets or exceeds on STAAR ELA assessment

60% of students will achieve one year of growth on NWEA MAP Reading

60% of students will achieve one year of growth on NWEA Mathematics

70% of students achieve expected or accelerated growth on STAAR assessments

40% of English Learners meet expectations of English Learner Progress Indicator (TELPAS)

K-5th grade ADA rate is 95% or higher

Board receives in-depth financial report each quarter

All required reports and payments are timely submitted

All financial targets are met (net asset balance, cash on hand, debt service ratio, etc.)

All PEIMS reporting requirements are timely met

Rocketship Texas has no compliance violations, including but not limited to the areas of teacher credentialing, child nutrition programs, program requirements for special populations, and assessment administration

All school staff receive regular coaching and participate in both summer and school-year professional development sessions

A rigorous and standards-aligned curriculum is implemented across subjects
Attachment 15: Résumé and Qualifications for Proposed Superintendent

Complete either Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write “N/A” on the cover page of the attachment that is not completed.

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**SaJade J. Miller**

4804 Spicewood Lane
Arlington, Texas 76017

817-937-1677

<table>
<thead>
<tr>
<th>EDUCATION &amp; CREDENTIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctor of Education</strong>, Texas Christian University, 2020 <em>(Anticipated)</em></td>
</tr>
<tr>
<td><strong>Master of Education</strong>, Texas Wesleyan University, 2010</td>
</tr>
<tr>
<td><strong>Bachelor of Arts</strong>, University of Texas at Arlington, 2008</td>
</tr>
<tr>
<td><strong>Texas Standard Educators Certificates</strong>, Superintendent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL EXPERIENCE</th>
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**Regional Superintendent – Rocketship Public Schools**

Developing and execute a regional strategy to launch and grow a network of high-performing public elementary schools and collaborate with partners across the region to help elevate the ecosystem of public education in Tarrant County. Develop and implement a strategic framework for high quality impact that integrates national initiatives and aligns with Rocketship's Theory of Change. Implement systems building solutions to organizational problems and develops organizational or service delivery systems in a way that factors in or encompasses the interactions of all the systems and organizational entities involved.

**Chief of Schools – Desoto ISD**

Serve as the District point of contact for all schools serving more than 9,000 early childhood through 12th grade students to ensure effective practices for instructional leadership, development of leaders, change leadership, customer service, and community relations. Work in partnership with principals and campus leaders to develop, implement, monitor, revise and appropriately scale efforts designed to improve specific learning outcomes for students. Work with campus leaders to monitor and improve the progress of schools through feedback from students, parents, teachers, principals, district-level leaders, the Board of Trustees, community/business leaders, and (as needed) external consultants. Lead numerous initiatives align the curriculum, implementation of data-driven instruction, and improved the quality of education being delivered in classrooms across DeSoto.

**Accomplishments:**

- Improved student achievement:
  - Improved +12 points, moving from a 67 'D' to a 79 'C' on state accountability system in one year
  - Improved DeSoto HS performance from 70 'C' to 80 'B'
  - Improved college, career, and military readiness rate from 39% to 53% in one year
- Developed infrastructure and refocus campus leaders and established systems of support to improve efficiency of campus operations and communication
- Supported the Re-structuring Katherine Johnson Academy to launch a PK-6 Selective enrollment campus
  - Extensively sought input regarding desire and demand for an admissions-based school
  - Re-configured attendance boundaries to ensure adequate space and resources
  - Implemented a multi-measure, age-appropriate, centralized application system that tested 618 students
  - Opened the school with 494 students in 6 months

**Assistant Superintendent of Innovation – Fort Worth ISD**

Lead school transformation efforts and effective operational management of K-12 schools serving more than 8,000 students in seven elementary schools, two middle schools, and one high school. Lead district's Transformation Zone portfolio of schools (11 Turnaround Campuses) and oversee new school development strategy as part of the newly created Office of Innovation. Serve as District's research, design leader responsible for creating and setting the vision, direction and strategic plan, and serve as the point-person for Innovation Initiatives throughout the District. Lead several intertwining strands of work that together will provide access to more high-quality seats for the 86,000 students in FWISD by creating new schools and improving existing options as a part of TEA’s System of Great Schools Network. This includes equitable and efficient management of an eight-million-dollar budget sourced from local, federal, and special revenue funding.

Rocketship Public Schools 667
Accomplishments:
- Inaugural Leader of the Office of Innovation- Tasked with Developing Infrastructure and Processes
- Established District-Wide Teacher Residency Program through partnership with Relay Graduate School of Education
- 2018 Presenter on School Choice: Council of the Great City Schools- Baltimore, Maryland
- Launched District’s First Call for Great Schools
- Finalized the Design and Roll-Out of the District School Performance Framework
- Orchestrated the development of the Leadership Academy network-an 1882 Partnership

Principal – Paul Laurence Dunbar High School: Fort Worth ISD
June 2015- June 2018

Oversee campus operations and instruction for 1000 students (77.3% African American, 19.5% Hispanic, 2.1% White,) most of whom (82%) are Economically Disadvantaged (ED). Paul Laurence Dunbar High School, located in Fort Worth’s Historic Stop Six Community on the city’s far east side, is a comprehensive urban high school that serves 1.47 miles, but is home to over 6,000 residents, making its population density over 50% higher than the average Fort Worth neighborhood.

Accomplishments:
- 2017 Texas Education Agency Early College High School Designation
- 2017 Rating: Met Standard Rating and Distinction Designation for Academic Achievement in Mathematics
- 2016 Rating: Met Standard Rating and Distinction Designations in the following areas:
  - Top 25% for Student Progress
  - Academic Achievement in Mathematics
  - Academic Achievement in Social Studies
- Awarded the Text Title I Priority Schools (TTIPS Grant)- competitive five-year grant for $10 million
- Increased student enrollment to a seven-year high
- Implemented Professional Learning Communities with SEDL/AIR technical support
- Improved school climate as evidenced by stakeholder surveys and teacher retention
- Developed parent and community engagement initiative, Dads of Dunbar with over 500 participants
- Initiated and maintained corporate partnership securing over $100K in donations annually
- Decreased discretionary discipline placements (OSS) by 80%

Principal – Leonard Middle School: Fort Worth ISD
June 2014- June 2015

Oversee campus operations and instruction for 750 students in an urban system with over 88,000 students. Approximately 63% of students are eligible for free/reduced lunch and 15% are English Language Learners. Supervise and evaluate over 65 faculty and staff members and provide feedback to improve student performance and operational effectiveness.

Accomplishments:
- Improved accountability rating from “Improvement required” to “Met Standard”
- Increased a total of 29 points in index scores for state accountability in one year
- Decreased discipline incidents by 50% and increased PBIS
- Improved school climate as evidenced by stakeholder surveys and teacher retention

Assistant Principal – Oscar Dean Wyatt High School: Fort Worth ISD
July 2012- June 2014

Responsible for instructional and operational leadership in accordance with district plan and the principal’s vision for 1300 students, 75% of whom are eligible for free/reduced lunch and 22% are English Language Learners.

Accomplishments:
- Supported the transition of the state accountability from TAKS to STARR as a result of House Bill 5
- Increased EOC passing percent by 6% in Biology despite distinct and state experiencing double-digit decreases
- Supervised Morningside Children’s Partnership initiative and approximately 2 million dollars in philanthropic funds
- Supported the implementation of Teacher Advancement Program (TAP) as a teacher evaluation system
| RELATED EXPERIENCE |

Chemistry Instructor – Tarrant County College: Upward Bound Program 2012-2013
Assistant Principal Intern – FWISD: Meadowbrook Middle School 2010-2012
Teacher – FWISD: Meadowbrook Middle School 2008-2012

| HONORS AND AWARDS |

2020 – Man on a Mission Honor- Texas Alliance of Black School Educators
2019 – Debutant Ball Master of Ceremony and Keynote- Fort Wort Assembly
2019 – Man on a Mission Honor- Texas Alliance of Black School Educators
2018 – Commencement Keynote- Relay Graduate School of Education Inaugural Class
2018 – Panelist with National Commentator Roland Martin for Millennials in Action Event
2018 – Recipient of Element of the Community award for notable impact in the City Fort Worth
2018 – Mentor Principal- FWISD “Leaders Growing Leaders”
2017 – Principal Supervisor Cohort- New York City Leadership Academy
2017 – President-Elect, Fort Worth Alliance of Black School Educators
2016 – Visionary Leadership Award- Paul Laurence Dunbar High School Alumni Association
2015 – One of eight candidates selected from an international pool of applicants to participate in a cohort for an advanced Doctoral program at Texas Christian University

| ORGANIZATIONAL AFFILIATIONS AND EXPERIENCES |

Strategic Leadership Chair (Board Member) - Texas Alliance of Black School Educators
Advisory Board- Relay Graduate School
Texas Association of School Administrators
FWISD Learning Model Steering Committee
Partner School- Practicum Experience, Leadership ISD-Advisory Board Member- 4-H Tarrant County
FWISD T-TESS implementation committee
President-Elect, Fort Worth Alliance of Black School Educators FWISD Equity Committee
FWISD District Staffing and Scheduling Cross-functional Committee
FWISD Campus Conflict De-Escalation committee
33rd Congressional District Education Task Force
National Educators Association
Vision Fort Worth- Fort Worth Chamber of Commerce
Attachment 16: Job Description or Qualifications for Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write “N/A” on the cover page of the attachment that is not completed.

*N/A – please see Attachment 15 for the resume of our proposed Superintendent*
Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 18 for positions that do not currently have candidates identified.

If none of the instructional leadership team members have been selected, write “N/A” on this Attachment and complete Attachment 18.

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MARICELA GUERRERO
San Jose, California | 408.506.4055

PROFESSIONAL EXPERIENCE

Vice President, Schools
Rocketship Public Schools
2019- Current
Bay Area, California

- Lead 13 Rocketship Schools in California and 3 Director of schools to ensure they are cultivating excellence, high academic achievement, and a strong rapport within each school’s students, staff and parents.
- Manage Director of Schools to support Principals to ensure high quality implementation of each school’s educational design, including school culture, standards, assessments, and instructional guidelines.
- Allocate and monitor the effectiveness of mentoring and coaching resources assigned to provide differentiated support to schools as needed.
- Create collaborative and effective communication channels between network office staff and school leaders.
- Establish and maintain clear, consistent interactions with parents, families and community partners to receive input and feedback on the effectiveness of our schools, and to resolve concerns.

Senior Director of Schools
Rocketship Public Schools
2016 - 2019
San Jose, California

- Lead and mentor 6 out of 18 current Rocketship School Principals across three of our four regions to ensure they are cultivating excellence, high academic achievement, and a strong rapport within each school’s students, staff and parents.
- Managed and supported our Founding DC Principal and team open the largest charter school ever in DC history and to achieve Tier I status in their first year
- Managed and supported our Milwaukee Principal and team to achieve the ranking as the highest performing elementary school serving low-income students in all of Milwaukee

Founding Principal
Rocketship Fuerza Community Prep
2014 - 2016
San Jose, California

- Opened 9th Rocketship school that served 500+ students (70%+ English Language Learners, and 88% of the students were eligible for free and reduced-price meals) in the founding year and growing the school to over 600 students in the following year.
- Recruited and led a team of 20 highly qualified teachers and school leaders to achieve outstanding results.
- First year achieved the highest score growth and absolutes on the NWEA as a first year start up Rocketship school in the network.
- Student Achievement results: 69.2% students achieved 50th percentile in NWEA Math; 59% students achieved 50th percentile in reading.
- Student achievement results: 1.63 Reading growth in the NWEA assessment and 1.68 Math growth in the NWEA assessments.
Principal Coach  
Rocketship Education  
2013 - 2014  
San Jose, California

- Coached and supported a team of 5 Principals towards student achievement and excellent school culture
- Provided feedback and support to drive on parent involvement and encourage parent leadership
- Involved in creating and planning the School Design Plan

Principal & School Leader  
Rocketship Mateo Sheedy Elementary  
2009 - 2013  
San Jose, California

- Led a 925 API school in 2009-2019; one of the top performing schools for low income kids in California
- 2010 WASC Accredited
- Coached and mentored staff, students and parents to reach high academic achievement goals

Founding & Lead Teacher  
Rocketship One Public School  
2007 - 2009  
San Jose, California

- Led and contributed to an 886 API school in 2007-2008 and 925 API in 2008-2009
- Implemented core principles and beliefs when this school first opened in San Jose -- a new charter school in the San Jose Unified School District

Founding Teacher  
L.U.C.H.A. (Learning in an Urban Community with High Achievement)  
2004 - 2007  
San Jose, California

- Established and maintained positive parent relationships that empowered parents to be their child’s primary instructional leaders while achieving a 893 API
- In 2006 -2007 -- 83% of students attained proficient or advanced scores in mathematics on the California STAR test and 64% for English Language Arts
- Implemented core principles and beliefs when this school first opened in San Jose -- a new small autonomous school in the Alum Rock Union Elementary School District

ESL Teacher for Adult Learners  
Alum Rock School District  
2001 - 2007  
San Jose, California

- Led teachers in the CBET (Community Based English Teaching) program, assessing and placing adult students in appropriate ESL leveled classes
- Implemented a variety of strategies to meet the needs of a diverse group of adult learners
- Created a conducive learning environment that led to the best attended Adult ESL class in the district for the last 5 years
EDUCATION

University of California, Santa Cruz -- 1998
Bachelor of Science, Latin American Studies. Minor in Education.

University of Phoenix -- 2005
Master of Arts, Education. Preliminary Multiple Subject Teaching Credential, CLAD.

KEY PROFESSIONAL DEVELOPMENT

Innovate Public Schools Fellowship 2013-2014
San Jose, California
Led training in developing Principals, Charter and District Leaders who aim to build and sustain high-performing schools for economically disadvantaged students.

KIPP Leadership Program 2008 (Summer)
New York, New York
Led training on how to start and guide a school in low-income communities.

SPECIAL SKILLS

Spanish Fluency (reading, writing and speaking)
PROFESSIONAL EXPERIENCE

ROCKETSHIP PUBLIC SCHOOLS
San Jose, CA 2017 - Current
Charter network of nineteen schools serving 9,000+ students
Vice President, Student Services and School Strategy

- As Vice President of Student Services and School Strategy responsible for managing special education and multi-tiered systems of support across all regions as well as key strategic school efforts including annual planning and expansion of the Rocketship academic model to new regions.
- In first two years, scaled best practices for students with disabilities across Rocketship’s network of nineteen schools such that academic results for students with disabilities have consistently increased in order to reach annual academic growth of 1.44 years in Math and 1.37 in Reading on NWEA MAP in the 18-19 SY.
- Increased mental health staffing and implementation of interventions at multiple tiers in order to better support student’s social emotional development and behavior outcomes. As a result, suspension rates have decrease every year to less than 1.0% in the 18-19 SY.

DENVER PUBLIC SCHOOLS
Denver, CO 2010 - 2017
Urban school district serving 92,000 students

Executive Director, Exceptional Students, Student Services Division 2015 – 2017
Director Strategic Initiatives, Student Services Division 2012 – 2015

- As Executive Director of Exceptional Students responsible for managing departments supporting 9,500 students with disabilities and 9,700 gifted and talented students.
- Helped lead and facilitate a cultural shift for Student Services division to a focus on improving student outcomes and customer service—including the 2013 restructuring of the special education department.
- Increased the number of students with significant disabilities being served by charter schools from just 10 students to over 300 students. As a result, DPS is the first district in the nation to have parity in access and service for students with significant disabilities across its district-run and charter school sectors.
- Created an inclusive practices learning cohort of fifteen schools—both district-run and charter—serving 100+ students with moderate to severe disabilities in a more inclusive manner. By combining visits to national exemplar schools, local training by national experts, ongoing coaching support, and cross-school learning opportunities, developed a multi-school learning community which implemented significant innovations in how DPS serves students with significant disabilities.
- Restructured and expanded both district and community providers’ preschool offerings to provide an inclusive environment for all preschoolers as well as meet a 30% increase in the number of preschoolers.
- Led district-wide effort to provide additional training and support to improve the functioning of our Affective Needs (AN) programs serving students with significant emotional disabilities. As a result, we increased attendance rates while substantially reducing the rate of out-of-school suspensions. Additionally, we reduced the percentage of African-American students served in our elementary programs by 25%.
- In order to address the substantial disproportionality (70%+ White) in DPS’ Highly Gifted Programs (HGT), implemented universal sweeps for HGT identification in the 15-16 SY thereby tripling the number of identified Hispanic students and reducing the overrepresentation of White students by 25%.

Deputy Chief of Staff, Superintendent 2010 - 2012

- Supported cross-collaboration across academic departments, assistant superintendents, and operational departments in the implementation of key district initiatives including planning of critical community engagement efforts around school closure as well as supported in the setup of nine new schools—helping to raise $6 million in grants, organize necessary district resources, and coordinate across internal and external stakeholders.
PROFESSIONAL EXPERIENCE (continued)

FULCRUM CAPITAL GROUP
Los Angeles, CA 2001 - 2009
Private equity fund that provides debt and equity capital to lower middle market minority-owned companies

Vice-President, Investments

- Actively engaged in investment origination activities including deal evaluation, due diligence, and structuring as well as portfolio management activities including monitoring, restructuring, and exits in industries as diverse as waste management, paratransit services, food distribution, and niche manufacturing.
- Led the hiring process for senior executives and actively involved in the job design, candidate sourcing and evaluation for President/CEO, CFO, Controller, and VP of Sales positions at additional portfolio companies.
- Completed a thorough product, channel, and customer profitability analysis which provided the basis for the portfolio company to improve gross margin by ten percentage points in a six month period and thereby produce positive EBITDA.
- Closely directed extensive IT implementations for two portfolio companies:
  - New software and hardware system delivered paratransit provider with real-time vehicle information for the first time leading to a significant increase in on-time performance to 95% and dramatically reduced penalties.
  - New handheld software and hardware system for DSD salesman provided snack food company with more timely information, better controls, and simplified billing which was one of the keys to successfully managing the DSD system’s 25% annual growth.

CASCADIA REVOLVING FUND
Seattle, WA 1994 - 1999
Private, non-profit lender to woman and minority-owned companies

Loan Officer

- Evaluated potential borrowers and their risk profile, presented applications to Board Loan Review Committee for approval, and closed the loans. Closed over 60 loans. Advised borrowers throughout life of loan on management issues including cash flow management, growth strategies, and turnaround issues.

Additional Responsibilities

- Developed grant budgets for new venture fund, SBA program, and satellite Oregon office which helped raise over $4 million and significantly expand organization’s capital base.

EDUCATION

RELAY GRADUATE SCHOOL OF EDUCATION
New York City, NY June, 2017
Masters of Education in Instructional School Leadership.

BROAD RESIDENCY
Denver, CO June, 2010 – 2012
Intensive two-year management development program that trains emerging leaders for senior management positions in large urban districts, leading CMOs and the United States Department of Education.

THE ANDERSON SCHOOL AT UCLA
Los Angeles, CA June, 2001
Masters of Business Administration, Finance. Edward W. Carter Fellow (Top 2% of Class).

SWARTHMORE COLLEGE
Swarthmore, PA June, 1994
Bachelor of Arts with Distinction. Economics with Concentration in Public Policy.

OTHER

- Married for 20 years with one child.
- 1993 Division III All-American Wide Receiver
MEGHAN PIERCE  
55 River Oaks Place, #624  San Jose, CA  95134  
917.903.2845 |  

Education

DARTMOUTH COLLEGE | Hanover, NH  
BA in Spanish Language and Culture, Minor in Linguistics  
Four Month Foreign Study Program in Montevideo, Uruguay

Experience

ROCKETSHIP PUBLIC SCHOOLS | San Jose, CA  
July 2013 - present

Director of STEM & Personalized Learning (June 2019 – present)
Director of STEM (June 2016 – June 2019)
Associate Director of STEM (June 2015 – June 2016)
Manager of Mathematics (July 2013 – June 2015)

- Led network STEM team to set instructional vision for STEM classrooms across the network’s 18 school sites, serving 15,000 total students.
- Managed the creation and delivery of high quality, relevant professional development sessions for 60+ school leaders and 100+ teachers to translate into immediate, measurable improvements to instruction during the summer and the academic school year.
- Managed the design of various CCSS & NGSS aligned curricular materials and instructional resources, including unit plans, scope and sequence maps, assessments & coaching rubrics, in response to student achievement needs in grades pre-K to fifth.
- Regularly observed and coached school leaders and teachers to improve adult practice and student outcomes.

CITIZEN SCHOOLS – NEW YORK | New York, NY  
Sep 2009 – July 2013

Deputy Director of Program (June 2011 – July 2013)

- Wrote and facilitated trainings for 85 new educators, leading to an 87% increase in instructional efficacy ratings in lesson planning, behavior management and classroom culture between September and January.
- Maintained above a 90% satisfaction rating with quality and relevance of training content from participants.
- Served as primary liaison between regional program department and development and civic engagement teams to share program priorities and data.
- Established and managed credentialing partnership between Relay Graduate School and Citizen Schools New York, leading to a 100% enrollment increase between year one and year three.

Campus Director – The Brooklyn School for Global Studies (Sep 2009 – June 2011)

- Supervised, coached and developed staff of seven new educators to teach a full-time extended learning time program to 100 middle schoolers.
- Led campus to an average of 93% student grade improvement from the first quarter to the final quarter in ELA and Math.
6th Grade Math, ELA & Social Studies Teacher (Sep 2006 – June 2009)

- Led students to an average 1.5 years of growth in reading level and 75% improvement in NYS Math scores.
- Taught students in a variety of classroom environments including self-contained Special Education and CTT.
- Designed and taught new 6th grade social studies curriculum, aligned to school literacy goals.

6th Grade Team Leader (July 2007 – June 2009)

- Led a team of six teachers by facilitating weekly grade team meetings and grade-level curriculum planning.
- Mentored and coached new teachers on classroom management and lesson-planning, including bi-weekly classroom visits and targeted professional development activities during grade team meetings.
- Managed grade team to plan and execute a week long scholar orientation program for 100+ incoming 6th graders

School Leadership Team Co-Chair (June 2008 – June 2009)

- Co-authored school’s Comprehensive Educational Plan and rolled-out school’s vision and academic goals to school faculty, parents and external partners, in order to generate buy-in from a variety of stakeholders
- Facilitated bi-monthly School Leadership Team Meetings with parents, teachers and administrators to monitor school progress to goals and generate strategic action plans.

PS 50 – THE VITO MARCANTONIO SCHOOL | New York, NY

First Grade Teacher (Sep 2005 – June 2006)

- Taught first grade classroom composed of sixty percent English Language learners.
- Led students to an average 1.4 years of growth in reading level and 80% master of Everyday Math objectives

Personal

- Non-native fluency in Spanish.
- Enjoy traveling, cooking, hiking, and language study.
EDUCATION:

BANK STREET COLLEGE OF EDUCATION
New York, NY
Master’s in Childhood General Education/ Leadership for Educational Change
Graduated May, 2012

HARVARD UNIVERSITY
Cambridge, MA
Bachelor’s Degree, Social and Cognitive Neurosciences
Graduated June 2009

EXPERIENCE:

ROCKETSHIP EDUCATION, NATIONAL
Director of Humanities (concurrent with Director of Schools); Supervisor: Maricela Guerrero (June 2018 – Present)

- Responsible for setting the vision, creating school leader and teacher professional development, ongoing resources, assessments and program implementation of Humanities curriculum, nationwide.
- Improved mid-year results in Humanities instruction, as assessed by internal measures (interim assessments, STEP, NWEA)

ROCKETSHIP EDUCATION, NATIONAL
Director of Schools (concurrent with Director of Humanities); Supervisor: Maricela Guerrero (Jan. 2017 – Present)

- Responsible for managing five Rocketship Bay Area schools, grades TK-5. Increased Humanities and STEM performance, as measured by CAASSP, and all 5 schools were recognized by Innovate as Top Performing schools.
- Served as Interim Principal at Rocketship Mateo Sheedy upon the passing of Principal Jason Fromoltz from Jan – Jun of 2018, while maintaining Director of School responsibilities.

ROCKETSHIP EDUCATION, ROCKETSHIP DISCOVERY PREP
Principal; Supervisor: Wendy Noble (June 2014 – Present)

- Principal at Rocketship Discovery Prep, grades K – 5.
- Responsible for managing and coaching teachers and assistant principals, making curricula decisions, parent engagement, and improving NWEA Math and Literacy results.

ROCKETSHIP EDUCATION, NATIONAL
National Curriculum and Assessments Developer/ Nashville Site Developer; Supervisor: Meg Robinson-Li (June 2013 – Present)

- Responsible for managing curriculum and assessment development, and network- and state-wide alignment for Rocketship Education at California, Milwaukee and Nashville sites.
- Year Zero support for Rocketship Nashville, including student and talent recruitment, community building, academic development, and operations development.

FREEDOM ACADEMY CHARTER SCHOOL, CAMDEN, NJ
7th grade Math Teacher; School Leader: Bridgit Cusato (Aug. 2012 – June 2013)

- Founding 7th grade math teacher of first turn-around school in Camden, NJ; math remediation for 8th grade students.
- 41% of students proficient/ advanced in 2012-2013 vs. 14% proficient/ advanced in 2011-2012.

HYDE LEADERSHIP CHARTER SCHOOL

- Math and literacy coach for grades 4, 5, and 6.
- Researched, prepared and executed materials for use by Math and ELA departments, including teaching strategies, and
• Provided content knowledge, resources and direct feedback to teachers regarding lessons, and practice that promote mathematics and literacy fluency.
• Supported targeted underperforming students via small group instruction.

HARLEM CHILDREN’S ZONE: PROMISE ACADEMY UPPER ELEMENTARY, NEW YORK, NY
Lead Teacher; Principal: Dennis B. Mc Kesey (Sept. 2009 – June 2011)
• Taught Math, Science, Social Studies and ELA to 5th and 6th grade students in an inclusive setting.
• Achieved 98% proficiency, or above proficiency, on both the NYS ELA exam and Math exam.
• Responsible for designing curriculum, collaborating with the 6th grade team, assessing and tracking student performance.
• Taught SAT prep course to HCZ high-school students.

TEACH FOR AMERICA, NEW YORK, NY
Corps Member; Program Director: Jennifer Barnette (Sept. 2009 – June 2011)
• Selected from approximately 20,000 applicants nationwide to join national teacher corps of recent college graduates and professionals.
• Participated in intensive summer training program to develop the skills and knowledge needed to achieve significant gains in student achievement.
• Participated in professional development activities, including seminars, discussion groups, workshops, individual and group reflections, readings, and ‘learning teams’ specific to my teaching license area.

OTHER:

GATES MILLENNIUM SCHOLARS FOR LEADERSHIP, EXCELLENCE, AND ACADEMIC DEVELOPMENT, DC
Gates Millennium Scholar (Sept. 2005 – Present)
• NYC Regional Representative
• GMS Mentor
• GMS Ambassador for Harvard University

GRADUATE SCHOOL INSTITUTE, GATES MILLENNIUM FOUNDATION, NEW ORLEANS, LA
Graduate student panel on public health and policy (March, 2010)
• Presented research on behavioral and cognition sciences and analogous human health models.

COGNITIVE EVOLUTION LAB, HARVARD UNIVERSITY, CAMBRIDGE, MA
Research member at Harvard University Cognition Lab (2006 – 2009)
• Conducted research on cotton-top tamarins
• Explored behavioral issues of fairness, spite and reciprocity
• Published Insanity, Religion and Terrorism under the direction of Professor Ellsworth Fersch

MUSIC VOCALIZATION AND MOTOR SYNCHRONIZATION, HARVARD UNIVERSITY, CAMBRIDGE, MA
Research member with Adena Schachner (2007 – 2009)
• Conducted research on cotton-top tamarins
• Explored correlation between motor movement and auditory stimulation

HARVARD COLLEGE RESEARCH PROGRAM, HARVARD UNIVERSITY, CAMBRIDGE, MA
• Conducted research on rhesus macaques on Cayo Santiago, Puerto Rico
• Explored correlation between perception models of tool use and food behavior
• Collected binary data samples from Cayo Santiago, Puerto Rico for use in graduate behavioral sciences publication.

REFERENCES: available upon request.
SCHOOL LEADER RELATED EXPERIENCE

Rocketship Public Schools, San Jose, CA
Associate Director of Humanities
August 2018-Present

- Coordinate Programs and Services for Multilingual Learners: Collaborate with cross functional teams for identification, assessment, parent communication, and high quality instruction. Curriculum development for English language development and monitoring implementation of resources through school site coaching.
- Professional Development: Design and facilitation of network wide professional development for both school leaders and teachers. Topics include: curriculum implementation, English language development, data analysis and strategic planning.
- Management of Initiatives: Collaborate across teams to ensure high quality implementation of curriculum, annual priorities, intervention, and online programming.

Rocketship Southside Community Prep, Milwaukee, WI
June 2017-July 2018
Principal

- Coaching and Professional Development: Weekly coaching cycles that include: analysis of student achievement and culture data, goal setting, co-planning, focus area practice, and real time coaching for school leaders and teachers.
- Data Analysis and Action Planning: Prepare data reports and facilitate analysis for school leader team, all instructional staff, school board, and other key stakeholders.
- Manage all Instruction, Culture, and Operations: Responsible for managing team members to ensure budget, legal, talent, education services compliance.
- Parent Partner: Lead frequent meetings to hear feedback and build relationships with families through parent coffees, community meetings, home visits, workshops, and events.

Rocketship Fuerza Community Prep, San Jose, CA
June 2016-June 2017
Assistant Principal

- Multi-tiered Systems and Supports Lead: manage the referral process, implementation, and progress monitoring of academic, behavior, and social emotional interventions.
- Instructional Coach: conduct observation cycles, co-planning unit plans and lessons, real-time coaching, lead data analysis meetings to increase instructional effectiveness.
- Culture Lead: collaborate and lead grade level teams to implement positive behavior systems, build community through relationships, and cultivate parent engagement.
- Design School Wide Initiatives and Professional Development: use multiple sources of data to create and facilitates professional development for effective teaching of literacy, STEM, classroom management, and social-emotional learning.
TEACHING RELATED EXPERIENCE

Rocketship Fuerza Community Prep, San Jose, CA 2014-2016
3rd Grade Humanities and Teacher on Special Assignment
- PBIS Site Lead: Manages achievement of the Fuerza PBIS vision, goals and the implementation of social and emotional learning programs at our school.
- Grade Level Planning Specialist: Develops common core aligned assessments, unit plans, and lesson plans for all third grade humanities teachers in the network.
- Grade Level Lead: Manages grade level team meetings, communication, events, and provides lesson plan and execution feedback to grade level team.

Rocketship Mateo Sheedy, San Jose, CA 2012-2014
Kindergarten Humanities Teacher and Grade Level Lead
- Project Lead for the Redesign Instructional Model in Kindergarten (2012-2013).
- Manage grade level team meetings, communication, and events.
- Network collaboration to develop best practices and curriculum.
- Developed and implemented a rigorous and personalized curriculum.
- Successful completion of Level I GLAD training.

World Academy, Oakland, CA 2011-2012
Kindergarten Teacher, Self-Contained
- Utilized multiple forms of assessment to generate data on student achievement.
- Data was used to create individual goals and interventions to promote development.
- Provided high-quality instruction using Open Court Reading and Saxon Math curriculum.
- Successful completion of BTSA Induction
JORDAN BLANTON
2321 Saidel Drive #1, San Jose, CA 95124 (831) 588-7424

CREDENTIALS and EDUCATION

Santa Clara County Office of Education

**Clear Administrative Credential**  
Currently Enrolled  
Santa Clara County Office of Education  
May 2021

**Preliminary Administrative Credential**  
California and Wisconsin  
July 2017

San Jose State University  
**Master's in Education** (Curriculum and Instruction)  
**Literacy Across the Curriculum for an Equitable Society**  
**Literacy Specialist Credential**  
June 2015

Reach Institute for School Leadership  
**Clear Multiple Subject Teaching Credential,**  
Completion of BTSA  
June 2013

California Polytechnic State University, San Luis Obispo  
**Multiple Subject Teaching Credential,**  
**English Learner Authorization**  
**NCLB Compliant**  
**Level I Technology Certified**  
June 2011

California State University, Chico  
**Bachelor of Arts, Religious Studies,**  
**Minor in Ethics**  
December 2008
KANE KOLLER
299 Franklin Street, Unit 708 | Redwood City, CA 94063 ● 732.492.0942

EDUCATION

Harvard University, Harvard Graduate School of Education (Class of 2014)
Concentration: Educational Leadership (Urban Scholars Program Scholarship Recipient) | GPA: 3.86

Cornell University, College of Arts & Sciences, Bachelor of Arts (Class of 2008)
Major(s): Religious Studies, Archaeology (Jewish Studies concentration)
Cumulative GPA: 3.60 (Dean’s List) | Major GPA: 3.88

Trinity College, Dublin, Dublin, Ireland (Spring 2007 Abroad) | GPA: 4.00

WORK EXPERIENCE

Manager, Professional Development
Rocketship Public Schools, Redwood City, CA
Fall 2019 – Present
• Create, develop, and lead professional development and adult curriculum planning for over 500+ teachers in a national network of high-performing elementary schools using rigorous data sources, collaborative planning, and qualitative feedback metrics.
• Collaborate as a member of central office leadership and oversee both national professional development and strategy on learning initiatives for teacher development, including internal and external trainings in addition to school leader training channels.

VP, Academics
Coney Island Prep Public Charter Schools, Brooklyn, NY
Summer 2017 – Summer 2019
• Manage multiple workstreams through direct supervision of a staff of over 60+, with tasks and responsibilities including full-cycle recruitment, program management, instructional methodologies, internship programming, and evaluation for a school that has been ranked the #1 charter high school in NYS by U.S. News & World Report.
• Created and led the design of Diversity, Equity, & Inclusion workshops delivered network-wide to several hundred employees monthly, and serve in a leadership development role on issues of diversity and intersectionality.
• Oversaw the successful growth of staff from less than 15 employees to over 60 as budget and overarching organizational growth has similarly increased by 400%, and have created, scaled, and modified systems (e.g. onboarding/offboarding, training and feedback protocols, family leave policies) to match development with very high rates of satisfaction (over 89% rated as positive).

Curriculum Manager/Instructional Designer
Summer 2014 – Spring 2019
BetterLesson
• Programmed innovative STEM curriculum for ed-tech, serving as both a subject matter expert and program manager in learning design, educational best practices, and translating technology use for learners.
• Oversaw multiple project plans, including video editing, advertising, legal services, web-based content management, and technical alignment, all with multiple stakeholders and deadlines as site doubled in traffic over the last 3 years.

Director of STEM Initiatives
Summer 2010 – Summer 2013 | Summer 2014 – Summer 2017
Coney Island Prep Public Charter Schools, Brooklyn, NY
• Led local recruiting efforts from sourcing to closing, and initiated system-wide ATS/CRM systems to increase network efficiency and reduce overhead, leading to increases in our applications of over 100% YoY.
• Collaboratively redesigned instructional models with cross-team input that resulted in KPI annual growth of over 30%. Also created and identified data-based best practices, refined our evaluation system, and collaborated cross-functionally on creating an internship/pipeline program in partnership with local universities to staff high-needs positions.
• Supervised 10+ staff on the founding team, with responsibilities including full-cycle university recruitment, program management and evaluation, and curriculum design, leading the team with the highest performance metrics and 100% retention.

8th | 7th Grade Science Teacher (Teach For America)
Bestier Middle School, Brownsville, TX
Summer 2008 – Summer 2010
• Achieved 90% student passing rate on state-wide performance exam, leading to the school being recognized as a Texas Distinguished school for the first time, and earned the annual ‘New Teacher Award’ and the ‘I Make A Difference Award” as a first-year teacher.
• Elected by colleagues and faculty to serve as both 7th grade Science lead teaching coordinator and team leader, and selected by regional members in the Rio Grande Valley to serve on the TFA Development Board.

ADDITIONAL EXPERIENCE (Awards, Positions, and Volunteer Experience)

Master Teacher Emeritus, Math For America (Summer 2014 – Present) • Student Coach & Mentor, Breakthrough Collaborative NYC (2014 – Spring 2019) • Hollyhock Fellowship Recipient, Stanford University Graduate School of Education (2015 – 2017) • Participant, SciEd Innovators Fellowship (Fall 2015 – Spring 2016) • Member, Teach For America Alumni Board, (Summer 2010 - 2016) • Curriculum Designer/Consultant, Teach For America (2014 - 2015) • Advisory Member, Educators for Excellence Pay Structure Policy Team (Fall 2011 - Spring 2012) • Board Member/Consultant, The Generation Project Auxiliary Board (Spring 2011 – Spring 2012) • Leadership For Educational Equity School Board Fellows Program (Fall 2011 – Spring 2012) • Recipient, The Sontag Prize in Urban Education (Spring 2011)
Experience

Manager, Analytics, Rocketship Education May 2016 – Present
Conducts analysis to determine effectiveness of network programs and provide guidance for data-driven decisions within the organization. Assesses data quality and helps improve data management.

Data Analyst, Rocketship Education October 2014 – May 2016
Manages data, prepares state compliance reports, and conducts analyses of student achievement, staff evaluations and program effectiveness for a charter school network.

Adjunct Lecturer, Santa Clara University September 2012 – December 2013
Taught international trade to undergraduates and international economics to MBA students. Designed the courses, led instruction and class discussions, wrote assignments, and evaluated student performance.

Graduate Student Instructor, University of California, Santa Cruz July 2010 – August 2011
Taught large upper-division courses of 50-150 students. Designed courses, selected course materials, wrote and presented lectures, managed course components and teaching assistants, and created assignments.

Teaching Assistant, University of California, Santa Cruz January 2007 – March 2012
Responsible for leading weekly discussion sections, evaluating assignments, and guiding students on the direction of projects and papers. Classes included quantitative and writing-intensive courses.

Selected Skills
Quantitative Data Analysis: linear regression, logistic regression, maximum likelihood, seemingly unrelated regressions, time series, panel data, cluster analysis, confidence intervals, inference
Management and Organization: ability to identify problems and develop workable solutions, proficient in designing and implementing research projects, highly experienced in collecting, organizing and managing large data sets, effective time management skills
Written and Oral Communication: experience in writing and editing, ability to communicate and work with interdisciplinary teams, adept at facilitating discussions, ability to explain complex topics to diverse audiences
Computing: advanced Stata, R, Latex, Microsoft Word and Excel, Tableau, basic SQL

Education
University of California, Santa Cruz, Ph.D. in International Economics 2006 – 2013
Thesis Title: Economic Explorations in Political Risk, Trade and Commuting
University of California, Santa Cruz, M.A. in International Economics 2006 – 2008
University of California, Davis, B.A. in Economics 2002 – 2006
with Honors

Certificates
EdX: Evaluating Social Programs 2014
Stanford EdX: Statistical Learning 2014
Coursera: Data Scientist Toolbox, R Programming, Getting and Cleaning Data, Statistical Inference, Questionnaire Design for Social Surveys 2014

Published Articles
Ben Crow, James Davis, Susan Paterson, Julio Miles, 2013, “Using GPS and recall to understand water collection in Kenyan informal settlements”, Water International 38 (1), 43-60

Scholarships and Awards
Merit-Based Tuition Fellowship, University of California, Santa Cruz 2007 – 2011
Outstanding Teaching Assistant Award, University of California, Santa Cruz Fall 2008
Elected to Phi Beta Kappa (φβκ), University of California, Davis 2006
EDUCATION

Kent State University – Kent, OH
PhD, Cognitive Psychology; minor, Quantitative Methods August 2019
Masters, Cognitive Psychology; minor, Quantitative Methods June 2017
Colorado State University – Fort Collins, CO
Bachelor of Science, Psychology May 2014
- Graduated Magna Cum Laude

PROFESSIONAL EXPERIENCE

Assessment Operations Associate, Rocketship Education July 2019 – Present
- Coordinate major assessments for all schools throughout the year including setting up online testing systems, staying up-to-date on compliance and state policy changes, training site coordinators, and supporting schools during testing.

Graduate Research Assistant, Kent State University July 2014 – August 2019
- Developed and conducted experiments measuring students’ metacognition, study strategy use, and note-taking. Mentored undergraduate research assistants.

Graduate Teaching Assistant, Kent State University August 2017 – May 2019
- Taught three semesters of undergraduate Quantitative Methods in Psychology I and one semester of undergraduate Cognitive Psychology

Graduate Student Senator, Kent State University August 2017 – May 2019
- Attended monthly meetings of the graduate student senate and reported back to graduate students in the Department of Psychological Sciences

Chair of Recruitment and retention, Kent State University August 2016 – May 2019
- Recruited undergraduate students for the multicultural and diversity program in the Department of Psychological Sciences.
- Mentored undergraduate students from underrepresented backgrounds.

Tutor Coordinator, Colorado State University, Fort Collins August 2013 – May 2014
- Coordinated tutor schedules, pay, and evaluation
- Mediated between tutors and other staff members

Academic Advancement Center: Tutor August 2012 – May 2014
- Tutored students from underrepresented backgrounds in math, biology, chemistry, philosophy, computer science, and psychology

RELEVANT SKILLS
- Data analysis, Experimental Design, Academic writing, Survey development
- Basic and Advance Statistics: t-test, ANOVA, SEM, MLM, Longitudinal data analysis, Meta-analysis, Bayesian Analysis
- Expert in SPSS, Livecode, Qualtrics, Microsoft Office (Word, Excel, PowerPoint); proficient in Python, R, and AMOS
KEITH VIGRAHAM
(347) 985 0238 • 1 St. Francis Pl, Apt 2902 • San Francisco, CA 94107

RELEVANT EXPERIENCE

ROCKETSHIP PUBLIC SCHOOLS Redwood City, CA
Director of Talent Development November 2017 - Present
Manage evaluation, selection, and all talent development and pipeline systems for a network of 18 schools across 4 states.

EXPLORE SCHOOLS Brooklyn, NY
As a senior leadership team and founding member, helped grow this charter network from one school to eight successful elementary and middle schools in Brooklyn, NY.

Chief Strategy Officer June 2014 – August 2017
Led organizational strategic planning and implementation. Facilitated cross-functional team collaboration, ensured strategic priorities were being advanced, and managed the relationship with the Boards of Directors.

• Led senior leadership team in developing a three-year strategic roadmap to significantly improve academic outcomes and reach financial sustainability by closing an annual operating deficit of over $300,000.
• Developed and implemented annual organizational and team goal setting process to ensure a consistent cycle of data-driven improvement aligned to long-term strategic planning.
• Restructured network of 25 employees to ensure more efficient team management and greater CEO capacity.
• Developed a board-level data dashboard to align board management to organizational goals.

Chief Operating Officer June 2012 – May 2014
Supervised all operational and talent functions network-wide; managed the Directors of Recruitment, Human Resources, Technology, Operations, and Data.

• Increased employee performance by implementing outcome-oriented staff evaluations, running professional development on effective employee management, and implementing periodic staff talent reviews.
• Restructured Operations and HR Team to provide more efficient and centralized support and service to schools, reducing the number of school-site operations team employees while improving HR service quality.

Founding Director of Recruitment/Director of Talent September 2009 – May 2012
Managed all network recruitment and staffing efforts; developed vision and approach to organization evaluation and performance management.

• Managed the recruitment team to grow the organization from 60 employees to over 250 while maintaining high leadership satisfaction with new staff on annual leadership team surveys.

SUCCESS CHARTER NETWORK New York, NY
Human Resources and Recruitment Associate April 2011 – July 2013
Founding member of the recruitment team responsible for growing the network from one school serving 200 students to four schools serving 550 students.

TEACH FOR AMERICA New York, NY
Program Director August 2006 – July 2007
Professionally developed and managed 48 teachers placed at 16 schools in New York City.

Corps Member/Teacher at I.S. 184 and I.S. 162 June 2004 – June 2006
Member of national teacher corps committed to teach for two years and raise student achievement in public schools.

ADDITIONAL EXPERIENCE

ST. HOPE LEADERSHIP ACADEMY CHARTER SCHOOL New York, NY
Board Member, Executive Committee Member August 2012 – October 2014
Held school leadership team accountable to improving academic performance; led search for a new Executive Director

TEACH FOR AMERICA/PACE UNIVERSITY New York, NY
Content Specialist August 2007 – July 2008
Led a class on unit and lesson planning to a group of first year Teach for America Corps Members as part of their coursework to receive a Master of Science of Teaching from Pace University.

EDUCATION

Rocketship Public Schools 687
ARIZONA STATE UNIVERSITY Tempe, AZ
Bachelor of Science, Political Science August 2003
Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 17 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms (Attachment 23) are required for each position on the staffing chart. If all applicable information related to a specific position’s job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 23.

Principal Job Description

Rocketship Public Schools is a network of elementary schools serving primarily socioeconomically disadvantaged students so that we can meet our mission of eliminating the achievement gap in our lifetimes.

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Our non-profit network of public elementary charter schools propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

Principals are the backbone of our school communities. They are charged with driving academic achievement and building a rigorous college preparatory culture. The Principal also serves as a cultural and community leader by building staff capacity in culture, behavior, and parent engagement.

We staff Rocketship campuses with a Principal, two Assistant Principals, a Business Operations Manager, and an Office Manager. Together, they lead a team of teachers, tutors, enrichment coordinators, and support staff who collectively deliver gap-closing, personalized instruction to students from pre-K to fifth grade.

Principals and APs provide instructional leadership by regularly observing classrooms, providing continuous feedback, co-planning units of study and lesson plans, and leading data analysis cycles. They share responsibility for professional development, culture and behavior in common spaces, and special events.

Rocketship attracts school leaders with ambitious aspirations. Just as we are committed to propelling student growth, we are dedicated to advancing the careers of our talented staff. As a Principal, you will receive ongoing professional development in conducting rigorous observations, providing meaningful feedback, and strategically planning based on analysis of results. Additionally, since Rocketship is a growing network, our school leaders can access a number of career paths within our Network Support Team.

Our Ideal Candidate
- Understands that eliminating the achievement gap is hard, but deeply rewarding work
- Believes that adult preparation is essential to student success
- Has a track record as an instructional school leader of leading a group of adults to achieve excellent student outcomes
- Possesses elementary content expertise and is eager to use that knowledge to develop assistant principals and teachers’ instructional and leadership skills
- Has experienced success managing and coaching adults
- Values parents as stakeholders and partners in ensuring student achievement

Essential Functions
Developing Effective Educators: Our Principals’ primary focus is around making sure all students receive an excellent education and that our teachers are prepared to deliver on this goal.

- Foster a rigorous and college preparatory culture of excellence in every classroom that ensures high levels of student achievement
- Work with teachers to build content expertise in humanities or STEM that is captured in units of study and daily plans
- Engage in cycles of data driven instruction and assessments to inform planning and personalize instruction to student needs
- Ensure at least 1.5 years of progress for all Rocketeers annually through management, planning and coaching of grade level teams (3-9 instructional staff members)
- Support effective collaboration of Special Education Team, Enrichment Center Coordinators, and Operations staff so that all school staff are aligned towards common goals

Parent Partnership: Our families are very involved with their students’ education and, as a result, both parents and teachers own each child’s successes and challenges

- Build trusting relationships with all students and families embracing the knowledge parents have as their child’s first teacher
- Create a school community that frequently and proactively communicates with families and fully involves parents in student achievement through multiple outlets including home visits, regular community meetings, and parent/family meetings

Rocketship Professional Culture: Rocketship Principals are deeply committed to doing and being their best, and to growing their skills as professionals and as individuals, so our daily and annual expectations reflect that commitment.

- Exhibit a high level of honest and humble self-reflection owning good and bad outcomes. Effectively respond to and implement constructive feedback
- Create a healthy, high-achieving environment where staff and students feel challenged, and also fully supported and valued
- Promote and participate in collaborative opportunities across schools to share practice, problem solve, and gather feedback, including actively participating in the Rocketship principal cohort within their region
- Lead human capital activities for their school, including hiring, promotion, staffing, and termination decisions

Required Qualifications
- 3+ years of experience teaching in an urban school classroom delivering significant achievement gains
- 2 years of experience as a Principal, Assistant Principal (or equivalent) or a similar administrative position at an urban elementary school serving a diverse student population with a track record of realizing significant achievement gains
- Experience managing, coaching and developing teachers
- Strong leadership skills with ability to inspire and motivate staff and families
- Personal drive for high expectations
- Results-oriented, using data to make decisions
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Spanish and/or Vietnamese language skills are a plus
- Experience in building and maintaining outstanding school culture
- Excellent time management and organizational skills
- Commitment to parent partnership
- Strong verbal and written communication skills

Education Requirements
- BA from accredited university

Physical Demands:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to
enable individuals with disabilities to perform the functions. While performing the duties of this position, the employee is regularly required to talk, hear, and communicate with both adults and children. The employee frequently is required to use hands or fingers, handle or feel objects, tools, or controls. The employee is frequently required to stand; walk; sit; and reach with hands and arms. The employee must occasionally lift and/or move up to 50 pounds and occasionally climb ladders. Specific vision abilities required by this position include close vision, distance vision, and the ability to adjust focus. The noise level in the work environment is moderate to high.

Compensation:
Commensurate with qualifications and experience, plus excellent health and welfare benefits, 403b retirement plan, flexible spending account (FSA), and generous paid time off.

Rocketship Public Schools provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, genetic information, marital status, amnesty, or status as a covered veteran in accordance with applicable federal, state and local laws. Rocketship Public Schools complies with applicable state and local laws governing non-discrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

Rocketship Public Schools expressly prohibits any form of unlawful employee harassment based on race, color, religion, gender, sexual orientation, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of Rocketship Public Schools' employees to perform their expected job duties is absolutely not tolerated. Click here for our Sexual Harassment Policy and here for our Title IX Policy. For questions, concerns, or complaints, please contact Equity/Discrimination Title IX Compliance Officer, Email: compliance@rsed.org. Address: 350 Twin Dolphin Drive, Suite 109, Redwood City, CA 94065. Phone: 877-866-9620 ext. 115.
Assistant Principal

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Our non-profit network of public elementary charter schools propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

Our teachers, school leaders, and network support staff are united in our mission to eliminate the achievement gap in our lifetime. School leaders are the backbone of Rocketship's impact model.

Assistant Principals (APs) at Rocketship are charged with driving academic achievement for students and building a rigorous college preparatory school culture. Every AP at Rocketship works closely with their Principal to lead and implement the instructional vision for one to three grade levels. APs manage and coach teachers in their grade levels by leading data analysis cycles, regularly observing classrooms, providing continuous feedback, and co-planning units of study and lesson plans aimed at increasing educator effectiveness and leadership. APs also serve as cultural and community leaders by building teacher capacity in culture, behavior, and parent engagement.

Rocketship campuses are supported by a school leadership team that includes the Principal, two Assistant Principals, a Business Operations Manager, and an Office Manager. APs share responsibility across the school leadership team for professional development, culture and behavior in common spaces, and special events. Together, they lead a team of teachers, tutors, enrichment coordinators, and support staff who collectively deliver gap-closing, personalized instruction to students from pre-K to fifth grade.

Rocketship attracts school leaders with ambitious aspirations. Just as we are committing to propelling student growth we are dedicated to advancing the careers of our exceptional talent. As an AP, you will receive ongoing professional development in conducting rigorous observations, providing meaningful feedback, and executing useful planning and analysis. Additionally, Rocketship is a rapidly growing network which provides APs with a number of career paths both within our schools and on the Network Support Team.

Our Ideal Candidate

- Believes that adult preparation is essential to student success.
- Has a desire to become an elementary content expert and is eager to use that knowledge to develop teachers who demonstrate excellence in their planning and execution of lessons.
- Understands that eliminating the achievement gap is hard work but deeply rewarding and within their control.

Essential Functions: Developing Effective Educators

- Rocketship Assistant Principals are deeply committed to the success of each Rocketeer and the daily workload reflects that commitment.
- Foster a rigorous and college preparatory culture of excellence in every classroom that ensures high levels of student achievement.
- Coach grade level teams (5-9 educators) to build content expertise in Humanities or STEM.
Engage in cycles of data driven instruction and assessments to inform planning and personalize instruction to student needs.

Ensure at least 1.5 years of progress for all Rocketeers annually through management and planning.

Collaborate with the Special Education team to ensure teachers are receiving the necessary support and training to maximize the delivery of instruction in our full inclusion model.

**Essential Functions: Student and Parent Partnership**

- Rocketship Assistant Principals succeed in partnership with all students and families through frequent communication, building trusting relationships, and embracing the knowledge parents have as their child’s first teacher.
- Create a school community that fully involves parents in student achievement through multiple outlets including home visits, regular community meetings, and parent/family meetings.

**Essential Functions: Rocketship Professional Culture**

- Rocketship Assistant Principals are deeply committed to doing and being their best, and to growing their skills as professionals and as individuals, so our daily and annual expectations reflect that commitment.
- Exhibit a high level of honest and humble self-reflection owning good and bad outcomes; effectively respond to and implement constructive feedback.
- Create a healthy, high-achieving, urgent environment where staff and students feel challenged and also fully supported and valued.
- Promote and participate in collaborative opportunities across schools to share best practices, problem solve, and gather feedback.

**Required Qualifications**

- 3+ years of experience teaching in an urban city classroom and realizing significant gains.
- Deep knowledge of elementary instruction and planning skills.
- Strong leadership skills and personal drive.
- Relentless pursuit of high expectations.
- Result-oriented and data-driven.
- Ability to inspire, motivate and develop others.
- Adaptable and able to thrive in a dynamic, fast-paced environment.
- Ability to engage and empower parents and families.
- Experience in building and maintaining outstanding school culture.
- Excellent time management and organizational skills.
- Strategic planning and project management experience.
- Strong verbal and written communication skills.

**Education Requirements**

- BA from an Accredited University

**Physical Demands:**
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the functions. While performing the duties of this position, the employee is regularly required to talk, hear, and communicate with both adults and children. The employee
ROCKETSHIP PUBLIC SCHOOLS

frequently is required to use hands or fingers, handle or feel objects, tools, or controls. The employee is frequently required to stand; walk; sit; and reach with hands and arms. The employee must occasionally lift and/or move up to 50 pounds and occasionally climb ladders. Specific vision abilities required by this position include close vision, distance vision, and the ability to adjust focus. The noise level in the work environment is moderate to high.

Compensation:
Commensurate with qualifications and experience, plus excellent health and welfare benefits, 403b retirement plan, flexible spending account (FSA), and generous paid time off.

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**Director of Schools**

Rocketship Public Schools is a network of elementary schools working in underserved communities so that we can meet our mission of eliminating the achievement gap in our lifetimes. At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve.

**The Schools Team**

The Schools Team is chiefly responsible for bringing about the vision of our Rocketship network in helping to build, refine, and support excellent schools, instruction, and our parent advocacy, community, and engagement. Through the direct management of and partnership with our Principals, the Schools Team is able to directly influence this vision and ensure we constantly realize and pursue excellence at our schools and within our communities. The Schools Team also directly influences and at times manages School Leader development in all aspects of their role as well as developing the vision and structures that ensure Principals, Assistant Principals, and Office Managers are most effectively leading teachers and building community amongst their parents and families and as a result students to the best outcomes possible.

The Schools Team focuses on the following elements:

- Deep support and development of School Leaders
- Developing, refining, and maintaining unified structures & vision to operate at the highest level
- Developing highly skilled teachers--instructionally & with parent partnerships

**The Role**

This individual will be a key strategic leader on the Schools Team and will directly manage 2-5 of our transformational Principals. In this role the Director of Schools (DOS) will ensure that Rocketship schools remain a model for instructional excellence both in regards to student outcomes on multiple measures (literacy, math, science, social-emotional, etc.) as well as continuing to serve all students through a culture rooted in inclusion of special education students and rigorous support of a Positive Behavior Interventions & Support structure.

The successful candidate will ensure that Rocketship maintains a culture that puts our Rocketeers first and ensures outstanding support to our schools, school leaders, teachers, and entire school team while also ensuring a strong partnership with the Network Support Team (NeST). He or she will combine a capacity for systems-level and strategic thinking, deep instructional knowledge, careful attention to detail, and strong interpersonal skills in building relationships with critical internal and external stakeholders.

**Roles and Responsibilities:**

- Serve as a strategic counselor and thought partner to other members of the Schools Team, working to achieve Rocketship’s mission while managing schools in a disciplined, conservative manner
- Build, develop, and lead a high performing team of mission-critical Principals toward exceptional outcomes for students, families, and staff. These responsibilities include:
  - Manage 2-5 Principals through weekly meetings to determine and assess school and principal priorities
  - Provide guidance to Principals on effective management of Assistant Principals, Teachers, Office Managers, and Business Operations Managers in order to realize strong outcomes for students and families while also realizing strong levels of staff satisfaction and retention
  - Work with Principals to analyze unit and interim assessment data across the entire campus and ensure next steps are completed during each data cycle
o Build and execute Principal and Assistant Principal development
o Oversee the development and execution of each school’s strategic plans and ensure key targets are met, facilitating additional professional development (i.e. sessions, 1:1s, experiences, etc) when necessary
o Analyze and action plan around: student achievement data, observation and coaching data, and schools target data
o Plan and conduct weekly 1:1 meetings, classroom observations, SL team meeting observations, and school strategic plan stepbacks
o Work with principals to set teacher professional development priorities for the year and break them down to cycles aligned to data and school needs
o Help design outstanding site-based and network-wide professional development
o Problem-solve solutions to challenges common to all schools in network
o Work with principals to design and implement excellent professional development for staff during Thursday PD, 1:1s, and any additional structure
o Develop and conduct highly effective mid- and end-of-year performance evaluations
o Work with principals to ensure that they continue to implement rituals and practices that deepen parent engagement and investment while also creating/sustaining a welcoming school-culture for families
o Ensure that goals are met in regards to parent engagement, especially in parents realizing goals around volunteer hours, parent conferences, and home visits
o Directly or indirectly support escalated school site issues

● Serve as lead staff for school-level hiring including:
  o Partner with the national Talent team to develop systems necessary to successfully source and hire qualified individuals for positions such as Teachers, Office Managers, Business Operations Managers, and Individualized Learning Specialists within the region
  o Guide all hiring decisions for teachers and school leaders within the cluster of schools, with an eye toward building strong, balanced teams across the network

● Collaborate with the network Achievement team to ensure that schools are receiving necessary instructional supports and that priorities are being fully executed on each campus
● Build a strong organizational culture that is aligned with the whole Rocketship organization and ensures that ALL schools are successful

Qualifications

● 2-4 years of experience serving as a Principal in a high-performing charter or district environment with
● 2-4 additional years of successful teaching/instructional expertise with a record of strong achievement results
● A minimum of a Bachelor’s degree:
● Experience and demonstrated track record in managing principals/schools towards high student achievement outcomes preferred.

Physical Demands:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the functions. While performing the duties of this position, the employee is regularly required to talk, hear, and communicate with both adults and children. The employee frequently is required to use hands or fingers, handle or feel objects, tools, or controls. The employee is frequently required to stand; walk; sit; and reach with hands and arms. The employee must occasionally lift
and/or move up to 50 pounds and occasionally climb ladders. Specific vision abilities required by this position include close vision, distance vision, and the ability to adjust focus. The noise level in the work environment is moderate to high.

Compensation:
Commensurate with qualifications and experience, plus excellent health and welfare benefits, 403b retirement plan, flexible spending account (FSA), and generous paid time off.

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Achievement Manager Job Description

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Our non-profit network of public elementary charter schools propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community. We are a collective of parents, teachers, leaders, and students working together to transform the future for underserved communities across our country. At Rocketship Public Schools, we are unleashing potential.

The Regional Achievement Manager will build instructional staff capacity and elevate student achievement in the region, balancing consistency across Rocketship Public Schools with the unique needs of each school and region. The regional achievement manager will work with a subset of approximately 3-5 schools. The position will report to the Director of Schools.

**Design:**
- Work in partnership with cross functional teams to develop Rocketship resources, including but not limited to, unit and lesson plans, model videos, professional development, skill labs, and data analysis tools.

**Coaching:**
- Coach schools in your portfolio in priority areas, such as close reading, phonics, guided reading, STEM core lesson, STEM corrective instruction, etc.
- Facilitate ongoing training, coaching, and professional development for school leaders and teachers to build the capacity and skills of instructional staff and school leaders
- Provide regular, in-person coaching and other support to school leaders as they conduct formal classroom observations, and provide feedback to teachers and school leaders
- Work in partnership with Directors of Schools, Humanities and STEM teams, to provide additional professional development and coaching.

**Data Driven Leadership and Planning:**
- Assess the effectiveness of implementation of academic priorities and identify greatest instructional levers for student engagement growth, and proficiency. This includes supporting school leaders and building teacher capacity to analyze student data (e.g. STEP and MAP) to determine instructional response.
- Support timely and complete execution of regional and network assessments (i.e. STEP, MAP, State Test, Cumulative and Interim Assessments)
- Maintain a close working relationship with other members of the Network Support Team (NeST—Rocketship’s centralized office that operates in support of its schools and regions), especially Achievement and Analytics teams to ensure alignment of expectations, deep knowledge of resources, and coordination of efforts.

**Supplemental responsibilities:**
Monitor regional state, district and authorizer accountability requirements related to academic achievement including communications with local agencies and coordination with school and network teams to ensure teams are informed about implications of requirements.

Support the Schools Team in design, implementation and assessment, toward initiatives that improve student academic outcomes.

**Qualifications:**
- At least 2 years of classroom teaching experience, with a demonstrated track record of excellent student achievement results.
- At least 2 years of school leadership experience, with a demonstrated record of successfully managing adults towards achievement outcomes preferred.

**Physical Demands:**
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Associate Director of Integrated Special Education

The Associate Director of ISE Instruction is an exempt position that will work under the direction and supervision of the Regional Special Education Director/Manager. The Rocketship Associate Program Manager of ISE Instruction works closely with the ISE & Achievement teams to support and develop accessible instruction for Rocketeers. The Associate Program Manager of ISE Instruction develops and implements professional development that can be implemented across the network, working with regional leads to ensure that professional development is relevant and appropriate to drive student achievement for all students. Finally, the Program Manager of ISE Instruction will help implement key network initiatives for the school year, working with teammates in a cross-departmental manner to ensure alignment and efficiency across the content areas.

Essential Duties:

- Develops Unit & Lesson plans for intervention academic & behavior curriculum
- Provides coaching & resources to School Leaders Managing ISE
- Design and support the implementation of progress monitoring systems, instructional and co-teaching structures and resources
- Collaborate across teams to develop instructional plans that are accessible for all Rocketeers
- Develop ISE exemplar videos and lessons, centralized resources; storyboards, word banks, anchor charts, etc
- Non-Essential Duties:
  - Participate in developing annual department goals/objectives, and assist in the evaluation of reports, decisions, and results of department in relation to established goals
  - Leverage all systems, tools, and resources to support completion of ISE projects
  - Initiate, manage, or participate in special projects in support of network initiatives
  - Other ISE duties as assigned

Qualifications:

- Bachelor’s degree in Special Education, School Psychology or related field (Master’s degree preferred)
- 5+ years experience in special education
- Deep commitment to Rocketship’s mission to eliminate the achievement gap within our lifetimes
- Thorough understanding of best practices for supporting students with intensive academic needs
- Excellent analytical and data-based decision making skills; proven ability to interpret multiple metrics and use data to inform action plans for students and schools
- Superior consultation skills; track record of “managing through influence” and driving results from multiple stakeholders without direct oversight
- Experience working in a charter school environment (strongly preferred)
- Experience working in an elementary school environment (strongly preferred)
- Comfortable working in a fast-paced, entrepreneurial environment, with a demonstrated ability and desire to flexibly shift responsibilities over time as the role and department evolve
- Strong customer-service orientation in approach to work with teachers and school leaders
- Proven ability as a trainer and coach; someone who can deliver compelling professional development to adults and to whom people naturally turn for trusted advice
- Team player with extraordinary written and oral communication skills
Physical Demands:
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Compensation:
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Attachment 19: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Principal Evaluation and Support System (T-PESS), please state so and link in the narrative response. DO NOT attach.

### Overall Rating (Will automatically populate when evaluation is complete)

<table>
<thead>
<tr>
<th>Category</th>
<th>Weighting</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td>40%</td>
<td>Principal Completes</td>
</tr>
<tr>
<td>Staff Culture and Management</td>
<td>15%</td>
<td>Director of Schools: Completes</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>20%</td>
<td>Talent Team Provides Data</td>
</tr>
<tr>
<td>Operations</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Core Characteristics</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Key Levers</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Overall Score</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

#### Part 1: Student Achievement (40%)

Data in blue cells will be provided by the Talent Team.

<table>
<thead>
<tr>
<th>Metric</th>
<th>MOY Data</th>
<th>MOY Rating</th>
<th>EOY Data</th>
<th>EOY Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Retention (in network); Midyear: Projection from ITR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manager Feedback Overall Rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Part 2: Staff and Families (35%)

Data in blue cells will be provided by the Talent Team.

<table>
<thead>
<tr>
<th>Category</th>
<th>Metric</th>
<th>MOY Data</th>
<th>MOY Rating</th>
<th>EOY Data</th>
<th>EOY Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Culture and Management (15%)</td>
<td>Teacher Satisfaction - 2 School Culture Qs (Climate of trust, leadership communication; Rating on 7 point scale)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: If below 80% completion, can only get meets; if below 70% completion, can only get below</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff Engagement Overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPH Completion for grade levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Home visits (% complete)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overall: Overall, how satisfied are you with your Rocketship school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Relationships: My child's teachers and school leaders listen to my concerns and help me find solutions (rating for the Principal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic: I have been provided with meaningful ways to support my child’s learning at home and meet his/her academic goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: If below 80% completion, can only get meets; if below 70% completion, can only get below</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Average Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Family Engagement (20%)

<table>
<thead>
<tr>
<th>Metric</th>
<th>MOY Data</th>
<th>MOY Rating</th>
<th>EOY Data</th>
<th>EOY Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Engagement Overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OPTIONAL FOR MIDYEAR: Principals may use this space to comment on any metrics where additional supporting data provides context or a different picture.**
Part 3: Operations (6%)
Data in blue cells will be provided by the Talent Team.

<table>
<thead>
<tr>
<th>Category</th>
<th>Metric</th>
<th>MOY Data</th>
<th>MOY Rating</th>
<th>EOY Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Management</td>
<td>% Variance from Budget</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3: Core Characteristics (19%)
Directions:

Core Characteristics (Based on School Leader Core Characteristics Rubric)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>MOY Rating</th>
<th>EOY Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authenticity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pursuit of Excellence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Characteristics Overall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 5: Key Levers (15%)
Directions:

1. Please complete a brief written reflection on the coaching key lever in rows 65 below.
2. Please add manager comments and then provide a rating for the coaching key lever in row 67.
3. Provide an overall score in row 68. Reference the Scoring Guideline & Rubric tab to determine what the overall rating should be.

<table>
<thead>
<tr>
<th>Percent of Teachers with a 3+ Proficiency on the TPR</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 70 = Below; 70-80 = Meets; 80+ = Exceeds</td>
<td></td>
</tr>
</tbody>
</table>

P Self Reflection
MOY P Reflection

Manager Assessment
MOY Manager Rating
MOY Manager Comments Please conf
EOY Manager Rating

Coaching (Key Levers Rubric)

Part 6: Summary Comments
Directions:
Provide summary comments in the sections below.

Principal Self Reflection
Comments: Provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth.
<table>
<thead>
<tr>
<th><strong>Midyear Comments</strong></th>
<th><strong>Principal Self Reflection</strong></th>
<th><strong>End of Year Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Director of Schools Assessment</strong></td>
<td><strong>Comments:</strong> Provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth. Be sure to highlight the most important.</td>
<td><strong>Comments:</strong> Provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth.</td>
</tr>
<tr>
<td><strong>Principal Self Reflection</strong></td>
<td><strong>Comments:</strong> Provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth.</td>
<td><strong>Comments:</strong> Provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth.</td>
</tr>
<tr>
<td>Levels</td>
<td>Coaching</td>
<td>Diagnosing</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>4 - Excellent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coachee</td>
<td>Exhibits solid foundation of all characteristics in excellent. May need some support and coaching.</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Exhibits solid foundation of all characteristics in excellent. May need some support and coaching.</td>
<td></td>
</tr>
<tr>
<td>SL</td>
<td>Uses data and works with teachers at the root of the issue.</td>
<td></td>
</tr>
<tr>
<td>SL uses multiple levers to develop needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL is able to coach around the needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL creates coaching goals driven by student achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL always grounds conversation in data to provide evidence about the topic to improve on.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coachee always feels the conversation helps them build skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coachee is able to hear the information and understand why they are discussing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coachee is able see the impact the change will have.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coachee is able to hear the change will have.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coachee is able to see the impact the change will have.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more flags or concerns - or a more serious concern within one component of this key lever. Needs in-depth coaching to demonstrate competency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rocketship Public Schools</td>
<td>School Leader Key Levers</td>
<td>Coaching</td>
</tr>
<tr>
<td>3 - Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coachee</td>
<td>Exhibits solid foundation of all characteristics in excellent. May need some support and coaching.</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Exhibits solid foundation of all characteristics in excellent. May need some support and coaching.</td>
<td></td>
</tr>
<tr>
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<td>SL uses multiple levers to develop needs.</td>
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<tr>
<td>SL is able to coach around the needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL creates coaching goals driven by student achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Coachee always feels the conversation helps them build skills.</td>
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<td>Coachee is able to hear the information and understand why they are discussing.</td>
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</table>
SL is purposefully planned to maximize skill building during coaching time. Coachee is always able to learn a new skill from the session with their SL. Coachee feels that the skill building and development is helpful and supports their growth. Coachee always understands the impact the improvement in skill can have and internalizes what needs to happen to improve.

Coachee builds awareness of skills and the areas to develop and take ownership in that development.

Application and Outcomes
SL checks for understanding to ensure that coaching and expected outcomes are clear. Discussion of application and outcomes are grounded in student outcomes by setting clear, and measurable goals grounded in data.

SL leads teacher to practice during 1:1 meetings to apply new skills. SL discusses when and how teacher staff will use new skill, as well as the expected timeline for implementation and when they will check back on topic discussed. The impact of the change in behavior is always seen within the next cycle of unit planning.

Follow up/Follow through
SL always follows up after coachee to ensure skills are developed and used. SL uses observations and SL checks for understanding to ensure that coaching and expected outcomes are clear. SL uses observations and follow up/follow through to ensure skills are developed and used.

Student outcomes are clear. The impact on the change in behavior due to coaching can be seen and measured through student outcomes and expected timeline for implementation. The impact of the change in behavior is always seen within the next cycle of unit planning.
SL always closes the loop with staff member to check for understanding and confirm that staff member is on track for building skill. SL and staff have a clear system in place around the timing for when coaching for specific skills will take place in the class. SL has a consistent use of data to measure and track progress toward goals. The SL prioritizes coaching overall and spends 75-80% of the day coaching staff when students are in session. Coachee reports back to SL about changes in practices and any questions they have.

**Leading by Example**

- SL knows that actions speak the loudest and therefore when providing examples for both the staff and students it always further messages our vision for students.
- Examples provided are always in alignment with our vision and support our Rocketeers.
- SL has a strong pulse on inner workings of spaces because of frequency and quality of presence therefore examples are always provided at the right time to provide support for our staff and model expectations.
- SL always provides examples to model how easily/quickly certain acts can be completed.
- Rocketeers look at this school leader to model excellence and support our vision.
- Exhibits solid foundation of all characteristics in excellent.
- May need some support and coaching in certain areas to get to “exceeds” level. Two or more flags or concerns - or a more serious concern within one component of this key lever. Needs in depth coaching to demonstrate competency.

---

**Leading with your gut**

- SL uses exceptionally strong judgment.
- SL always checks the top with staff.
- SL never overlooks coaching overall and any changes in practices and any concerns around students are in session.
- SL spends 75-80% of the day coaching and progresses toward goals.
- SL regulates coaching overall and feedback that will take place in the class. SL has a consistent piece in the class. SL and staff have a clear system in place to check for understanding and confirm that staff member is on track for building skill.
- Exhibits solid foundation of all characteristics in excellent. May need significant support and coaching in certain areas to get to “exceeds” level.
- Two or more flags or concerns - or a more serious concern within one component of this key lever. Needs in depth coaching to demonstrate competency.

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**Soft Skills**

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<thead>
<tr>
<th>LEVERS</th>
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<th>2 - APPROACHING</th>
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</table>
SL always determines the root cause effectively when something doesn’t sit right.

SL approaches the situation quickly and with urgency.

SL effectively engages teams in problem-solving and next steps.

SL holds a high bar for their staff and students. They communicate this vision and therefore keep students and staff accountable to expectations.

SL builds systems around expectations that build accountability to ensure system/goal is put into place but also uses accountability to assess progress.

SL always provides feedback in a direct way that both challenges and encourages their staff when they are not reaching the bar.

SL understands what motivates their staff and therefore uses this to understand mindsets and encourage staff.

SL effectively leverages systems to follow through and hold staff accountable.

SL is clear, direct, and effective in their communications in timely and effective manner.

SL is always responsive to staff and next steps.

SL always determines the root cause effectively when something doesn’t sit right.

SL effectively engages teams in problem-solving and next steps.

SL assumes positive intentions of their staff. Therefore these conversations lead to productive conversations with agreed upon understanding and next steps.

SL connects with staff personally by finding time to check in around topics.

SL is always responsive to staff and next steps.

SL builds systems around expectations that build accountability to ensure system/goal is put into place but also uses accountability to assess progress.

SL provides channels for feedback in 1:1 or other areas to ensure perspectives are being heard and addressed.

SL is clear, direct, and effective in their communications in timely and effective manner.

SL always provides feedback in a direct way that both challenges and encourages their staff when they are not reaching the bar.

SL understands what motivates their staff and therefore uses this to understand mindsets and encourage staff.

SL effectively leverages systems to follow through and hold staff accountable while keeping staff invested.

SL is always responsive to staff and next steps.

SL always determines the root cause effectively when something doesn’t sit right.

SL assumes positive intentions of their staff. Therefore these conversations lead to productive conversations with agreed upon understanding and next steps.

SL connects with staff personally by finding time to check in around topics.
SL takes the time to understand what motivates their staff and how to best communicate with them. 

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Outside of work
### Building Relationships & Influencing Others

<table>
<thead>
<tr>
<th>Competency</th>
<th>Stakeholder Engagement</th>
<th>Conflict Management</th>
<th>Communication</th>
<th>Collaboration and Culture</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Builds team capacity to convey decisions to relevant stakeholders in a timely manner and share rationale for decisions</td>
<td>Builds team capacity to identify next steps and establishes accountability for follow through</td>
<td>Communicates key information about progress toward team or org goals with team and across teams</td>
<td>Creates culture of trust and collaboration across school</td>
</tr>
<tr>
<td></td>
<td>Builds team capacity to inform, influence, and drive strong trust and collaboration within our network</td>
<td>Builds team capacity to demonstrate strong listening skills</td>
<td>Builds team capacity to demonstrate strong learning skills</td>
<td>Serves as a conduit to share strong results and collaboration within our network</td>
</tr>
<tr>
<td></td>
<td>Builds team capacity to engage with internal and external stakeholders authentically and bring them together toward a shared purpose</td>
<td>Demonstrates ethical and effective team capacity for students, staff, and families</td>
<td>Builds team capacity to give and receive feedback authentically about conflicts or differences</td>
<td>Serves culture of accountability, high expectations, and focus on students</td>
</tr>
<tr>
<td></td>
<td>Actively seeks diverse set of perspectives to inform decisions and decisions taken with value</td>
<td>Builds team capacity to convey decisions to relevant stakeholders in a timely manner and share rationale for decisions</td>
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### Accountability Leadership

- Develops and coaches other managers to provide appropriate level of day-to-day support to team, differentiating styles based on individual needs.
- Develops and coaches other managers to provide appropriate level of day-to-day support to team, differentiating styles based on individual needs.
- Develops and coaches other managers to provide appropriate level of day-to-day support to team, differentiating styles based on individual needs.
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### Collaboration and Culture

- Creates culture of trust and collaboration across school.
- Sets culture of accountability, high expectations, and focus on students.
- Serves culture of trust and collaboration across school.
Managing Others

Talent Management

• Uses and promotes in other managers effective management practices to drive toward goals (Care, Clear Expectations, Communication and Follow Through, Coaching, Candid Feedback)
• Uses and supports other managers on team to use progressive performance management practices to resolve performance issues
• Uses and promotes in other managers effective management practices to drive toward goals (Care, Clear Expectations, Communication and Follow Through, Coaching, Candid Feedback)

Team Management

• Develops and coaches other managers to balance providing autonomy to employees with providing direction
• Develops and coaches other managers to translate team goals into individual roles and responsibilities
• Develops and coaches other managers to set team and individual goals with skill and hold staff accountable for achieving goals

Recruitment & Hiring

• Builds strong talent pipeline for school through networks and referrals
• Makes effective hiring and staffing/placement decisions
• Builds strong talent pipeline for school through networks and referrals

Rocketship Public Schools
### Overall Rating (Will automatically populate when evaluation is complete)

- **Category**
  - Student Achievement (40%)
  - Staff Culture and Management (15%)
  - Family Engagement (20%)
  - Core Characteristics (10%)
  - Coaching (15%)

### Overall Score (Weighted Average)

**Overall Rating (Principal Enters)**

- 1.00 - 1.4: Below
- 1.5 - 1.8: Approaching
- 1.9 - 2.5: Meets
- 2.6 - 3: Exceeds

---

### Part 1: Student Achievement (40%)

#### AP Instructions

- Click on the MY/EOY Data Sheet to see a detailed breakdown of the student achievement data. The student achievement metrics and calculation are based on your school goals and should reflect the specific grade(s) and subject(s) you coach. If the grade and/or subject looks incorrect, please contact Julie Boles (jboles@rsed.org).

- **Enter Final Overall Score using the data provided.**
  - Scale: 1-1.49 = Below; 1.5 - 2.49 = Approaching; 2.5 - 3.24 = Meets; 3.25 - 4.0 = Exceeds

- **(Midyear only) If desired, complete optional reflection.**

#### Principal Directions:

- Review your AP’s data and ratings. Please flag any areas for further discussion.

---

### Part 2: Staff and Family Engagement

#### AP Directions:

- Use your individual data sheet from the Talent team to fill in your supporting data. Note that not all data will be available at midyear.

- Use the “Scoring Guide & Rubrics” tab to provide a rating based on current level of performance.

#### Principal Directions:

- Review your AP’s proposed scores and flag any areas for discussion.

### Category

<table>
<thead>
<tr>
<th>Metric</th>
<th>MOY Supporting Data (if available)</th>
<th>MOY Rating</th>
<th>EOY Supporting Data</th>
<th>EOY Rating</th>
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<tbody>
<tr>
<td>Staff Culture and Management (15%)</td>
<td>Teacher Retention in grade levels as of 7/1 (in network)</td>
<td>Manager Feedback Overall Rating</td>
<td>Staff Satisfaction / Manager Feedback - 2</td>
<td>School Culture Qs (Climate of trust, leadership communication; Rating on 7 point scale)</td>
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### Rocketship Public Schools

- Rocketship Public Schools
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- 713
<table>
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<tr>
<th>Part 4: Key Levers (15%)</th>
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<tbody>
<tr>
<td><strong>Directions:</strong></td>
</tr>
<tr>
<td>AP: Please complete a brief written reflection on the coaching key lever in rows 66 below.</td>
</tr>
<tr>
<td>Principal: 1. Please add manager comments and then provide a rating for the coaching key lever in row 68. 2. Provide an overall score in row 69. Reference the Scoring Guides &amp; Rubrics tab to determine what the overall rating should be.</td>
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<thead>
<tr>
<th>School coaching SMART Goal</th>
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<th>EOY Rating</th>
<th>Manager Assessment</th>
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<tr>
<td>[P/DoS enters School coaching SMART goal]</td>
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**AP Self Reflection**

Please reflect on elements of the coaching lever that has contributed to a strength in the student achievement, staff, or family outcomes listed above. Additionally, please reflect on the coaching lever that you think will be most important for you to develop in order to improve the outcomes in the sections listed above.

**Manager Assessment**

1. Please comment on the elements of the coaching lever that are most critical for the AP to develop.
2. Please complete a short written reflection on the coaching key lever in rows 66 below.  

**Coaching Key Levers Overall**
| Comments: Provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth. | End of Year Comments |
| Comment: Please provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth. | AP Self Reflection |
| Comment: Please provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth. | Manager Assessment |

**Midyear Comments**

- Comment: Please provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth.

**Manager Assessment**

- Comment: Please provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth.

**AP Self Reflection**

- Comment: Please provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth.

**End of Year Comments**

- Comment: Please provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth.
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<td></td>
<td><strong>Core Characteristics Overall</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Midyear Comments

**OM Self Reflection**

Comments: Provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth.

**Principal Assessment**

Comments: Provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth. Be sure to highlight the most important next steps for the OM coming out of this evaluation.

### End of Year Comments

**OM Self Reflection**

Comments: Provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth.

**Principal Assessment**

Comments: Provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth.
Customer Service - Meets Expectations

Communication
• Communication to school leaders, staff, and families is clear and timely and demonstrates strong listening skills.
• Demonstrates effective verbal and written communication skills and appropriately adapts messaging to audiences.
• Demonstrates effective written and verbal communication skills and appropriately adapts messaging to audiences.
• Effectively communicates with school leaders, staff, and families.

Systems and Structures
• The Office Manager has systems in place for managing OM duties such as school files, records, and information.
• The Office Manager has systems in place for managing OM duties such as school files, records, and information.
• The Office Manager has systems in place for managing OM duties such as school files, records, and information.
• The Office Manager has systems in place for managing OM duties such as school files, records, and information.

Time Management and Organization
• Builds team capacity to convey decisions to relevant stakeholders in a timely manner and share rationale for decisions.
• Builds team capacity to convey decisions to relevant stakeholders in a timely manner and share rationale for decisions.
• Builds team capacity to convey decisions to relevant stakeholders in a timely manner and share rationale for decisions.
• Builds team capacity to convey decisions to relevant stakeholders in a timely manner and share rationale for decisions.

Collaboration & Managing Up
• Establishes relationships and maintains rapport and trust with team members.
• Maintains and uses existing relationships with school staff, families, and stakeholders.
• Maintains and uses existing relationships with school staff, families, and stakeholders.
• Maintains and uses existing relationships with school staff, families, and stakeholders.

Communication
• Effectively communicates with school leaders, staff, and families.
• Effectively communicates with school leaders, staff, and families.
• Effectively communicates with school leaders, staff, and families.
• Effectively communicates with school leaders, staff, and families.

718
<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Below</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocketship Public Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Below</strong></td>
<td>Two or more flags or concerns - or a more serious concern within one bullet point within a characteristic. Needs in depth coaching to demonstrate characteristic(s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meets</strong></td>
<td>Exhibits solid foundation of all characteristics below. May need significant support and coaching in certain areas to get to “exceeds” level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exceeds</strong></td>
<td>Independently and consistently exhibits most characteristics in this category.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Authenticity**
- **Self-reflection**: Regularly and proactively self-reflects; exhibits a high level of honest and humble self-reflection in their work; accurately identifies growth areas and strengths.
- **Constructive Communication**: Creates an environment of open dialogue, assumes positive intentions in others, and demonstrates constructive problem-solving in all interactions with staff within school, network, and community. Manages up to effectively communicate with supervisor about role expectations, challenges, and successes.
- **Learning Orientation**: Always proactively and thoroughly seeks out the information and support needed to succeed, particularly in learning new skills or content. Always looks for ways to improve. Effectively manages up to ask for support when needed or manage changing circumstances.
- **Culture of Pride and Positivity**: Leads in creating a culture of joy and pride in great work (Examples: helps others see their potential, recognizes others publicly, helps staff see opportunities in their challenges). |

**Community**
- **Engaging Families**: Serves as a true partner to families by building relationships, humbly listening, connecting them with opportunities, and engaging them in decision-making.
- **Ownership of All Students**: Thinks beyond their own role and work streams; takes ownership of all students in all spaces and works to impact students in entire school and broader community.
- **Collaboration**: Communicates effectively with colleagues and contributes to collaboration within the school and network; encourages inclusivity and brings out authenticity in others.
- **Diverse Perspectives**: Seeks and incorporates diverse perspectives, demonstrates openness to learning from others, seeks to establish common ground, responds in a way where the other party feels understood. |

**Innovation**
- **Due Diligence**: Asks questions, builds knowledge, leverages data, experience, and research to identify root causes and consistently implements strong solutions.
- **Pace**: Implements change at an appropriate pace (faster when immediate impact is needed; slower when more buy-in is needed); invests others in new initiatives or creative ideas.
- **Responsible Risks**: Takes responsible and creative risks in the classroom, consistently pushes for and achieves new and better instructional strategies.
- **Working Smarter, Not Harder**: Strategically prioritizes most important work for student needs. |

**Tenacity**
- **Urgency and Productivity**: Urgently and courageously takes actions in the best interest of students, even if they may be new, unfamiliar, or uncomfortable. Is highly productive and adjusts to changing demands at a fast pace.
- **Preparation and Practice**: Invests the time needed to develop expertise and skill in order.
- **Learning from Mistakes**: Keeps a positive attitude at all times; rebounds quickly and learns from mistakes. Moves on from setbacks and comes back stronger.
- **Marathon, not a Sprint**: Prioritizes both short term urgent needs and longer term needs (in instructional planning, execution, and personal sustainability). |
<table>
<thead>
<tr>
<th>Core Characteristics</th>
<th>Overall</th>
<th>More Than 1 Below</th>
<th>No More Than 1 Below; 3-5 Meets or Exceeds</th>
<th>3-5 Exceeds; none Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>层出不穷 to honest feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributes to continuous communication and fosters ownership in all (e.g. school, work, and community)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>〇 Developing a shared vision of results: Good outcomes and higher goals to Beyond Scope of Knowledge, skill, and expertise of oneself and staff; professional development to improve professional decisions and professional decisions; the ability to leverage existing resources, and potential development, continuous learning, and other capabilities to improve the issue when challenges arise.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>〇 Staying focused in the areas of every single student and effectively serve to reach this</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>〇wód on High Expectations: Proactively sets extremely ambitious goals for all students and work streams and self-directed to meet these goals, inspires others to pass these goals for students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>〇amaño of Goals: Proactively sets extremely ambitious goals for students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>〇棨 of Leadership: Very effectively manages large amount of time, documentation, and processes; clearly communicates values in the areas of every single student and staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>〇 Ownership of Results: Owns results, good or bad and aims to broaden sphere of influence to school, network, and community; focuses on student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>〇 Response to Feedback: Effectively responds to and implements constructive feedback with maturity and professionalism.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rocketship Public Schools
## Rocketship Public Schools

### Component: Common Space Systems

<table>
<thead>
<tr>
<th>Season</th>
<th>Fall</th>
<th>Winter</th>
<th>Historic Fall</th>
<th>Weighting</th>
<th>Component</th>
<th>EoY 2019 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.5</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Fall</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.5</td>
<td></td>
<td>0.25</td>
</tr>
<tr>
<td>Winter</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.5</td>
<td></td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.25</td>
</tr>
</tbody>
</table>

### OVERALL RATING

- Below Expectations (1.9 or below)
- Meets Expectations (2.0 - 2.3)
- Above Expectations (2.4+)

Please see here for the full definition of Below, Meets, Exceeds.
<table>
<thead>
<tr>
<th>Common Space Systems</th>
<th>Fall</th>
<th></th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>Score</td>
<td>RDO and/or Principal comments</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Dismissal</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Recess</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Lunch</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Physical Space</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Overall</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
</tr>
</tbody>
</table>

### Deliverables & Stakeholder Feedback

<table>
<thead>
<tr>
<th>RocketCAT</th>
<th>Score</th>
<th>RDO and/or Principal comments</th>
<th>Score</th>
<th>RDO and/or Principal comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: &lt;89%</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>2: 90 - 95%</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>3: 96%+</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

**Data Pulled:**
- Fall: May 2019 - August 30, 2019
- Winter: May 2019 - December 30, 2019
- Spring: May 2019 - April 30, 2020

* If you were not the BOM during any of the months listed above (new hire, parental leave), that data will not be included in your score.

### Meal Finances

<table>
<thead>
<tr>
<th>Manager Feedback Survey</th>
<th>Score</th>
<th>RDO and/or Principal comments</th>
<th>Score</th>
<th>RDO and/or Principal comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Average 4.9 or below</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>2: Average 5.0 - 5.9</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>3: Average 6+</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

**Fall and Spring data pulls depend on HR timelines in getting us the data, you will be informed.**

### Parent Survey

<table>
<thead>
<tr>
<th>Score</th>
<th>RDO and/or Principal comments</th>
<th>Score</th>
<th>RDO and/or Principal comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: 74% or lower “agree”</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>1.5: 75% - 79%</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>2: 80-85% “agree”</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>3: 86%+ &quot;agree&quot;</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Spring ONLY data is provided via Schoolzilla.**

### Core Characteristics

<table>
<thead>
<tr>
<th>Definition</th>
<th>Fall</th>
<th>Score</th>
<th>RDO and/or Principal comments</th>
<th>Score</th>
<th>RDO and/or Principal comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authenticity</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Innovation</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Tenacity</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Pursuit of Excellence</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

**Average**
- Principal/RDO score is rolled into overall score on 1st tab

### Reviews

<table>
<thead>
<tr>
<th>Score</th>
<th>RDO and/or Principal comments</th>
<th>Score</th>
<th>RDO and/or Principal comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td></td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

**BOM self-review**
I, BOM, Principal, and RDO each comment on overall performance for the year to date, with a particular focus on how the BOM has embodied our Core Characteristics, what his/her greatest strengths/contributions are, and any gaps or areas to continue growing going forward.
to clear in order to reach our ultimate goal. We view each challenge as a hurdle to be overcome. Tenacity: "Blast through." We pursue our goals with energy and determination. Grassroots: "Start at the base." We recognize and leverage the power of each individual and the collective for impact. Community: "Broaden the circle and build." We work together and expand our influence. Inclusivity: "Reach all hands." We ensure voices from diverse backgrounds are heard and considered. Business: "Strive for results." We strive to achieve measurable outcomes. Innovation: "Break boundaries." We push the limits to find new and better ways. Impact: "Go far." We aim for a significant and lasting effect. Badges: "Earn." We earn recognition and appreciation for our contributions.

- **Core Characteristic:***

  - **Urgency:** Does not take actions or approach work with enough urgency
  - **Diverse Perspectives:** Demonstrates fixed viewpoints that resist change or engagement with diverse perspectives; may not always seek them out
  - **Collaboration:** Significant gaps in communication with colleagues and/or resistance to working with colleagues
  - **Engaging Families:** Pattern of difficulties in engaging with families either through lack of communication or miscommunication
  - **Ownership of Results:** Does not take ownership over results; overly focuses on external factors as opposed to what is in his/her own locus of control to address, unable to come up and/or does not model professionalism
  - **Ownership of All Students:** Implements school wide approaches.
  - **Engaging Fully:** Contributes to a culture of joy and celebration of good work (Examples: full engagement in school, celebration of others, celebration of good work)
  - **Conscientious:** Meets all professional obligations and standards (deadlines, meetings, notification around absences, preparation for Ops Systems & Ops Projects and meetings, etc.) and proactively communicates when changes are needed and one of the first to make changes happen
  - **Ownership of Students:** Owns results, good or bad and aims to broaden sphere of influence to school and community and its collective professional community and its collective professional community and its collective professional community and its collective professional community and its collective professional community.

- **Assessment Levels:***

  - **1 - Does Not Meet Expectations**
  - **2 - Meets Expectations**
  - **3 - Exceeds Expectations**

- **Expected Outcomes:**

  - Expected outcomes are evaluated in the context of their role and personal goals. Outcomes are assessed on a regular basis and are aligned with the school's mission and values.

- **Support:**

  - Support is provided to help individuals achieve their goals and maintain high standards. This includes mentorship, coaching, and professional development opportunities.

- **Recognition:**

  - Recognition is given to individuals who demonstrate excellence in their work and contribute to the school's success.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation</td>
<td>&quot;Reach beyond&quot; We stretch beyond the status quo to challenge our Rocketeers and ourselves. We find or create better ways to make the impossible, possible. We take responsible risks in order to make a more positive impact.</td>
</tr>
<tr>
<td>Due Diligence</td>
<td>Does not do work required to understand root causes and find solutions. Makes attempts to ask questions, build knowledge, leverage data, experience, and research to identify root causes and implement sound solutions but may occasionally implement solutions without fully thinking through root causes.</td>
</tr>
<tr>
<td>Pace</td>
<td>Repeated instances where change is not made or made slowly when it is needed. Implements needed changes but may occasionally move too fast or too slow.</td>
</tr>
<tr>
<td>Responsible Risks</td>
<td>Resistant to make change and/or inflexible in implementing new strategies. Open to taking risks and flexible in implementing new and better strategies; may sometimes need extra coaching or support to take risks or take risks that are creative but not aligned with most important levers for operations.</td>
</tr>
<tr>
<td>Working Smarter, Not Harder</td>
<td>Does not strategically prioritize or repeatedly prioritize work that does not align with student needs. Demonstrates ability to prioritize most important work for student needs, but may sometimes work equally hard at high and low priority tasks; may not always leverage faster and more efficient systems or collaborate when possible.</td>
</tr>
</tbody>
</table>

Rocketship Public Schools
### CALCULATOR

#### Common Space Systems

<table>
<thead>
<tr>
<th></th>
<th>Enter Predictions Here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td></td>
</tr>
<tr>
<td>Dismissal</td>
<td></td>
</tr>
<tr>
<td>Recess</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Physical Space</td>
<td></td>
</tr>
</tbody>
</table>

**Overall**  ---  #DIV/0!  ---  *Calculates Automatically*

#### Deliverables & Stakeholder Feedback

<table>
<thead>
<tr>
<th></th>
<th>Enter Predictions Here</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RocketCAT</strong></td>
<td></td>
</tr>
<tr>
<td>1: &lt;89%</td>
<td></td>
</tr>
<tr>
<td>2: 90 - 95%</td>
<td></td>
</tr>
<tr>
<td>3: 96%+</td>
<td></td>
</tr>
<tr>
<td><strong>Meal Finances</strong> (Region Specific)</td>
<td></td>
</tr>
<tr>
<td>Manager Feedback Survey</td>
<td></td>
</tr>
<tr>
<td>1: Average 4.9 or below</td>
<td></td>
</tr>
<tr>
<td>2: Average 5.0 - 5.9</td>
<td></td>
</tr>
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<td>3: Average 6+</td>
<td></td>
</tr>
<tr>
<td>Parent Survey</td>
<td></td>
</tr>
<tr>
<td>1: 74% or lower &quot;agree&quot;</td>
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<td>1.5: 75%-79%</td>
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<td></td>
</tr>
</tbody>
</table>

**Overall**  ---  #DIV/0!  ---  *Calculates Automatically*

#### Core Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Enter Predictions Here</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authenticity</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Innovation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tenacity</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pursuit of Excellence</strong></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** If any of these scores are below a 2, your Principal and RDO will typically need to move your overall rating down a level (ex. If your data got you to "Meets Expectations) but any of these scores are below a 2 you could be moved to "Below Expectations).  

**Why?** When a system receives a score of a 2+ on an individual system that means that, that system is running safely and joyfully for our Rocketeers. You can not be Meeting or Exceeding expectations overall if any of your systems are not a safe and joyful space.

---

**NOTE:** If any of these scores are below a 2, your manager and RDO can use their discretion to move your overall rating down a level (ex. If your data got you to "Meets Expectations) but any of these scores are below a 2 you could be moved to "Below Expectations).  

**Why?** In order to meet or exceed expectations in the BOM role you need to be doing all aspects of the role at a 2+ level. We do permit wiggle room when it comes to Parent Survey results because there are so many variables involved (we currently do not push for 100% of parents to take the survey, meaning you are not getting a full picture of the parent perspective) but the information is still extremely helpful and should be reacted to as you adjust your systems.

---

**NOTE:** If any of these scores are below a 2, your manager and RDO can use their discretion to move your overall rating down a level (ex. If your data got you to "Meets Expectations) but any of these scores are below a 2 you could be moved to "Below Expectations).  

**Why?** Leadership skills are so important to your role (you are a school leader!) and your success at Rocketship. You would not be meeting or exceeding expectations in your role if you were not exhibiting strong leadership qualities.
Average Principal/RDO score is rolled into overall score on first tab

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Calculates Automatically</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Space Systems</td>
<td>0.5</td>
<td>#DIV/0!</td>
</tr>
<tr>
<td>Deliverables &amp; Stakeholder Feedback</td>
<td>0.25</td>
<td>#DIV/0!</td>
</tr>
<tr>
<td>Core Characteristics</td>
<td>0.25</td>
<td>#DIV/0!</td>
</tr>
</tbody>
</table>

**OVERALL SCORE**

|       | 1 - 3 | #DIV/0! |

**Predicted Raise % for End Of Year Evaluation - May/June**

<table>
<thead>
<tr>
<th>OVERALL SCORE</th>
<th>Raise %</th>
<th>Exceeds, Meets, Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.9 or below</td>
<td>typically 0%</td>
<td>Below Expectations</td>
</tr>
<tr>
<td>2.0 - 2.3</td>
<td>typically 2%-4%</td>
<td>Meets</td>
</tr>
<tr>
<td>2.4+</td>
<td>typically 5% - 7%</td>
<td>Exceeds</td>
</tr>
</tbody>
</table>

**Below Expectations (1.9 or below) | Meets Expectations (2.0 - 2.3) | Above Expectations (2.4+)**

Please see here for the full definition of Below, Meets, Exceeds.

<- This is your predicted overall score. From here you can determine if you are below expectations, meeting expectations, or exceeding expectations. Always have a conversation with your RDO and Principal about what you see here and understand that there is manager discretion involved (see NOTES below) if any individual scores are below a 2.

<- Refer here for a breakdown of the definitions and talk to your RDO if you have questions!

These raise % are not set in stone, as this directly relates to Rocketship’s budget. We want to be as transparent as possible and give you the insight you need to understand how your score determines your annual raise.
Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team¹

If some of the financial team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the financial team members who have not yet been selected.

Supplemental human resources information forms (Attachment 23) are required for each position on the staffing chart. If all applicable information related to a specific position’s job description is included on those forms, include a note on this attachment that lists the relevant financial team position together with a reference to the appropriate page number in Attachment 23.

Results driven CFO focused on leading companies to accomplish mission, drive growth and manage risk. Creative and analytically minded, thriving in environments with complex challenges and change. Current focus on transforming the education landscape.

- Strategic financial and operational leadership with results in both scaling enterprises and established complex organizations, public and private, $100M to $2Bn. Skilled communicator and advisor with Senior Leadership, Boards, Public and Private Investors.
- Adept at both strategic planning, business analytics, risk management and structuring of finance operations.
- Large scale, capital markets experience, including development of urban real estate ventures. Over $10Bn capital placements in debt markets.
- Active community leader with a focus on civic development, youth sports, and education.

Education
THE WHARTON SCHOOL, University Of Pennsylvania, MBA Finance
PRINCETON UNIVERSITY, BA Economics

Professional History
ROCKETSHIP EDUCATION — Redwood City, CA
Chief Financial Officer, 2017 to Present
- Lead strategic finance and business activities for scaling, national charter school organization with over 1,000 employees serving 10,000 students. Revenues exceeding $150M with focus on expansion, mitigating risk, and increasing positive student impact.
- Directly responsible for financial planning and analysis, business development and expansion strategy, real estate, treasury, legal, accounting and risk management. Data driven financial management with implementation of analytical planning and several SaaS integrations.
- Manage real estate development with $200M in assets and active portfolio expansion, including structured and bond financing.
- Active in extensive investor relations, board engagement, stakeholder, and public collaboration.

STRATEGIC FINANCE CONSULTANCY — San Francisco, CA
Independent Consultant, 2014 - 2016
- Led execution of corporate finance and strategic capital investments.
- Advised on over $700M of successful real estate related acquisition and restructuring transactions for global public corporation.
- Managed competitive market analyses, financial and funding impacts, and executive stakeholder communication.

PRUDENTIAL INVESTMENT MANAGEMENT, REAL ESTATE — San Francisco, CA
Vice President, 2006 -2013
- Directed strategy for $2Bn portfolio of U.S. office, life science, retail and industrial equity real estate assets with net income of over $125M and asset sizes up to $500M each including land, development and other structured real estate assets.
- Extensive underwriting and investment evaluation. Managed team of supporting investment professionals.
- Negotiated complex venture agreements, leases, dispositions, and financing activities, for transactions ranging from $10M to $400M.

ENTERRA GROUP, M&M CONSTRUCTION — Aspen, CO
President, 1999 -2006
- Owned and directed private construction group focusing on civil infrastructure and development within suburban and resort markets with a team of 25 employees.
- Doubled company revenue and re-positioned business with increased market share in response to challenges, changing conditions.
- Extensive proposal development, negotiation, scheduling and asset management experience, including general contractor licensure.

J.P. MORGAN & COMPANY — New York, NY
Vice President, 1993-1998
- Originated and executed transaction volume of over $10Bn of financing in the debt capital markets for investment grade corporations, with focus on REITs.
- Developed structured and implemented complex derivative financing solutions. Completed over $1Bn in lead debt offerings, guiding client CEO/CFO senior management through full public offering process. Member of M&A advisory financing team. Series 7 and 63.

Community Leader, Social Entrepreneur, Youth Mentor
- Envision Education, Board Member, Vice Chair
- Citizens Advisory Committee, Transbay Joint Powers Authority
- San Francisco Little League Baseball, Leadership and Operations
GLOBAL FINANCIAL LEADER & BUSINESS PARTNER
Long-Range Planning | Budgeting/Forecasting | Financial Modeling

Develop financial plans and forecasts within established fiscal targets in alliance with business partners and organizational leadership. Strategic manager focused on analysis and reporting that provide leaders valuable insights and facilitate operational decision-making. Demonstrated ability to build relationships at all levels and collaborate cross-functionally.

Annual Planning | Management Reporting | Analysis | Business Modeling
Project Cost Assessment | M&A Transaction Support | GAAP Compliance | Decision-Making Acumen

PROFESSIONAL EXPERIENCE

ROCKETSHIP PUBLIC SCHOOLS, Redwood C, CA
Director, Finance
Oct. 2019- present
Manage financial planning, budgeting, and forecasting processes. Lead and mentor FP&A team to provide financial support to schools and Network Support Teams. Support preparation of financial reports and KPI’s for internal and external audiences.

• Perform and lead in-depth financial analyses, build and maintain detailed growth and strategic models
• Partner with cross-functional leaders to establish budgets, develop forecasts, and communicate results
• Ensure that all education grant funding applications and reporting guidelines are maintained

MOLECULAR DEVICES, San Jose, CA
Senior FP&A Consultant
May 2019- Oct. 2019
Conducted operating expense forecasting, analysis, reporting and assisted Finance Director with process improvement strategies. Developed analytical tools and metrics to facilitate decision making.

SERVICENOW, Santa Clara, CA
Senior Manager, Financial Planning/Analysis (FP&A), Global Marketing
2014-2018
Led planning, forecasting and reporting annual, quarterly, monthly cycles that supported senior leadership (CFO, CEO and Board of Directors) decisions during periods of high growth. Managed staff of 2 financial analysts. Member, Finance Development Rotational Program Leadership team.

• Developed detailed forecasts, including expense and headcount plans to meet operational and financial objectives by partnering with Marketing/Communications budget owners, collectively responsible for $180M annual budget.
• Drove annual financial planning process, including creating interactive budget model to allocate operating expense and headcount budget across Marketing priorities and activities. Enabled streamlined process to update budgets as targets changed during planning cycle.
• Managed $45M budget for annual Knowledge user conference with more than 16K attendees. Monitored expenses and delivered results within 5% of budget through financial leadership and collaboration with Strategic Events team.

Rocketship Public Schools
ZONARE MEDICAL SYSTEMS, Mountain View, CA  2008-2014
Senior Financial Planning Manager
Drove all financial corporate planning and analysis activities, including annual planning process.

- Developed financial planning model to derive integrated financial statements, including P&L, balance sheet and cash flow, from product level detail and operating expenses.
- Prepared monthly gross margin analysis, including trended ASP (average selling price) and margin by product configuration and customer mix.
- Delivered sales productivity analysis to Sales Vice President, including bookings and shipments, actuals vs. budget, ASP and product configuration analysis.
- Supported acquisition-related activities by providing financial analysis and developing numerous financial models for M&A process as key member of Due Diligence team. Facilitated post-acquisition transition by implementing new forecasting/reporting requirements.

CELERITY INC., Milpitas, CA  2000-2008
Director, Financial Planning/Analysis (FP&A)
Drove annual planning process, including sales forecast, financial and capital plans. Delivered ad hoc financial analysis for CFO, majority shareholders, and debt holders. Developed and prepared monthly and quarterly operational reporting packages for executive management and Board of Directors.

- Developed Excel-based financial models under various scenarios, such as revenue, product mix, gross margin assumptions, operating expenses and debt structures to determine funding needs.
- Achieved successful rounds of debt financing and eventual acquisition by private equity firm (TPG) by reviewing models and successfully communicating key operational highlights and financial metrics with stakeholders’ analysts.
- Participated in S-1 filings by supporting 3-year audit and developing management’s discussion and analysis.
- Led cross-functional implementation of Hyperion Planning software to replace Excel-based process that was error-prone and not scalable.

COMPAQ COMPUTER, Houston, TX  1998-2000
Senior Financial Analyst
Developed annual financial plans for business unit generating $1.5B in annual revenue. Prepared monthly financial reports and consolidated annual plans for multiple business units.

LITTON INDUSTRIES (SAIC), San Diego, CA  1989-1999
Assistant Controller/ Accounting Manager
Assistant Group Controller
Senior Financial Analyst
Accounting/Reporting Manager
Division Administrator
Prepared program cost and profitability estimates. Managed program revenue of $95M. Directed work of Programs Finance staff of 5. Provided financial support to European operation. Prepared business plans, divisional profit and loss statements, and indirect budgets.

EDUCATION
Master of Science (MS), Business Administration, San Diego State University, San Diego, CA
Bachelor of Science (BS), Business Administration, University of Minnesota, Minneapolis, MN

TECHNICAL SKILLS
Microsoft Word | Excel | PowerPoint | Outlook | Microsoft Dynamics
SAP | BPC | Business Objects | Oracle | Hyperion Planning/Essbase | Anaplan
Rocketship Public Schools
FARIBA BAGHERI
(510) 376-0789 (Cell) ~

OVERVIEW OF QUALIFICATIONS

- Senior level financial professional with significant expertise in Operational Accounting and Revenue Recognition ASC 605 and ASC 606, IFRS 15, ASC 842
- Hands-on 25+ years of solid experience with public, private, private VC backed technology and Non-Profit companies distinguished by complex accounting requirements.
- Detail oriented self-starter with excellent time management, planning, team building, project leadership, and problem solving skills.
- Management of accounting team including senior staff
- Introduces policies and procedures that allow all aspects of a business to operate efficiently and effectively.
- In depth working knowledge of Intacct, NetSuite, Microsoft Dynamics including Management Reporting, Rev Pro, ADP, Tri Net, Equity Edge, Solium/Shareworks/CapMx. Experience with SAP, Oracle, Sage, Quickbooks, 4th Shift

EXTENSIVE FINANCIAL ACCOUNTING EXPERIENCE IN:


OUTSTANDING PROFESSIONAL ACCOMPLISHMENTS

- Managed successful post & pre acquisition Audit, Due Diligence at SiTime resulting in timely closing of Acquisition by a public company, assisted with pre IPO preparedness at Restoration Robotics (S1 Filing).
- Streamlined Annual Operating Plan process resulting in faster AOP availability by 45 days at Cambrios.
- Closed year revenue and served as main point of contact/interface with external auditors during year-end revenue audit with favorable results while reducing audit time by 3 weeks at MBlox.
- Implemented A/R financing with company’s bank at Kineto to increase financial flexibility, expand debt capacity, and extend runway, which resulted in significant additional debt investment by existing venture investors.
- Guided several complex ERP implementations: NetSuite International Subsidiary Entity Implementation at Oclaro resulting in accurate and faster consolidation process by one week; Microsoft Dynamics product line reporting implementation and upgrade at Kineto resulting in cost savings by 80% in IT consulting time, leading role in Oracle implementation project at Harmonic.
- Developed and implemented revenue recognition policy and procedures at Mirapoint, Kineto, Kasenna and BlueArc including VSOE analysis tools followed by performing VSOE curve analysis achieving successful results with auditors ASC 985-605. Developed SAP revenue accounting procedure at Oclaro, Updated/Revised related SOX Controls (Quote to Cash at FireEye & Oclaro), ASC 606 Audit Preparation and Compliance, ASC 606 revenue models and Contract review (Standard and Non Standard) at Roku.
- Led Pre IPO revenue audit of 10 quarters at BlueArc by a big 4 firm ensuring compliance with applicable Rev Rec GAAP standards, developed related SOX Controls (Quote to Cash).
- Delivered efficient new processes: reduced monthly close from 12 to 8 days at Cambrios; 10 to 7 days at SiTime and introduced a standardized management reporting package for international subs and monthly reporting to parent company at SiTime.

EMPLOYMENT HISTORY

Rocketship Public Schools, CONTROLLER
- Responsible for overseeing all aspects of accounting and finance reporting directly to CFO
- 10/2018-Present

Accounting & Financial Services, FINANCIAL CONSULTANT
- Provided Accounting & Financial Services including Consultation and Set up of Revenue Reporting systems, Development of Sales Reporting processes focusing on integration with Accounting System, Development of Division/Subsidiary AOP (Annual Operating Plan).
- Developed 5 Year Annual Operating Plan – Annual Revenue $200M+
- 05/2018-08/2018

ROKU Inc., - REVENUE CONSULTANT
- A Public Company in Entertainment Industry – Annual Revenue $500M
- ASC 606 Year-End Audit Preparation, Revenue Contract Review Models preparation, Standard (80%) and Non Standard (20%) Contract Review, Preparation of Quarterly & Year-End Revenue Share Reporting Multiple Platforms
- 10/2017-03/2018

Rocketship Education, CONTROLLER
- 03/2018-08/2018
- 08/2018- present
• Prepared Year-End Audit Significant Contract List including supporting documents and calculation

**Restoration Robotics, Inc., SR FINANCIAL MANAGER** 05/2016-08/2017
A Public Medical Device Company Annual Revenue $50M
Responsible for International Accounting for 4 foreign subs, Intercompany Accounting, Elimination, Transfer Pricing, including Statutory Audit and Tax, Corporate Cash Flow Reporting, Corporate Tax Reporting, Due diligence assistance Financing Rounds, IPO preparedness assistance, NetSuite Super User/Administration
• Implemented Foreign Sub in NetSuite and streamlined Consolidation Reporting

Clients I assisted:

- **Cambrios Technologies Corp, INTERIM CONTROLLER** 07/2015 - 02/2016
  A Nanotechnology Chemical Manufacturing Company Private VC Backed Company, Annual Revenue $30M
  Responsible for overseeing all aspects of accounting and finance reporting directly to CEO, Consolidation accounting of 3 multi-currency entities, weekly Cash Management and forecasting, Semi-annual budget and long-range planning, Monthly & Quarterly financial package preparation, Annual Audit & Tax, Revenue Recognition, Facilitate 409(a) Valuation, Investor Reporting,
  • Developed 3 year Annual Operating Plan
  • Due Diligence Financing Round

- **SiTime, Inc., A Subsidiary of MegaChip Corporation, INTERIM CONTROLLER** 11/2014-06/2015
  A Fabless Semiconductor company Annual Revenue $900M
  A hands-on position reporting to CFO, directing accounting operations, overseeing all transactions related to General Ledger, Receivables, Payables, Payroll, FA, Inventory, COGS, and FX. Supervision of financial staff, Financial Reporting & Analysis including Monthly trend analysis, GAAP application, Annual Budgeting, Forecast updates & Analysis, weekly Cash Flow Reporting, Preparation & Coordination of post-acquisition audit, Multi Currency Consolidation Accounting 4 entities, leading annual financial audit.
  • Leading role in preparation of implementing of rev rec IFRS 15 standards

- **HGST, a Western Digital company, MANAGEMENT CONSULTANT** 09/2014-10/2014
  Public Company Annual Revenue $2Billion
  Process and Procedures Documentation - Global Operations and Finance
  • Documented/Developed Global Processes/Procedures due to expansion and automation of various Sales/Marketing Distribution Channels and Finance Programs

- **Picaboo Corporation, INTERIM CORPORATE CONTROLLER** 03/2014-08/2014
  A Business to Customer Private Company, Annual Revenue $35M
  Overseeing all aspects of general accounting included GL, AR, AP, FA, period close, Consolidated financial statements reporting, Cost Accounting, Cash Flow reporting, GAAP compliance, Sales Tax filings and corporate income tax package preparation, Managed Reporting from EBAY site.

- **Golden Gate University, ASSOCIATE DIRECTOR FINANCE** 01/2014
  • Directed timely filing of 1099-T Annual Filing

- **Protivity, Inc., SOX AUDIT/COMPLIANCE** 11/2013- 05/2016
  SOX Compliance, Testing, Analysis & Control Development.
  • Revision/update of SOX revenue Cycle Controls and Narratives (Quote to Cash)

- **MBlox, Inc., INTERIM REVENUE & TECHNICAL ACCOUNTING MANAGER** 01/2013-10/2013
  Private Software Company Annual Revenue $150M
  Responsible for maintaining global revenue policies & practices, recording revenue & addressing global technical accounting matters.
  • Managed worldwide revenue/cogs for 4 consolidated entities/currencies and 25 location including review of multi element contracts applying ASC 605-10-999 (Staff Accounting Bulletin No. 104), EITF 99-19 and ASC 605-25-25 (EITF 00-21, 08-1),
  • Month-end JE posting and review/posting of JE's of WW revenue accountants, review & sign off on month-end revenue accounts reconciliations
  • Contract review and compliance with revenue recognition policies
  • Calculating complex quarterly revenue reserve providing adjustments to book to exec Mgt
  • Updated company revenue recognition policy as needed
  • Improved Revenue/Cogs processes resulting in more efficient and accurate period close

- **Unity Technologies, Inc., REVENUE CONSULTANT** 11/2012
  Private Software/ Hardware Company, Annual Revenue $50M
  • Review of Multi element contracts ensuring compliance with company rev rec policy applying ASC 605-25 (SOP 97-2), EITF 08-01, 0021 in preparation of audit with a Big 4 firm

- **Kineto Wireless, Inc., CORPORATE CONTROLLER** 10/2008-10/2012
  Private Software/Hardware VC Backed Company Annual Revenue $100M
Overseeing all aspects of general accounting included GL, AR, AP, Payroll, FA, period close, year-end audit with external auditor, financial reporting, foreign subsidiary consolidation accounting, software revenue recognition ASC 985-605, SOP 97-2, ASC 605-25, ASU 2009-13, 98-9, EITF 08-01, & 00-21, Stock administration and accounting, assistance with multiple rounds of financing, cap table maintenance, assistance with budgeting & forecasting, preparation. Business insurance renewals, GAAP compliance, banking relationship, and corporate income tax package Revised Great Plains/Frx structures and reports, implemented product line reporting in Great Plains

- Implemented cash flow reporting, implemented EU VAT tax reporting resulting in substantial refund
- Managed multiple year sales/use tax, property tax, and workers compensation audits with favorable results.

Mirapoint, Inc., REVENUE CONSULTANT
Private Software Company Annual Revenue $100M
- Developed and implemented revenue recognition policy and procedures.
- Developed VSOE analysis tools and performed analysis achieving successful results with auditors SOP 97-2

Oclaro Corporation, INTERIM CONSOLIDATION & REVENUE MANAGER
Public Company Annual Rev $400 M
Managed revenue and consolidation functions for foreign and domestic entities (FAS 48, 52 & SAB 101, 104) in a Medium sized public high tech company.
- Provided assistance with audit with a Big 4 firm and SEC reporting

BlueArc, Inc., INTERIM ASSISTANT CONTROLLER & REVENUE MANAGER
Private Company Annual Revenue $160M
- Managed revenue accounting function in a fast paced, growth oriented, high-tech Company.
- Performed VSOE analysis achieving favorable results in establishing VSOE
- Developed and implemented revenue recognition policy SOP 97-2
- Developed SOX procedures in anticipation of IPO
- Reviewed customer contracts to ensure compliance with Rev Rec policy and system order entry.

Kasenna, Inc., (A former SGI Division), CORPORATE CONTROLLER
Private Company Annual Revenue $40M
- Assisted in the installation of a new accounting system 4th Shift
- Improved Financial Reporting thru enhanced System Reporting.

Lithotype Co., ACTING CONTROLLER/GENERAL ACCOUNTING MANAGER
Private Company Annual Revenue $80M
- Assisted in the installation of a new accounting system 4th Shift
- Improved Financial Reporting thru enhanced System Reporting.

Accounting & Financial Services, ACCOUNTING/FINANCIAL MANAGER
- Provided Accounting & Financial Services including Consultation and Set up of accounting systems, G/L, Month-end close, Financial Statements & Reporting, Audit Preparation & Co-ordination, Inter-company & Consolidation Accounting, and Financial Analysis.
- Assisted in the installation of a new accounting system 4th Shift
- Improved Financial Reporting thru enhanced System Reporting.

Harmonic, Inc., SENIOR FINANCE MANAGER/CORP GENERAL ACCOUNTING MANAGER
Public Company Annual Revenue $300M
- Implemented reporting for Stock Options & Purchase Plans (FAS123R) and Rev Rec (SOP 97-2)
CORPORATE GENERAL ACCOUNTING MANAGER (1995-1997)
Responsible for management & supervision of G/L, A/P, Payroll, Revenue Reporting, Fixed Assets, Month-end close, Consolidation Accounting & Internal Reporting. Assistance in SEC Reporting including Form 10-K, 10-Q and annual report, Assistance in preparation of yearly income tax package.
- Improved management reporting thru G/L restructuring, automation in Payroll & revenue reporting.
- Implemented internal control audits resulting in improved efficiency and cost control.
- Reduced month-end close and constantly achieved favorable audits by a Big Four firm

Network Computing Devices, Inc. INTERIM GENERAL LEDGER MANAGER 01/1995-08/1995
A public networking company, Annual Revenue $100M

A public Pharmaceutical Company, Annual Revenue $200M

Librex Computer System, Inc. GENERAL LEDGER MANAGER 01/1992-03/1993
A Notebook Manufacturing Company of Nippon Steel Company, Japan, Annual Revenue $600M

EDUCATION
M.S. Management, Alliant International University (CAL Western - U.S.I.U.), San Diego, CA
B.S. Business Administration – Accounting/Mktg,

PERTINENT SYSTEMS SKILLS
EXPERIENCE

Rocketship Public Schools
National Director of Development - November 2019 - Current

● Develop and implement national fundraising strategy to meet and exceed $5-7M goal annually.
● Create and manage standardized fundraising systems, policies and procedures, including Salesforce database.
● Coach and support regional staff to meet regional fundraising goals.
● Represent Rocketship Public Schools externally, cultivating major donor prospects.

Oakland Promise
Fundraising Consultant - January 2017 - Current

● Support City of Oakland Mayor Libby Schaaf and City of Oakland Director of Education David Silver, in creating and implementing overall institutional fundraising strategies to ultimately raise $35M for demonstration project and $50M quasi-endowment for Oakland Promise. Raised 100% of demonstration project and $29M of the endowment during my tenure.
● Create and implement financial sustainability strategy and vision to raise $12M on an annual basis for Oakland Promise, including the creation of annual goal setting, quarterly benchmarks, and pipeline health reports for the Board of Directors.
● Lead strategy meetings on major donor and foundation relationships, preparing briefings, talking points and presentation materials for CEO and Mayor Schaaf for asks above $500K.
● Led and supported fundraising events, including Mayor’s Inaugural Gala, Oakland Promise Dinner, Major Donor Press Announcements, and Major Donor house parties.
● Develop and project manage a Salesforce database launch including time frame, database information transfer plan, and policies & protocol manual for implementing donor, relationship, and gift management in Salesforce.
● Project lead on organizational fundraising merge of Oakland Promise and East Bay College Fund.

Hamilton Families
Fundraising Consultant - Interim Director of Development
February 2018 - July 2018

● Supported event strategy and cultivation of corporate sponsorships for flagship fundraiser event, meeting our fundraising goal of $300K.
● Developed fundraising plan for fiscal year 2019, during a reorganization phase.
- Supported national board with fundraising goals by creating individual fundraising plans, customized for each board member to reach their give or get goal of $25,000.
- Managed a fundraising and community partnership team of 3 FTE to successfully meet performance goals.
- Improved ineffective and inefficient systems, while maintaining those that were running smoothly.

Reading Partners
National Deputy Director, Development
February 2016 - December 2016

- Supported organization-wide effort to secure $18M in private philanthropy and $28M in annual revenue across 14 regional and 1 national fundraising portfolio.
- Managed a team of 5 FTE specializing in foundation, grant writing, individual giving, operations, and gift processing.
- Served as lead fundraising advisor to Executive Directors and development teams. Created and led 12 monthly professional development fundraising trainings for fundraising staff across all regions, as well as 18 new development staff.
- Successfully decentralized fundraising operations across 14 regions, creating a more sustainable and scalable fundraising structure.

Reading Partners
Director of AmeriCorps Programs
June 2010 - December 2015

- Wrote and managed federal and state grant contracts and budgets, resulting in a growth from one California contract of $500K in 2010, to seven federal and multi-state grant contracts worth $3M in FY15 and $4M in FY16.
- Created and executed a cross-departmental training and communication structure for AmeriCorps, Development, Operations, HR/Talent, and Accounting departments to effectively and efficiently manage compliance requirements for grant contracts and cross-functional projects, resulting in 0 audit findings each year for the federal grants.
- Researched key metrics to propose and execute strategic growth plan - successfully scaling program from operating in 5 regions throughout California, to launching 14 regions operating across 9 states over 5 years.
- Developed and facilitated management and leadership seminars for Program Operations, Accounting, and AmeriCorps departments to effectively manage and develop a cohort of 300+ members, resulting in a 95% retention rate of cohort for the past 3 years.

Public Allies San Francisco

Rocketship Public Schools 737
Director of Community Partnerships  
2009 - 2010

- Established and maintained over 16 corporate and non-profit partnerships in San Francisco within first year of new program, resulting in over 400 volunteers.
- Designed and facilitated weekly leadership development trainings for 40 San Francisco and Silicon Valley staff members including partnership cultivation, community organizing, grant writing, and event planning.
- Marketed Public Allies events and achievements by creating press releases, conducting radio interviews, producing monthly e-newsletters, and leading social media efforts.
- Spearheaded and launched a marketing campaign for Public Allies San Francisco and Silicon Valley’s first ever Ally Sponsorship Program, resulting in $50,000 in new revenue.
- Researched and developed partnership strategies to create and retain 10 new partnerships between San Francisco Public Allies and non-profit organizations, resulting in $100,000 in new revenue and capacity for 20 new staff members in the San Francisco area.

California Alumni Association  
Program Manager – The Leadership Award  
2006-2009

- Managed a $20M scholarship endowment to award $1.3 million annually to 750 scholars.
- Recruited and managed stewardship of more than 800 alumni volunteers for scholarships annually. Increased volunteer participation by 56% in five years.
- Restructured scholar selection process to more strategically target students from an applicant pool of more than 7000, reduce number of hours on task by 40%, and more effectively manage 2000 volunteers internationally.
- Head staff advisor for the Alumni Scholars Association, a CAA student group of 750 members operating a $90K budget.
- Partnered with other CAA divisions and high-level UC Berkeley campus units to steward/cultivate donors, volunteers and program advocates for CAA.

EDUCATION
University of California, Berkeley  
B.A., Anthropology

QUALIFICATIONS
14 years of experience in nonprofit management and fundraising including events, foundations, major gifts, government, and corporate partners. Well versed in Salesforce database. Passionate about connecting those with financial resources to missions and outcomes they care deeply about so that we can effectively create more opportunities for our community.
REFERENCES AVAILABLE UPON REQUEST
Libby Schaaf, Mayor, City of Oakland
David Silver, Director of Education, City of Oakland
Maggie Croushore, COO Oakland Promise
Tomiquia Moss, CEO Hamilton Families
Michael Lombardo, CEO BookNook
Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team

If some of the operations team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the operations team members who have not yet been selected.

Supplemental human resources information forms (Attachment 23) are required for each position on the staffing chart. If all applicable information related to a specific position’s job description is included on those forms, include a note on this attachment that lists the relevant operations team position together with a reference to the appropriate page number in Attachment 23.

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Vacancy Name: Associate Director of Operations

Job Location: Fort Worth, TX

Position summary:

**The Team**
The Rocketship Education Operations Team is committed to advancing student outcomes by striving side-by-side with our instructional staff to bring excellence to every aspect of our schools. We focus on providing consistently efficient and high-quality services to our students and families. At each school site, the Business Operations Manager oversees key elements of our school to “block and tackle” for instruction, owning areas such as student nutrition, recess, arrival, dismissal, physical space, procurement, and budget management. As a network, we provide templates and guidelines for efficient school site business operations, and oversee school operations talent towards excellence through coaching, leadership development, and career pathway creation.

**The Position**
In collaboration with the Principal, the Associate Director of Operations provides targeted coaching for our school-based Business Operations Managers (BOMs). This is done through observations, in-the-moment coaching, and professional development on a range of school operation leadership topics. This role also partners with the rest of the central Operations team to provide central support, tools, and resources on topics including new school startup, management of Operations Specialists (BOMs’ direct reports), and execution of all operational systems. In addition, the Associate Director of Operations is responsible for many elements of regional business management and project management, including interfacing with local vendors (student food service, custodial, security, etc.), local reporting and compliance requirements, new school start up, and more.

**Key Responsibilities**

**Direct School Support & Coaching (50%)**
- Provide coaching for all Business Operations Managers in the region (2-5 people per region)
- Provide consistent, high-quality onsite and remote
behavior coaching and support to all local BOMs, focusing on school systems, Operations Specialist team management, and school leadership collaboration

- Partner with school Principals, Directors of Schools, and network Operations Team to ensure that schools function at a high level
- Uphold a high standard of excellence for school operations and provide meaningful evaluations of school operations and BOM performance
- Serve as point of escalation for school-based operational issues
- Partner with new BOMs to lead the strategy, planning, and execution for the operational requirements for new schools in the region

**Regional Business Leadership and Project Management (35%)**

- Lead the strategy and execution of all regional business projects, including vendor contracts, vendor management, state and local authorizer audits, and other reporting requirements
- Identify and manage new initiatives to meet the changing needs of the region and our schools (e.g. transportation, co-location, etc.)

**Resource Design and Network Initiatives (15%)**

- Serve as a strategic thought partner to the COO, Director of National Operations, and other members of the Operations Team across topics
- Create tools and templates to support high-quality operations at school sites
- Design and deliver professional development to meet the needs of our school-based staff
- Participate in the design and roll out of projects that meet our organization-wide goals
- Support network-wide communications across the Operations team

| Required Qualifications
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<td>The ideal candidate for the Associate Director of Operations position at Rocketship Education is someone who has a track record of achieving school operations excellence across schools in an organization of similar scope and scale to that of Rocketship Education. This could come from experience in a very similar role, or from experience managing Principals or other...</td>
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school leaders who have a component of operational and behavior management in their roles. We will also consider candidates whose experience is primarily based in a single school (leading operations or as a Principal), though the role does require the perspective learned through managing or supporting multiple schools, and managing through multiple levels of staff.

The Associate Director of Operations will be mission-driven with a tangible passion for ensuring Rocketship Education continues to provide life-changing opportunities for students of low-income communities where we catalyze city-wide, sustaining transformation. The ideal candidate has experience working in a dynamic, growing organization during a transformational phase and identifies with, and appreciates the work of, every contributor across all levels of the Rocketship Education organization.

Specific qualifications include:

- 6+ years professional management experience
- 2+ years managing managers, ideally school-based leaders (e.g., Business Managers, Principals, Assistant Principals) across school sites -- including coaching and development around setting culture and managing student behavior
- 3+ years professional experience in school site leadership (e.g. Operations Manager, Principal, Dean of Culture), preferably in a high-performing charter management organization
- Ability to travel to other Rocketship regions (CA, TN, WI, TX) roughly 1-2 times per quarter
- A passion for Rocketship’s mission to eliminate the achievement gap and a belief that all students can achieve academic success
- Extremely high standard of excellence for school operations
- Excellent professional development design and delivery skills
- Experience in planning and leading complex initiatives or projects
- Creativity in designing new tools, resources and guidelines for school-based staff
● Ability to build trust, relationships, and credibility quickly with people in various roles at all levels of the organization, and especially at school sites
● Ability to independently and effectively manage time in an environment with multiple workstreams and competing priorities, maintaining a high degree of personal responsibility
● Demonstrated ability to be detail-oriented, organized, and resourceful
● Outstanding ability to build and manage group culture and navigate complex group dynamics
● Ability to differentiate content/experiences to address school-specific context and needs effectively
● Extraordinary communications skills with remote teams
● High tolerance for ambiguity and for a rapidly changing environment

<table>
<thead>
<tr>
<th>Employment Classification</th>
<th>Regular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time or Part time</td>
<td>Full time</td>
</tr>
<tr>
<td>If temporary or consultant, duration of</td>
<td></td>
</tr>
<tr>
<td>Travel Required</td>
<td>Travel ~1-2 times per quarter, typically to San Francisco Bay Area, Nashville, Washington DC, Fort Worth and/or Milwaukee</td>
</tr>
<tr>
<td>Benefits</td>
<td>Our comprehensive benefits package includes excellent health and welfare benefits, 403b retirement plan, flexible spending account (FSA), cell phone reimbursement and paid time off.</td>
</tr>
<tr>
<td>Salary or Hourly Position</td>
<td>Salary</td>
</tr>
<tr>
<td>Compensation Package</td>
<td>Competitive salary commensurate with experience</td>
</tr>
<tr>
<td># of Positions</td>
<td>Rocketship Public Schools 744</td>
</tr>
</tbody>
</table>
PEIMS Coordinator

The Position:
The PEIMS Coordinator is responsible for PEIMS reporting and compliance for Rocketship in Tarrant County schools. This position will report to the Superintendent.

Essential Functions
- Gather, manage, and input all data needed for compliant PEIMS reporting
- Conduct data verification and checks to ensure all reporting is correct and fully compliant with PEIMS data standards
- Collaborate with teams across Rocketship to complete high-quality submissions on topics including but not limited to attendance, finance, academic achievement, special education, and ELL
- Follow all relevant information privacy laws and internal cybersecurity protocols
- Lead professional development for school and regional staff on data collection and reporting
- Attend external PEIMS workshops and internal staff meetings and professional development training to ensure ongoing knowledge- and skill-building on the topics needed for the role
- Support Superintendent and other regional staff in other compliance-related work

Qualifications
- Commitment to Rocketship's mission, vision, and goals
- At least two years of experience in data management, compliance reporting, or a similar administrative function. Experience with the PEIMS system specifically is strongly preferred.
- Excellent communication and interpersonal skills, with the ability to engage and work closely with a wide range of staff members
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Public Schools
- Flexibility and a willingness to learn
- High School Diploma required; Bachelor's Degree preferred

Physical Demands:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the functions. While performing the duties of this position, the employee is regularly required to talk, hear, and communicate with both adults and children. The employee frequently is required to use hands or fingers, handle or feel objects, tools, or controls. The employee is frequently required to stand; walk; sit; and reach with hands and arms. The employee must occasionally lift and/or move up to 50 pounds and occasionally climb ladders. Specific vision abilities required by this position include close vision, distance vision, and the ability to adjust focus. The noise level in the work environment is moderate to high.

Compensation:
Commensurate with qualifications and experience, plus excellent health and welfare benefits, 403b retirement plan, flexible spending account (FSA), and generous paid time off.

Rocketship Public Schools provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, genetic information, marital status, amnesty, or status as a covered veteran in accordance with applicable federal, state and local laws. Rocketship Public Schools complies with applicable state and local laws governing non-discrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

Rocketship Public Schools expressly prohibits any form of unlawful employee harassment based on race, color, religion, gender, sexual orientation, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of Rocketship Public Schools’ employees to perform their expected job duties is absolutely not tolerated. Click here for our Sexual Harassment Policy and here for our Title IX Policy. For questions, concerns, or complaints, please contact Equity/Discrimination Title IX Compliance Officer, Email: compliance@rsed.org. Address: 350 Twin Dolphin Drive, Suite 109, Redwood City, CA 94065. Phone: 877-806-0920 ext. 115.
Business Operations Manager

Organizational Overview
At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Our non-profit network of public elementary charter schools propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

The Position
Rocketship school leadership teams each include a Principal and Assistant Principals focused on instruction, an Office Manager focused on student information and family engagement, and a school leader focused on all other operations aspects of running the school -- what some might call an "AP of Operations," though we at Rocketship call it a Business Operations Manager (BOM). The BOM reports directly to the Principal and manages a team of hourly Operations Specialists. As the Operations leader, the BOM is responsible for all aspects of lunch, recess, arrival, dismissal and physical space at their campus. Thus, the role requires not only the ability to manage "business" topics like logistics and compliance, but also a deep understanding of behavior management, culture-setting, and behavior management coaching. The BOM helps ensure the school has a consistent culture across spaces, keeps our students safe, and ultimately enables instructional staff to focus on teaching and learning. This means BOMs are multi-talented leaders who can build systems, own processes like procurement and facilities maintenance, and partner with all adults on campus to support our students. The BOM role is an excellent opportunity for operationally-minded teachers and school leaders who want to grow and develop through an operational school leadership position.

Essential Functions

Schoolwide Systems & Culture
- Own the logistics, staffing, and daily management of arrival, lunch, recess, dismissal and physical space at your campus.
- Coach Operations Specialists daily in behavior management techniques, through both "in-the-moment coaching" and planned 1:1s.
- Design and lead professional development for Operations Specialists focused on behavior management skill development.
- Manage the physical space of the building and all facilities-related needs, including scheduling/meeting vendors and handling after-hours facilities emergencies.
- Manage food service operations, including managing staff, serving as the main contact with meal vendor, ensuring compliance, conducting internal audits, and ensuring meal program financial health.
Compliance & Budget

- Ensure your campus is financially responsible by providing support to the Principal on finance-related topics, including around budgets, cash collection, and invoice approval.
- Serve as the main owner of school safety processes and compliance, including administering training and running safety drills. Partner with the Principal to respond to emergencies.
- Own procurement and purchasing for the school site. Work with Principal to understand needs, place orders, inventory items received, handle returns/exchanges, etc.
- Serve as on-site IT contact, including managing IT assets, assisting staff with IT issues as able, and serving as the main touchpoint to central IT staff.
- Support the logistical, compliance, and technology side of administration of Rocketship’s assessments, including NWEA MAP and state tests, and health screenings like hearing and vision.
- CA Only: Own free/reduced-price lunch application process, including validating forms and running income verification process.

Leadership & Management

- Exhibit Rocketship’s core values daily: authenticity, community, innovation, tenacity, and pursuit of excellence.
- Hire, manage, and evaluate all hourly school Operations Specialists. Drive Operations Specialist satisfaction and development through active investment in your team.
- Be a collaborative and supportive partner on your school’s leadership team and the national Business Operations Manager team.
- Engage with parents on operational topics, demonstrating a clear customer service mindset that honors and engages our students’ families.

Qualifications

- Minimum 5 years of relevant experience, with school-based experience strongly preferred. Many of our most successful BOMs have previously been teachers and/or School Leaders in other roles.
- Managerial experience strongly preferred. Leadership and/or coaching roles among other adults can potentially substitute for this.
- Experience in a fast-paced, highly analytical, entrepreneurial environment. Ability to proactively manage multiple critical deadlines and quickly and confidently adapt to changing school needs, independently prioritizing and following through on completion of tasks and responsibilities. Demonstrated ability to be detail-oriented, organized, and resourceful.
- Team-player attitude and strong customer-service orientation. Skill at communicating respectfully and empathetically with students’ families. Spanish language proficiency preferred in many of our communities, but not required.
● Skilled at building strong and trusting working relationships with people in both senior- and junior-level roles, both within and beyond Rocketship. Ability to treat sensitive issues with respect and empathy, and maintain strict confidentiality where required.
● Strong PC-based computer skills, including the ability to use spreadsheets and the Google Suite, and ability to quickly become proficient in new software programs.
● Passion for Rocketship's mission, and the belief that all students can achieve high levels of academic success.

Work Location
San Francisco Bay Area (San Jose, Redwood City, Antioch, and Concord); Nashville, TN; Milwaukee WI; and Washington DC

Physical Demands
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the functions. While performing the duties of this position, the employee is regularly required to talk, hear, and communicate with both adults and children. The employee frequently is required to use hands or fingers, handle or feel objects, tools, or controls. The employee is frequently required to stand; walk; sit; and reach with hands and arms. The employee must occasionally lift and/or move up to 50 pounds and occasionally climb ladders. Specific vision abilities required by this position include close vision, distance vision, and the ability to adjust focus. The noise level in the work environment is moderate to high.

Compensation
Commensurate with qualifications and experience, plus excellent health and welfare benefits, 403b retirement plan, flexible spending account (FSA), flexible work location/schedule, and generous paid time off.

How to apply
To apply for this position, please visit our website at:
https://www.rocketshipschools.org/school-leaders/

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Office Manager

Organizational Overview
Rocketship Education (www.rsed.org) is a network of public K through 5 charter schools serving primarily low-income students in neighborhoods where access to excellent schools is limited. Using a blend of traditional instruction, adaptive technology and targeted tutoring, Rocketship strives to meet the unique needs of each and every student. But we believe that truly transformative schools do more than educate students; they empower teachers, engage parents and inspire communities. Together, we can eliminate the achievement gap in our lifetime.

Rocketship is based in San Jose, but we realize the achievement gap stretches across the nation. We're opening new schools every year to help reach the millions of students striving in underperforming schools every day.

Position Summary
Rocketship is hiring for the position of Office Manager (OM) for a Rocketship school. The Office Manager is the first point of contact for parents and students when they come to school, as well as a resource to the school community. The Office Manager should always exhibit professionalism, treat people with respect, and be firm but compassionate in how they address the day-to-day challenges of a rigorous and purposeful school.

Responsibilities Include:

Enrollment, Student Information, and Attendance
- Build strong working relationships with parents and families
- Create and maintain complete and current student cumulative files
- Enter student information into our student information system and keep this information up-to-date throughout the school year as enrollment or information changes
- Manage the Attendance process including contacting absent parents on a daily basis
- Coordinate the school’s truancy process and communicate with parents as needed
- Administer Independent Study process for students with planned absences
- Collect doctor’s notes and excused absence notes from parents for absentee documentation
- Work with current parents to solve problems and prevent student attrition

Health, Safety and Discipline
- Maintain emergency medical and contact information for all students
- Maintain complete and current immunization records for all students
- Administer basic first aid, distribute medication, maintain injury reports
- Be knowledgeable of all content in school safety binder, including emergency procedures
- Report all injuries and other school incidents to Human Resources
- Supervise students sent to the office for discipline and health reasons

Meals, Finance and Facilities
- Collect payments from parents
- Manage collection of free/reduced-lunch application forms from all families during the school year
● Collect lunch, uniform sales money from parents and provide receipts for payments
● Assist in managing and reporting day-to-day facilities problems
● Execute responsibilities related to emergency situations as assigned by the Principal

ISE/Special Education
● Act as intermediary to communicate written or oral information given by parents to the ISE team
● Ensure that all documents delivered or messages received are immediately given to ISE
● Maintain confidentiality regarding ISE students who receive special education services
● Partner with ISE Specialists on a school site to arrange IEP or ISE meetings

Administrative
● Perform general clerical duties including answering phones, taking and distributing messages, sorting mail, translate documents from English to Spanish and prepare general correspondence
● Facilitate arrangements for school activities, logistics, teacher development, parent development and other activities
● Provide support to the Principal and teachers as necessary
● Use automated telephone system to send out school information as necessary
● Act as an interpreter, when necessary, in whole-school functions and smaller meetings

Qualifications
● Spanish/English bilingual fluency required, with excellent written and oral communication skills
● Knowledge and cultural competence of the local student and parent community
● Highly developed interpersonal skills using tact, patience, and courtesy
● Effectively prioritize and juggle multiple concurrent projects
● Comfort in a start-up environment and ability to work independently with minimal direction
● Ability to use a variety of software programs and quickly learn new ones
● Managerial skills preferred

Compensation
Commensurate with qualifications and experience, plus excellent health and welfare benefits, 403(b) retirement plan, flexible spending account (FSA), and paid time off.

How to Apply
To apply, please visit http://www.rsed.org/

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WORK EXPERIENCE

Education Organizer

Rocketship Public Schools - Fort Worth, TX
November 2019 to Present

• Coordinate and host information sessions about Rocketship Public Schools
• Raise community awareness about Rocketship Public Schools
• Engage with community about parent choice
• Implement organizational outreach and organizing goals
• Ensure that organizational base building goals are met
• Create and oversee a large group of parent leaders
• Build partnerships in the community
• Maintain outreach contacts and follow-up

Remote/Contract

CPAP Medical-Military CPAP Equipment
2013 to Present

Contract CPAP Technician (PRN weekends)
• Responsible for in home delivery and CPAP set up
• Responsible for DME CPAP/ BiPAP/ Auto PAP/ ViPAP
• Educate the patient on sleep apnea and machine use
• Verify Insurance
• Patient follow-up

Site Supervisor

City of Fort Worth - Fort Worth, TX
December 2018 to November 2019

Part Time, De Zavala Elementary
• Manage the program at my current FWISD site
• Monitor 60 students (PreK-5th) during the after school program
• Responsible for student recruitment and keeping 60 students enrolled
• Supervise 4 employees (time sheets, scheduling, appraisals, trainings)
• Responsible for the upkeep, cleanliness, and organization of after school area
• Coordinate and schedule the operational activities for the program
• Communicate effectively with parents and FWISD school staff members
• Supervise staff throughout the lesson planning process
• Implementation of goals aligned with the FWAS grant rules
• Manage grant budget
• Recruit sponsorships and donations
• Partner with outside agencies (4-H Youth Development, Girls Inc LLC, Girl Scouts, Volunteers of America, Boy Scouts)
• Coordinate Field Trips
• Develop marketing materials
• Assure all safety requirements are being met
• Manage time sheets, Texas food bank program, E-PAC, and FWISD attendance database

Adjunct Professor
Texas Wesleyan University - Fort Worth, TX
January 2019 to April 2019
School of Education Adjunct Professor 2019-Present
• Responsible for lesson planning and delivering instruction primarily for undergraduate courses
• Remains knowledgeable of current research and activities in respective discipline
• Facilitate classes at scheduled time and days according to the course schedule
• Submits syllabi, grades, evaluations, and other required paper work in a timely manner to department head

Owner/ Dance Instructor
Artistry Dance Company
2016 to 2019
Contracted with the City of Waco, Boys & Girl's Club of Central Texas, City of Hillsboro- Studio Provided
• As a dance instructor and choreographer I teach hip hop, ballet, and jazz to children ages 4-15
Lead choreographer for recitals, fundraisers, and show cases
• Coordinate events and partner with other organizations to provide show casing opportunities
(City of Fort Worth Winter Wonderland, Baylor Parade, Six Flags Over Texas, Richland Mall- Santa Arrival, Central Texas Juneteenth Celebration, Mayfest, National Night Out)
• Supervise 2 dance assistant dance instructors
• Manage day to day responsibilities and maintenance of dance studio
• Responsible for market and promoting of company
• Responsible for accepting payments, ordering uniforms, and payroll

Youth Market Fundraising Director
American Heart Association
January 2017 to February 2018
Jump Rope for Heart Educator
• Recruit, train, and motivate over 130 School Coordinators (mainly PE teachers) to implement and coordinate the fundraisers
• Facilitate presentation to over 100 kids and faculty weekly
• Ensure each school has the materials and resources needed to have a successful event
Perform summer cultivation with school administrators at both the school and district level
• Fundraising goal of over $300,000
• Market and secure school participation

Case Worker
Heart of Central TX Independent Living  
2013 to 2014  
- Caseworker for individuals with disabilities  
- Completed an intake assessment on each participant  
- Developed measurable objectives and goals for participant  
- Referred consumers and their family members to other agencies  
- Assisted consumers with applying for disability  
- Hosted pain management classes  
- Hosted education advancement classes  
- Partnered with other non-profit agencies  
- Assisted and enrolled consumers, small businesses, and their employees as they look for health coverage options through the Marketplace  
- Coordinated Marketplace education services  
- Assisted and enrolled consumers, small businesses, and their employees as they look for health

Healthy Babies Coordinator  
City of Waco/ March of Dimes - Waco, TX  
2012 to 2013  
- Key member in coordinating the March of Dimes Walk in Waco, TX Responsible for overseeing volunteers and vendors  
- Responsible for creating and maintaining a coalition board  
- Scheduled, coordinated, and maintained records for community partner meetings and coalition activities as needed  
- Responsible for copywriting of all marketing material (brochures, website, advertisements)  
- Responsible for marketing the Healthy Babies Program to physicians, organizations, women in the community, and schools by blogging, social media, radio, commercial air time, and meetings.  
- Provided education to community agencies by: producing information to the media, general public, and other health officials; researching and developing courses and statistical reports that will educate other City departments or volunteers on related program issues; performing presentations regarding health issues and services  
- Coordinated the identification of resources and link people to needed health services provided education to target populations regarding specific health issues with the intention of  
- Increasing knowledge and changing behaviors  
- Scheduled, coordinated, and maintained records for community partner meetings and coalition activities as needed  
- Partnered with other non-profits and organizations  
- Coordinated and taught the Becoming a Mom course to teenage mothers to-be Hosted private information counseling sessions with teenage girls as needed Responsible for helping my participants meet their goals  
- Worked closely with Child Protective services because my course met the requirements for a "Parenting Course" with certificate given after completion

EDUCATION

Master's of Science in Management and Leadership  
Tarleton State University - Stephenville, TX  
2009 to 2012

Bachelors of Science in Business  
Rocketship Public Schools
Tarleton State University - Stephenville, TX
2008 to 2009

Associates of Arts
McLennan Community College - Waco, TX
2004 to 2008

Lavega High School - Waco, TX
2001 to 2004

SKILLS

• Marketing
• Community outreach
• Training
• Self-starter

ADDITIONAL INFORMATION

Skills

Training and Presentation/ instruction Public Speaking Reporting experience

Outreach/ Marketing/ Student/ Parent/
Event Coordination Sales Community Outreach/
Partnering with outside organizations
Self-Starter/
Supervising Staff Administration Independent
Summary of Qualifications: Over 23 years of business and accounting professional experience with management skills and parish management experience. Over 18 years of catechetical and pastoral ministries experience. Community leader and parent advocate for equity in education, with six years of community organizing experience.

Education

Bachelor of Science degree in Accounting
University of Phoenix
San José, CA
1997 – 2000

Associate of Science degree in Accounting
Heald Business College
San José, CA
1994 – 1996

Professional Experience

Rocketship Public Schools
Fort Worth, TX
Bilingual Education Organizer
03/20 – Present
- Build and lead the mission-critical work around parent engagement, leadership, and organizing around expanding Rocketship’s community impact
- Hold one-on-one relational meetings every week with current and potential parent leaders and other important stakeholders that build organizing capacity and engagement
- Build the capacity of parents to understand the Fort Worth educational landscape, key decision makers, and power of community
- Actively engage Rocketship parents in further investing in their leadership skills by building their capacity through training and coaching
- Foster relationships and develop champions with community-based organizations, faith leaders, elected officials, civic and community leaders that lead to positive engagement of the community and neighborhoods where Rocketship has and will have a presence

Trendtec, Inc.
San José, CA
Senior Account Clerk for City of San Jose
01/20 – 03/20
- Compiles and processes payments and/or requisitions for various financial transactions; assigns payments to cost centers; prepares worksheets and maintains records
- Summarizes data and prepares reports; prepares daily reconciliations
- Reviews, posts, and balances ledgers and other documents; processes and reviews revenues

Sacred Heart of Jesus Parish
San José, CA
Business Manager
07/2006 – 01/2020
- Collaborated closely with the Pastor and with Parish Staff in the overall management of parish administration and pastoral ministry of the parish
- Advised Pastor with managing all finance administration, planning and preparing annual budget
- Managed human resource functions, managed front office functions, managed facilities, managed building projects, and coordinated bilingual liturgies in parish
- Processed front office deposits; reconciled receipts with deposit for accuracy
- Represented the parish in the community and collaborated with all parish groups, community groups, and parish staff in scheduling facility requests and providing support
- Facilitated committee meetings, wrote grant applications and submitted reports for grants received
- Reviewed and selected benefit plans for diocese as part of the diocesan benefits committee for one year
- Coordinated fund raising, pledge drives, parish offertory collections and stewardship program
- Supervised parish administrative support staff, financial staff, and maintenance staff
- Administered VIRTUS and fingerprinting screening system for parish employees and volunteers and supervised implementation of other guidelines and policies of volunteers.
- Worked and collaborated with diocesan staff in various departments regarding parish life
- Responded to unexpected pastoral needs that arose at the Parish

Rocketship Public Schools 757
NeoVista Inc. Newark, CA  
GL and AP Accountant 02/2007 - 04/2013  
- Assisted in developing, implementing and maintaining a general accounting system for start-up company  
- Managed all accounting functions and supervised accounting clerk  
- Assisted VP of Finance with preparing annual budget and assisted with HR functions, including reviewing and selecting benefit plans for company, benefit paperwork for employees, and managed COBRA benefits  
- Wrote company policies, created employee handbook, and managed internal and external audits

SanDisk Corporation Milpitas, CA  
- Responsible for claims processing in QAD and resolved claim related issues  
- Reviewed proper accounting of processed claims and accruals.

Matrix Semiconductor Santa Clara, CA  
Staff Accountant 03/2005 - 05/2006  
- Received wafer transactions into Oracle ERP system and processed sort, assembly, and programming job transactions in Oracle.  
- Back up for Accounts Receivable and order entry; reconciled Petty Cash and all bank accounts.

3COM Santa Clara, CA  
Revenue Accountant 06/2000 - 02/2005  
- Analyzed, reported and recognized Customer Service Organization's deferred revenue for maintenance and professional services  
- Analyzed Bad Debt, Product Return, and Other AR Reserve accounts and processed month-end account reconciliations  
- Processed and reviewed AR activity prior to month-end.

3COM Santa Clara, CA  
- Processed 3Com’s credit card transactions. Reconciled 3Com’s third-party accounts and AR related GL accounts.  
- Recognized revenue for Palm’s Customer Service Organization. Prepared monthly metrics for Palm’s distribution center account and supported Palm’s Sales Order Entry and members of Palm’s FP&A teams

3COM, Palm Computing Division Santa Clara, CA  
Accounts Receivable 2/1997 - 3/1999  
- Processed and reviewed all transactions in AR prior to month-end close and responsible for closing monthly AR module  
- Assisted cost accounting organization as needed, maintained product master, updated standards as needed, reconciled consignment inventories; supported Inventory Control, Sales Order Entry, and Operation teams

Eakins Open Systems Mountain View, CA  
Accounts Receivable Clerk 7/1996 - 1/1997  
- Prepared deposits and processed cash receipts; reconciled AR accounts and assisted in preparing monthly commissions report  
- Processed customers’ credit applications and made collection calls, when needed
Leadership Experience and Certificates

Community Organizer and Advocate (Volunteer)  
San José, CA  
Parent Leader in Community  
02/2014 – Present

- Chaired the first largest parent led education forum in San Jose, in front of over 1200 people in 2014
- Presented at a session at this year’s 26th California Charter School Association Conference
- Worked with over 200 families to open our school, Rocketship Fuerza Community Prep in 2014
- Chaired over ten research meetings with public officials, spoke at over ten public hearings across our state, and organized over 30 parents to be civically engaged
- Organized parents to oppose bills that threaten our communities, helped to stop SB-1362
- Met with various state legislators at our state capitol advocating for school choice and equity in education
- Built relationship with our council member, Magdalena Carrasco, of East San Jose, was part of the participatory budget steering committee, where we developed and implemented rules for the participatory budget for district 5
- Co-chaired National Night Out for district 5 in 2016 and have continued to assist in planning and volunteering for the annual event with our councilmember
- Continue to work with council member on various community events, including community clean ups
- Northern California Delegate for National Parents Union

Sacred Heart of Jesus Parish (Volunteer)  
San José, CA  
Confirmation and RCIA Catechist  
07/2001 – 01/2020

- Assisted in planning and preparing guidelines for baptism policy for diocese, as a member of the diocesan Catechumenate Advisory Committee.
- Prepared youth for their Sacraments of Initiation and walked with them on their faith journey and encouraged youth to be active members in the community and live Christ’s teachings in their daily lives
- Collaborated with DRE to plan and coordinate Confirmation program, including retreats, youth events, and community service projects for youth

La Comadre  
San José, CA  
Blogger  
05/2018 – Present

- Published articles on blog site regarding my experience in education, as a student, parent, and advocate
- Education Post cross posted and has featured some of my articles on their national platform
- Blogs:
  - Words Matter
  - Rocketship Fuerza Teaches Students That They Are Never Too Young To Advocate For Their Community

Institute for Leadership in Ministry, DSJ  
San José, CA

- Received foundation in Catholic theology and spirituality along with education and training in lay leadership for catechesis, liturgy, and youth ministry

National Parent Leader Institute, Innovate Public Schools  
San José, CA

- Learned Community organizing skills, such as how to organize effectively for community change; deepened my public leadership skills and learned to engage more parents in the effort.

Community Leadership Program in Spanish, CommUniverCity Team San Jose State  
San José, CA

- Community leadership skills
- Learned methods for community dialogue

Skills

- Bilingual in English and Spanish
- Public speaking
- Proficient with Microsoft Office and Google; experienced with various ERP system
- Ability to work independently, prioritize multiple tasks dependable, and very team oriented
- Exceptional organizational and follow-through capabilities with attention to detail

Rocketship Public Schools 759
MARQUESHA R. BROOKS

PROFESSIONAL SUMMARY

A supremely motivated individual with strong vision, enthusiasm, and unquenchable thirst to assist others and build communities. Over 5 years of experience in Case Management, Community Outreach, and Child Care. Strong educational background in Psychology, Education, and Counseling. I hope to bring my experience, expertise, highly intuitive and empathetic nature to your organization.

WORK HISTORY

Family Recruitment Manager, 07/2020 to Current
Rocketship Public Schools - Fort Worth, TX

• Analyze recruitment trends and data to create metric-driven strategy around new family engagement that meets recruitment and enrollment goals;
• Engage external stakeholders with a focus on building new partnerships that will support the work of communicating educational options to families in the communities we serve;
• Foster relationships and develop champions with community based organizations, faith leaders, elected officials, civic and community leaders that lead to positive engagement of the community and neighborhoods where Rocketship has and will have a presence;
• Support school leadership in developing plans for ongoing family engagement and events for building school community
• Collaborate with regional Family Recruitment managers across the Rocketship network to share best practices, develop strategy, and further Rocketship’s mission to close the achievement gap.

Gang Intervention Case Manager (40 Hours/week), 06/2017 to Current
Boys & Girls Clubs Of Greater Tarrant County - Fort Worth, TX

• Monitored budgetary restrictions to ensure adherence to guidelines
• Developed long-lasting partnerships with stakeholders, including local leaders, management team and City Personnel through active engagement, exemplary communication and networking.
• Developed presentations for public events, community groups and school assemblies.
• Networked with local organizations, leaders and consumers, resulting in establishment of new and lasting partnerships and relationships.
• Interacted with troubled youth from various backgrounds and offered resources and programs to surmount challenges
• Conducted community workshops to promote different programs and educate public on available services.

CONTACT

Address: Fort Worth, TX 76120
Phone: (682)465-8772
Email:

SKILLS

• Demonstrated track record of collaboration, cooperation, and service across departments
• Knowledge of laws and regulations to child care, abuse, and neglect
• Ability to prepare clear and concise reports.
• Excellent oral and written communication skills
• Crisis management
• Empathetic Nature
• Sound judgment and decision making skills
• Conflict Resolution
• Program management and development
Learning Community Coordinator (50 Hours/week), 12/2016 to 05/2017
Prairie View A&M University - Prairie View, TX
- Counseled undergraduates in regard to educational and professional goals
- Directed strategic initiatives to help students achieve academic success through their first year experiences
- Networked with local organizations, leaders and consumers, resulting in establishment of new and lasting partnerships and relationships
- Documented and analyzed performance of different programs in order to make proactive decisions about services

Caseworker (50 Hours/week), 01/2016 to 07/2016
Texas Department Of Family And Protective Services - Bellville, Texas
- Directed all protective placement, case management, parent education and family reunification activities
- Developed and implemented variety of innovative policies and strategies to promote client self-sufficiency.
- Developed and created programs and monitored effectiveness against individual participant needs.
- Referred clients to appropriate team members, community agencies and organizations to meet treatment needs.

Financial Assistant (25 hours/week), 08/2013 to 05/2015
Prairie View A&M University - Prairie View, TX
- Assisted in auditing projects by compiling information and discovering fraud, embezzlement and liabilities
- Documented fiscal budget and established procedures for tracking expenses
- Effectively managed more than 100 client relationships

EDUCATION
Master of Science, Human Science
Prairie View A&M University - Prairie View, TX

Master of Arts, Counseling, 12/2017
Prairie View A&M University - Prairie View, TX

Bachelor of Science, Psychology, 08/2015
Prairie View A&M University - Prairie View, TX

CERTIFICATIONS
- CPR First Aid Certified
- NCE Exam Candidate- July 27, 2020
INTERNSHIPS

Sundance Behavioral Hospital Jan 2018 - May 2018
- Performed 126 hours of supervised group and individual counseling sessions
- Applied variety of psychological methods and techniques in screening, assessment, and evaluation of clients
- Maintained high level of patient confidentiality to comply with all federal and company regulations
- Facilitated smooth discharge by encouraging and reassuring clients throughout their transitions

Prairie View A&M University Student Counseling Services Jan 2017 - May 2017
- Selected and compiled relevant information and resources for clients to support them in overcoming mental and emotional problems
- Pursued ongoing education and training opportunities to further develop professional skills
- Built positive rapport with law enforcement officers, court officials and community service agencies
- Developed case files and treatment plans under supervision of facility's Clinical Psychologist and Licensed Professional Counselors
HR Business Partner - Fort Worth

Organizational Overview
At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Our non-profit network of public elementary charter schools propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

The Position
The Human Resources Business Partner (HRBP) Ft. Worth will be the primary point of contact for employees in the region and liaison with other Network Support Teams to support strong employee experience and retention. The HRBP Ft. Worth will report to the Director, HR and be part of an HR team that drives mission-critical, collaborative partnerships with managers and staff while ensuring fair and ethical practices for all employees.

Essential Functions
● Build strong relationships within the HR team and cross-functionality across schools/departments in order to communicate and align HR strategy to meet business needs
● Help manage HR programs and processes including but not limited to performance management, staffing, and compensation
● Recommend process/customer service improvements, innovative solutions, and/or policy changes to enhance HR service delivery and effectiveness
● Support onboarding process and ensuring all new hire paperwork is completed on or prior to his/her first day of employment
● Act as primary regional resource for staff and managers on all internal policies and direct them to appropriate resources, or providing forms and procedures relevant to their immediate needs
● Support, manage and monitor the hiring, promotion, transfer and termination processes under the guidance of the Director of HR
● Maintain confidentiality of information. Take steps to ensure documents, files and information are kept secure and employee-related information is not shared outside of a “business need” context
● Keep a pulse on all employees to ensure we are delivering excellence in the employee experience
● Oversee federal, state, and authorizer compliance monitoring. Build processes and procedures to ensure compliance with Federal/State laws

● Act as primary regional resource for staff and managers on all internal leave policies for all staff, including directing them to appropriate resources, or providing forms and procedures relevant to their immediate needs

● Support manager skill development to enhance managerial competence and understanding of organizational policies

● Ensure managerial compliance and understanding of all applicable regional labor laws and internal policies, procedures, and practices

● Support credential team, teachers and school leaders to ensure all teaching staff are in compliance with state credentialing requirements

● Produce timely and accurate reporting, including staff census data, hiring pipelines, and other metrics/analytical reports as assigned

● Coordinate benefits education, open enrollment sessions, and processing of enrollments and changes

● Participate in coordination of communication of compensation and benefits information to employees and other HR groups

Non-Essential Functions

● Participate in developing annual department goals/objectives, and assist in evaluation of reports, decisions, and results of department in relation to established goals

● Leverage all systems, tools, and resources to support completion of HR projects

● Initiate, manage, or participate in special projects in support of organizational initiatives, including all HR-related events

● Assist in training new users on HR programs and systems

● Help establish and maintain HR metrics

● Perform some data entry and employee file maintenance, as needed

● Other HR duties as assigned.

Qualifications

● Bachelor’s Degree

● 2+ years HR experience required (HR certification preferred, experience with teacher credentialing preferred)

● Deep commitment to Rocketship’s mission to eliminate the achievement gap in our lifetime

● Deep commitment to RSED employees and enhancing workplace culture and values

● Possess the core characteristics required of every Rocketeer: community, tenacity,
Excited about process-oriented work streams, including building sustainable systems

Creative thinker who enjoys thinking outside of the box to solve complex problems

Ability to build trust, relationships, and credibility quickly with people in various roles at all levels of the organization

Ability to independently and effectively manage time in an environment with multiple work-streams, competing priorities, and a geographically dispersed team

Team player with extraordinary communications skills, high tolerance for ambiguity, and comfort in a rapidly changing environment

Strong analytical skills and ability to translate metrics, research, and trends into strategy

Knowledge of pertinent federal and state regulations, filing and compliance requirements, including ERISA, COBRA, FMLA, ADA, OSHA, EEO

Proficient in the use of business software (Excel, PowerPoint, etc.) and HRIS reporting tools

Work Location

This role will be primarily based out of our Ft. Worth region. The role requires your own independent transportation around the Ft. Worth Region.

Periodic travel outside the Bay Area may be required, but is estimated to be less than 10%.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this job, the employee is regularly required to remain in a stationary position for sustained periods; talk; hear; and interact with others.

This position requires the constant operation of a computer and other office productivity machinery, such as calculators, copy machines, and printers.

Vision abilities required by this job include close vision, distance vision, and color vision.

The employee must have the ability to independently travel between school sites multiple days each week to attend meetings and conduct investigations.

Compensation Commensurate with qualifications and experience, plus excellent health and welfare benefits, 403(b) retirement plan, flexible spending account (FSA), flexible work location/schedule, and generous paid time off.

Hiring Process If you are interested in this opportunity, please visit to http://www.rsed.org/ to submit your online
application and resume.

Rocketship Education provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, genetic information, marital status, amnesty, or status as a covered veteran in accordance with applicable federal, state and local laws. Rocketship Education complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

Rocketship Education expressly prohibits any form of unlawful employee harassment based on race, color, religion, gender, sexual orientation, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of Rocketship Education's employees to perform their expected job duties is absolutely not tolerated.
Preston Smith
408-313-0265

Professional Experience

Highlights

- Over 20 years of experience in public education (public school districts and charter school systems). Co-founder of Rocketship Public Schools, a national network of elementary charter schools with a simple yet audacious vision: to eliminate the achievement gap within our lifetime. We provide outstanding academic achievement for over 10,000 Rocketeers across the country through a sustainable, scalable school model that combines personalized learning, excellent teachers & leaders, and engaged parents who become lifelong advocates for their children. Rocketship ranks in the Top 10 percent across California among elementary school districts serving low-income students, are Reward Schools in Nashville, and regularly top performing schools (i.e. Tier I) in Washington DC and Milwaukee.

- Founding Principal of Rocketship Mateo Sheedy Elementary School. In 2008, after two years of operation, Rocketship received an API score of 925 and was the third best ranked in the state for low-income students, better than 99% of the state’s public schools.

- Founding Principal of L.U.C.H.A. Elementary School, a small autonomous school in the Alum Rock Union Elementary School District. In 2006, after three years of operation, L.U.C.H.A. received an API score of 881 and ranked fourth amongst all high-poverty (50% free and reduced meals) schools in California, better than 99% of the state’s public schools.

Rocketship Public Schools

Co-founder and Chief Executive Officer (CEO) (May 2009 – Present)

Team of 12

Operating Budget: $130M

- Initiated growth from 160 students to over 10,000 students and families nationally (Bay Area, Milwaukee, Nashville, and Washington DC) and subsequently, a budget that increased from $2 million to over $130 million annually and growing.

- Designed the Rocketship model, which through a rotational model combines teacher development, parent engagement and leadership, and a robust, holistic personalized learning model that elevates student achievement, resulting in Rocketship schools being ranked in the top 10% of low-income schools across the state and an innovative charter model, which is scalable and financially sustainable long-term.

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

Team of 25

Operating Budget: $4M

- Opened the first Rocketship school that served 160 students (78% English Language Learners, and 87% of the students were eligible for free and reduced-price meals) in the founding year and grew the school to 330 students in the following year.

- Recruited and led a team of 25 highly qualified teachers and school leaders to achieve outstanding results, ensuring in the second year of operation, Rocketship Mateo received a 925 API, based on the California state assessment, which was the top ranked elementary school in San Jose and Santa Clara County for low-income students and the third best ranked school in the state for low-income students, better than 99% of the state’s public schools.
L.U.C.H.A. Elementary School

Principal (July 2004 – June 2007)

Team of 15 Operating Budget: $3M

- Founded L.U.C.H.A., a small district school, with a team of parents and teachers, ensuring that the school grew from 120 students to over 250 students and, subsequently, a budget that increased from $1 million to almost $3 million.
- Led L.U.C.H.A. to successive increases in API scores based on the California state assessment from an initial API of 753 to 881 in the final year, resulting in L.U.C.H.A. becoming the top ranked elementary school in San Jose and Santa Clara County for low-income students and the fourth best ranked in the state for low-income students, better than 99% of the state’s public schools.
- Helped to create a consortium of small schools within San Jose, leading to collaborative efforts to open additional schools of choice, which subsequently have founded over ten additional schools in San Jose.

Clyde Arbuckle Elementary School

First Grade Teacher (August 2001 – June 2004)

- Served as a Teach for America teacher at Arbuckle Elementary School, ensuring that 100% of students realized over 1.5 years of progress (significant gains) and were reading above grade level by the end of the school year.
- Served as the first grade team leader from 2002 to 2004, ensuring that the team became the highest performing first grade in the district based on the California state assessment.
- Organized parents and families of students in weekend and week-night activities, leading to greater parent involvement and student achievement while also influencing other teachers to implement similar measures in their classrooms.
- Received "Teacher of the Year" award in 2003, given at the end of the school year to the most impactful teacher on the campus.

Education

- Wharton School of the University of Pennsylvania, M.B.A.—Executive Program at San Francisco, Currently on Academic Leave
- San Jose State University, Master of Arts—Education (Administration and Supervision), 2006
- San Jose State University, Graduate Student—Teaching Credential, 2002, Teaching Professional Clear Credential
- University of North Carolina at Chapel Hill, Bachelor of Arts, Latin American Studies, 2001, graduated with Honors, Phi Beta Kappa.

Honors & Scholastic Achievement

- Distinguished Young Alumnus—University of North Carolina at Chapel Hill 2016
- Aspen Institute NewSchools Fellow 2011
- Finalist for the Sue Lehmann Award for Excellence in Teaching (only six are awarded to over 1,000 Teach for America corps members annually)
- One of three educators recruited by a People Acting in Community Together (PACT) community organization to lead in the creation of L.U.C.H.A., a new, small autonomous school in San Jose, CA
- Teacher of the Year at Clyde Arbuckle Elementary School (2002-2003 school year)
- Member of the Phi Beta Kappa Fraternity
- Dean’s Honor List (Top 5% of Class), each semester attended at UNC Chapel Hill

Personal

- Rocketship Public Schools
- Languages: Spanish (proficient to beginning), Portuguese (beginning)
• **Interests**: Basketball and sports enthusiast; enjoy snowboarding and reading; have an incredible wife, Liz, and two amazing children, Ezekiel and Phoenix (former Rocketeers).
CHEYE M. CALVO

| Rocketship Public Schools | May 2015 to present

Chief Growth and Community Engagement Officer | Redwood City, California

- Leads strategic growth and community engagement for nonprofit network of public elementary charter schools with 20 schools in four states serving more than 10,000 students and families primarily from socio-economically disadvantaged communities
- Manages regional teams in California, Tennessee, Texas, Wisconsin, and Washington, D.C.
- Responsible for community engagement, family recruitment, and parent organizing and advocacy
- Launched new regional networks of schools in East Bay and Washington, D.C. and opened new schools in San Jose, Milwaukee, and Nashville
- Achieves essential benchmarks related to charter authorizations, facility entitlements, new student enrollments, and compliance with public accountability and transparency requirements
- Implemented national values-based community engagement strategy and framework aligned across grassroots, organizational, and elite stakeholders to establish strong external relations and advocate for educational equity and quality school options
- Led the creation of a national strategies and systems for family recruitment to build robust parent demand and meet targets and parent leadership to support parent power and education advocacy
- Serves as a senior-level contributor to the national leadership team and helps to maintain collective focus on overall performance of the organization

Cheye Calvo Consulting | August 2014 to May 2015

Principal | Berwyn Heights, Maryland

- Provided strategic planning and advice, fiscal and public policy analysis, and advocacy services to nonprofit, foundation, and government clients in California, Florida, Ohio, and Washington, D.C.

The SEED Foundation | August 2007 to August 2014

Chief Expansion Officer (CXO) | Washington, D.C.

- Headed national expansion team for innovative education nonprofit that opens and operates public boarding schools; worked with communities across country to replicate the SEED model
- Led complex, multi-year effort to open SEED Miami to serve high-risk, low-income students in child welfare system, with incarcerated family members, or who live in public housing
- Established legal and political frameworks in on-going project to open SEED school in Ohio (originally centered in Cincinnati but transitioned to Cleveland)
- Directed government relations for SEED Maryland; advanced legislative agenda in 2011 to enact legislation to ensure School’s long-term financial security
- Conducted exploratory studies and active projects to open SEED schools in California; Camden, New Jersey; Kansas City, Missouri; Milwaukee; Newark, New York City, and Tennessee
- Engaged Congress and federal agencies to promote federal support of college-preparatory residential education; developed and advanced federal demonstration project; successfully expanded federal definition of disconnected youth
- Served on SEED’s management team. Participated in strategic planning and thinking on a myriad of issues facing the foundation; engaged and supervised external consultants and legal counsel
- Engaged policymakers and thought leaders on issues related to urban education and poverty, and leveraged SEED model as means to promote policy innovation

Southern Governors’ Association (SGA) | May to August 2007

Advisor | Washington, D.C.

- Advised regional association of governors on efforts to address crisis in property insurance markets in the aftermath of Hurricane Katrina and other natural disasters
- Authored white paper on southern states property insurance markets and planned and staffed governor/insurance CEO roundtable at SGA national meeting in August 2007
National Assoc. of Insurance Commissioners (NAIC)  December 2005 to April 2007

Government Relations Manager  Washington, D.C.

- Managed federal, state and international government affairs for financial services and insurance issues for national association of state officials
- Directed policy development and implements strategic plan and legislative initiatives
- Supervised government affairs team and diverse portfolio of insurance issues; initiated, analyzed and advanced legislation. Drafted federal testimony, correspondence and briefing materials
- Orchestrated and coordinated interaction with Congress, federal agencies, international institutions, and foreign insurance supervisors
- Testified to state legislatures and presents to varying groups. Directed state legislative agenda. Coordinated with state associations, industry and consumer groups

National Conference of State Legislatures (NCSL)  July 2002 to December 2005

Senior Committee Director  Washington, D.C.

- Directed national bipartisan association’s Financial Services and Transportation committees
- Represented state lawmakers before Congress and Administration on banking, insurance, securities, financial privacy, and transportation issues
- Directed federal policy development and implementation. Prepared federal testimony, correspondence, and briefing materials
- Interacted with Congress and federal officials; analyzed legislation; planned and staffed committee meetings; briefed legislators and legislative staff
- Led state legislative efforts to create, enact, and implement the Interstate Insurance Product Regulation Compact, which now has been joined by 44 states and jurisdictions
- Authored studies, reports, articles, and issue briefs; represented state legislatures with media

National Conference of State Legislatures (NCSL)  August 1999 to July 2002

Program Manager, Employment and Insurance  Denver, Colorado

- Served as policy expert on range of issues, including human genetic technologies, employment policy, property/casualty insurance, worker’s compensation, medical malpractice, insurance regulation, and civil justice issues
- Managed NCSL’s Employment and Insurance Program and Genetic Technologies Project, a NIH/Human Genome Project-initiative dedicated to explore state policy development for advancements in human genomics
- Served on national advisory boards of collaborative projects
- Wrote and edited numerous reports, articles, and issue briefs, including major reports on the development of public policy for human genetic technologies and auto insurance ratemaking
- Testified to Congress and state legislatures; provided technical assistance to state legislatures, individual lawmakers, and legislative staff

University of Wyoming Department of History  January 1997 to June 1999

Teaching Assistant  Laramie, Wyoming

Taught American History Survey through the Civil War, a freshman level college course, while earning graduate degree in American History

County Councilwoman Audrey E. Scott  November 1994 to January 1997

Chief of Staff  Prince George’s County, Maryland

- Led legislative office of County Councilwoman Audrey Scott
- Advanced legislative and political agendas; wrote budget and legislative reports; managed staff; served as press secretary; engaged with public; reviewed zoning and land use matters; supervised constituent service; performed political duties
- Produced and directed local access television show; wrote newsletter

Charter Community of Silicon Valley  March 2017-Present

Co-Founder and Chair  Santa Clara County, California

Leads a collaborative advocacy group of the senior leaders of charter networks and schools that serve more than 31,000 students in Santa Clara County

OTHER RELEVANT EXPERIENCE

Rocketship Public Schools

CHEYE M. CALVO
Mayor May 2004 to June 2015
Town of Berwyn Heights Prince George’s County, Maryland
Six-time elected leader of diverse, full-service municipality with proud history, strong sense of community, and town government focused on adding value to resident’s quality of life
  ● Effected policies to put fiscal house in-order, reform strategic planning and budgeting, pay-go capital needs, go debt-free, and emerge from economic downturn financially stronger than before
  ● Maked decisions, hires and oversees senior staff, negotiates agreements, established and refines agency performance dashboards, engages other levels of government, enacts ordinances, manages emergencies, and implements improvements that position the town to thrive
  ● Collaborated with the Town Council, employees, residents, businesses, and others to understand challenges, develop strategy, set priorities, and advance the town’s agenda

Center for Creative Leadership November 2006, November 2011 Greensboro, North Carolina
Completed Leadership Development Program and Leading for Organizational Impact core development programs at this top-ranked, global provider of executive education

The Branding Iron
Wrote a weekly column and covered state and local governments for a college daily newspaper while earning his master’s degree

EDUCATION

Master of Arts in History May 2004
University of Wyoming

Bachelor of Arts in History May 1994
University of Wyoming
CAROLYN DAVIES LYNCH

PROFESSIONAL EXPERIENCE

ROCKETSHIP EDUCATION (2011-present) Redwood City, CA

Chief Operating Officer (2019-present)
- Serve as member of Senior Leadership Team managing rapidly growing network of high-quality charter schools.
- Manage National School Operations function including all topics listed in Vice President of Operations section below.
- Create and lead new central Compliance team focused on ensuring all obligations to our authorizers are met, and partnering across teams to support a culture and strong execution of compliance across the organization.
- Create and lead new central Technology Solutions team dedicated to improving the quality of our IT support to schools, partnering across teams to build scalable systems across the organization, and building and executing a comprehensive cybersecurity strategy based on the CIS framework.

Vice President of Operations (2016-2019)
- Member of Senior Leadership Team responsible for directly managing multiregional ~180-person team of central and school-based staff in managing all aspects of school operations, including nutrition, transportation, IT, safety, budget management, procurement, vendor relationships, facilities maintenance, and managing student culture and behavior in common spaces such as recess, lunchrooms, and arrival/dismissal.
- In first year in role, increased Business Operations Manager (school leader) retention from 50% to 94%.

Vice President of Strategy & Scalability (2013-16; formerly Sr. Director, Strategy & Scalability, 2012-13)
- Led Rocketship’s strategy work, including annual strategic planning/budgeting. Managed strategic aspects of growth for new regions and schools, such as due diligence, board greenlighting, enrollment planning, and cross-functional startup execution.
- Created and led Development department. Successfully led $17m fundraising campaign from foundation and private donors.
- Built systems across departments, including: Created an organization-wide intranet and knowledge management system. Rolled out a project management system and associated structures for coordinating multiple new school openings across regions. Implemented a new procurement management system and processes saving over a thousand hours of work per year.
- Planned and executed meetings of Board of Directors, Senior Leadership Team, and other Rocketship internal leadership groups. Planned organization-wide culture-building events and programs.

Director of Operations (2011-2012)
- As the network grew from three to seven schools, led team in managing all aspects of school-level operations.
- Led team in successful school startup efforts for four new school openings of ~400 students each.
- Owned student information and compliance reporting, building systems such as best-in-class lottery/enrollment software system, resulting in ~150 hours of saved time per school per year, plus ~$50k in increased revenue per startup school.


Selected education strategy and operations work
- Developed process and criteria for selecting geographic expansion sites for a start-up CMO entering rapid growth phase. Began evaluating potential expansion cities, including engagement with state education officials.
- Designed ten-year growth strategy for a regional CMO, in the context of future opportunities and existing performance. Focused on defining target grade levels, geographic prioritization, and pace of growth.
- Created performance management system for a major urban district, including designing annual report tracking school performance. Designed and executed broad-based stakeholder engagement plan, partnering with families, community-based organizations, schools, school board, and government. Created detailed two-year implementation and communications plan.
- Designed comprehensive five-year growth strategy for a national minority scholarship fund. Recommendations included target fundraising mix/levels, infrastructure-building schedules, and board structure & responsibility.

Selected other project work
- Defined detailed rollout plans for delivering a new vaccine to 200M children and adults across Africa.
- Developed comprehensive policy and advocacy strategy for a large program area within a major international foundation.
- Built complex predictive model optimizing strategy for multiple drugs under development at a major biotechnology firm.
- Coordinated all Human Resources activities for merger of two leading movie studios.

EDUCATION

STANFORD UNIVERSITY Stanford, CA
- MBA. Nonprofit management focus. Siebel Scholar (Top 5 in class). MBA Student Association Co-President.
- MA in Education. Assisted professor in designing course on social impact business models.
HARVARD UNIVERSITY
Cambridge, MA

• AB with Honors in Applied Mathematics and Economics. Semester abroad in Guatemala and finance internship in Mexico.

SKILLS AND INTERESTS

• Proficiency speaking, reading, and writing Spanish. International travel to 45+ countries. Bhangra dance and choreography.
• Open water swimming. Home organization. Kitchen gadgets. DIY projects.
Chris is an accomplished marketing and communications strategist who is deeply committed to driving positive social change in the world. He has over 20 years experience designing powerful brand strategies for Fortune 100 companies (Citibank), for-benefit brands (RED), global foundations (Bill & Melinda Gates Foundation), and pioneering social enterprises (Living Goods). His insights provided the strategic backbone for some of the most powerful communication platforms of the past two decades - awarded with five EFFIEs for marketing effectiveness.

EXPERIENCE

Rocketship Public Schools
Chief Communications Officer: August 2019 - present
Vice President, Marketing & Communications: August 2015 - August 2019

- Member of six person senior leadership team responsible for providing strategic direction and oversight of Rocketship's national network.
- Leads marketing, communications, and development across national and regional networks.

Common Sense Media
Director of Brand Strategy & Marketing
March 2014 - August 2015

- Developed new brand architecture, identity system, and message strategy to integrate three impact platforms under a singular masterbrand identity.
- Directed new $30 million national PSA broadcast advertising campaign.
- Led strategy development for national campaign with Univision to close the broadband internet access gap for low income Latino families.
- Designed the organization's first cross-functional early childhood program strategy.

Living Goods
Director of Marketing & Development
December 2010 - March 2014

- Led consumer insight research, marketing strategy, creative development, and SMS marketing to drive behavior change among clients living in extreme poverty in Africa.
- Managed stakeholder stewardship and surpassed annual fundraising targets every year, raising ~$3M per year.

- Led website redesign and launched email marketing and social media strategy resulting in 100%+ increase in traffic and 25%+ increase in time spent on site.

**USAID-AMPATH Partnership**
Field Director, Communications
June 2009 - June 2010

- Established the organization’s first communications office developing programs to improve communications with patients, government, and donors.
- Conceived and led pilot design of three mobile phone based healthcare interventions using SMS text messaging to promote health behavior change.

**Modernista!**
Deputy Head, Strategic Planning
May 2007 - June 2009

- Led consumer research and marketing strategy for The Bill & Melinda Gates Foundation, PRODUCT(RED), TIAA-CREF, and several new business pitches.
- Authored a powerful communications strategy designed to re-frame the national narrative around global health (The Living Proof Project).
- Co-managed department of ten strategic planners.

**Brand Marketing Consultant**
August 2005 - May 2007

- Contracted by advertising agencies (Wieden+Kennedy, TAXI, Fallon, DDB, etc.) and by clients directly (New Balance, The North Face, Boston Beer Company) to develop brand marketing strategies, design audience research studies, evaluate campaigns, and conduct brand development research.
- Utilized existing customer research and fielded a qualitative user study that resulted in a comprehensive brand strategy for NSTAR (Northeast electric utility) and introduced a revolutionary green power program giving customers the option to buy power from regional wind farms.
- Designed and fielded innovative research studies on a range of topics including: global health advocacy, outdoor apparel, financial services, bottled water, and entertainment media. Wrote and presented strategic recommendations to CEOs, CMOs, and executive boards.
EDUCATION

Syracuse University: Newhouse School of Public Communications
Graduate coursework towards Masters of Arts in Media Studies 2004 -2005
Completed coursework, did not complete thesis

University of Minnesota: Carlson School of Management
Bachelor of Science 1995 -1999
Majors: Marketing & Cultural Studies

RECOMMENDATIONS

“Chris cares deeply about social impact, particularly for underserved populations, has high integrity, and is a brilliant strategist, thinker, and problem solver. His breadth and depth are amazing and he is completely unflappable under pressure.”

- Executive Director of Education, WGBH

“Chris is a brilliant strategist, an open and inquiring mind and incredibly warm human being. He’s a strategist build for the world today.”

- Former Chief Strategy Officer, Goodby, Silverstein & Partners

“Chris is a big picture thinker. He doesn’t lose the forest for the trees. He identifies problems quickly and always delivers smart solutions.”

- Founder & Chairman, Living Goods

“Chris’ genome is designed to offer healing to this strange world in wonderful ways. He represents what gives me the greatest hope for the future.”

- Co-Founder, USAID-AMPATH Partnership

“Always calm and level headed, Chris is a master at understanding the root of a problem, quickly figuring out what needs to be done, then laying out a clear plan of action. His example showed me how a great leader conducts themselves.”

- U.S. Head of Communications Planning, PHD
Laura Kozel is currently Vice President, Capital Finance with Rocketship Public Schools. Ms. Kozel has been with Rocketship and its affiliated entity, Launchpad Development Company, since September 2010. Ms. Kozel was hired to develop a strategy to implement in-house real estate development and capital finance capacity for both organizations in order to meet the demands of a scalable growth model for a national network of public charter schools. Ms. Kozel was the first organizational leader for this start-up venture, being responsible for developing and implementing its formation and growth objectives and leading its capacity building for its formative years. Since 2010, Ms. Kozel’s entrepreneurial and energetic outlook led the organization’s staff through business planning, fundraising, real estate acquisition, design / development for multiple projects and financing for operations as well as its real estate projects, ending the 2018 fiscal year at Launchpad with $160MM in assets at 19 campuses, and positive cash flow since its second year of operation. The organization’s first tax-exempt bond transaction of $10MM was completed in 2011 through her efforts to elevate the financing model of the organization from relying on non-profit loan fund lenders to national investment bankers and investors in anticipation of the organization’s plans for national expansion. Since 2011, Ms. Kozel led the organization through its creation and implementation of an Obligated Group Master Trust Indenture that will ensure scalable and affordable financing opportunities for the organizations in multiple regions, closing over $180MM in bonds and short term bridge loans since 2012.

Ms. Kozel has over twenty years’ experience in commercial mortgage lending and risk management. Prior to accepting the position with Launchpad, Ms. Kozel was the Chief Credit Officer for Raza Development Fund, Inc., (RDF), a support corporation of UnidosUS (fka the National Council of La Raza), and the largest Latino community development financial institution (CDFI) loan fund in the nation. Ms. Kozel was with RDF for eight years, during which time she was instrumental in establishing a charter school financing program, and a culture for the organization that reflects the values and mission of RDF as well as enhancing an approach to investing that is now consistent with commercial best practices of larger institutional lenders. Additionally, Ms. Kozel was actively involved in developing participation lending relationships with major banking and insurance institutions nationwide, including $100MM from Citi Community Capital and over $50MM from Bank of America, to provide opportunity for RDF to continue to leverage its capital and better manage the inherent risks of community development lending. Prior to working with RDF, Ms. Kozel was Senior Vice President, and CRE Program Underwriter for First Security Commercial Mortgage, an Illinois based commercial mortgage banking firm with national lending programs averaging in excess of $250MM in loans per year. First Security's lending programs included what were considered to be high risk projects, including; self-storage, manufactured housing, limited service hospitality, and skilled nursing homes/congregate care. In preparation for the securitization of First Security's mortgage products, Ms. Kozel was responsible for developing lending and underwriting programs that would bear up to the scrutiny of rating agencies and result in optimal pool ratings and returns despite the risks inherent with the product types.

For more than five years, Ms. Kozel was an Asset Manager for AM&G Asset Management, Inc., a subsidiary of Altschuler, Melvoin & Glasser of Chicago, IL. Ms. Kozel was responsible for the negotiation and settlement of a pool of non-performing loans totaling over $140MM securing collateral primarily in the Southwestern U.S. Her activities included representing the firm as creditor in numerous large and complex bankruptcy cases, as well as foreclosure and deficiency collection suits. Prior to this role, Ms. Kozel spend several years in the banking industry in various position relating to real estate and finance.

Ms. Kozel holds a Master's Degree of Business Administration in International Management from Thunderbird, the American Graduate School of Global Management.
PROFESSIONAL EXPERIENCE

Vice President, Capital Finance
Rocketship Public Schools (Redwood City, CA) \hspace{1cm} Redwood City, CA
Prior Role - Interim CEO, President \hspace{1cm} Sep ’10 - Present
Launchpad Development Company
- Develop and implement the strategic goals and objectives of the organizations for both real estate development and capital financing
- Give direction and leadership toward the achievement of the organizations’ vision and mission
- Build and manage a highly qualified team to oversee the design, delivery and ongoing asset management of high quality school campuses and administrative offices
- Develop scalable real estate development and capital financing platforms in both private and public markets; placed and closed over $150 million in financing since 2010 for 18 campus developments
- Ensure adequate Financial, Risk and Facilities Management staff and processes, and prudently manage the organization's resources within budgeted guidelines
- Assure the organization and its mission are consistently presented in strong, positive image to relevant stakeholders and board members that support the real estate and capital finance work

Chief Credit Officer
Raza Development Fund, Inc. (Phoenix, AZ) \hspace{1cm} Jul ‘02 - Aug ’10
- Evaluation, recommendation and approval of community development loan applications to ensure adequacy of the impact to the community and acceptability of the level of risk
- Grew the loan portfolio from $25MM to over $150MM in 5 years
- Voting member of the Credit Committee and liaison to the Board’s Risk Management Committee, with signing authority up to $5MM per loan
- Develop underwriting programs and criteria that will facilitate community development projects; including affordable housing, charter schools and health care
- Develop and promote lending participation agreements among RDF’s lending partner and investors
- Selection and training of underwriting and other credit staff
- Manage the Portfolio Management and Loan Servicing operations

Consultant – Market/Valuation Analyst
Charles R. Wilson and Assoc., (Pasadena, CA) \hspace{1cm} Jun. ’00 – Jul - ’02
- Evaluation and analysis of commercial real estate markets to determine market strength and valuation / viability of commercial real estate projects.

Senior Vice President
First Security Commercial Mortgage (Chicago, IL) \hspace{1cm} Jan. ’96 – Oct. ’99
- Evaluation and recommendation of commercial real estate loan applications to determine financial strength, soundness of physical project and economic risk associated with subject markets.
- Voting member and manager of the Credit Review Committee
- Lead Underwriter – Hospitality Loan Program
- Develop underwriting programs for Self-Storage, Manufactured Housing, Health Care and Hospitality loan products.
- Selection, training, and management of underwriting and credit analyst staff members.
- Monitor and coordinate legal activities for non-performing loans and construction escrow accounts.

Asset Manager / Project Manager
AM&G Asset Management, Inc. (fka Altschuler, Melvoin & Glasser; Chicago, IL) \hspace{1cm} Jan. ’91 – Dec. ’95
- Negotiation of settlement or liquidation of non-performing commercial real estate loans, including; loans secured by land, commercial office properties, and hotels totaling $140MM BV.
- Quality Control Management of remote due diligence teams for government clients (RTC and FDIC).
- Monitor and negotiate settlement for defensive litigation matters for non-performing portfolio.

Prior Work History provided upon request
EDUCATION

Thunderbird School of Global Management
MBA - International Management; Honors: Phi Sigma Iota
Glendale, AZ
Graduated Jul '02

Western International University
Management / Finance Coursework
Phoenix, AZ
1998-99

George Washington University
School of Business & Public Management
Washington, DC
1995

ADDITIONAL INFORMATION

Languages: English (Native); Spanish (Casual)

Computer Skills: Microsoft Office Suite Programs, Google G-suite, Quickbooks, Intacct, Box and other cloud-based project management platforms

Small Business Owner: W.C. Fields Towing Co., Co-Owner 2002-2007

Activities: Student Mentor at Rocketship Education;
Former Board Member for the Arizona School for the Arts (Phoenix);
Volunteer for MS Society;
Volunteer for Habitat for Humanity;
Corporate Liaison - United Way.
Charlene Martins
408-398-5923

Work Experience

Rocketship Public Schools September 2016-Current
Associate Director, National Facilities Assets
-Serve as functional lead for Facilities Maintenance and Improvements across Rocketship.
-Manage summer capital improvement projects across all qualifying campuses.
-Manage Facilities Maintenance Technician staff on the ground responding to work orders.
-Update and maintain the FMX work order system.
-Create and execute resources for schools including preventative maintenance calendar, contract tracker, centralized fob tracker, custodial checklist, etc.
-Contact vendors, review and approve proposals for campus repairs.
-Support regional and school-based staff in responding to maintenance issues as needed.

Real Estate Management & Investment (REMI) May 2010- September 2016
Portfolio Manager
-Managed 11 HOA's, 3 commercial properties and 2 apartment complexes.
-Oversaw onsite managers and maintenance at apartment complexes.
-Prepared rent rolls, monthly reports and reviewed financials for owners.
-Attended HOA meetings, prepared meeting agendas, wrote minutes, prepared budget packages, coordinated elections, reviewed monthly financials, prepared sales packages and responded to owner inquires.
-Contacted vendors, coordinated maintenance, reviewed and approved proposals.
-Marketed commercial spaces, prepared leases, rent increases, lease summaries and negotiated extensions.

Asante Real Estate July 2005- May 2010
Realtor
-Coordinated each transaction from beginning to end, from the scheduling of inspections to reviewing disclosures and net sheets.
-Fully marketed each home with color flyers, virtual tours, websites, tours and multiple postings.
-Provided property management services for residential properties.
-Negotiated the sale of properties to ensure my clients received the best possible price on their home.
-Created marketing and business plans for my business.
- Established client appreciation program.
- Represented my clients with the utmost integrity and honesty.

**Paul Davis Restoration and Remodeling November 2003 - July 2005 Business Development Associate**

- Established a marketing plan and managed my database.
- Prospected clients in person on a daily basis.
- Represented the company during industry tradeshows, golf tournaments and luncheons.
- Successfully added the company to two major insurance programs in 2005

**The Improv Comedy Club February 2003 - November 2003 Event Coordinator**

- Sold corporate events, fundraisers and group parties.
- Coordinated and managed the on-site events.
- Created proposals for potential clients and provided site inspections.
- Prospected to potential clients and maintained client database.

**First Bank & Trust May 2000 - February 2003 Customer Service Representative II**

- Provided extensive customer service
- Sold and processed new accounts
- Executed daily reports, audits and vault balancing
- Trained new employees on teller operations

**Education**

- BS Business Administration with Marketing Concentration, San Jose State University
- Certified Property Manager Designation (CPM), Institute of Real Estate Management (IREM)
- Certified Community Association Manager Designation (CCAM), California Association of Community Managers
- CA Real Estate Agent BRE 01502347

Rocketship Public Schools 783
Maya L. Sethi

PROFESSIONAL EXPERIENCE

ROCKETSHIP EDUCATION
Nashville, TN
General Counsel (July 2016-present); Assistant General Counsel (July 2015-July 2016)
General counsel for charter management entity serving 19 schools across the country and over 9000 students. Provide legal advice and guidance to school leaders and overall network on education law, including special education, charter law and authorization, student privacy, disciplinary matters, and appropriate response to emergency issues, ensure compliance with federal and state law and regulations. Provide legal guidance on employment law, public records and open meetings law, and corporate governance. Assist the organization in a wide variety of legal and non-legal work, including facilities acquisition, compliance and reporting, authorizer relations, and IT security management initiatives. Supervise outside counsel in a variety of contexts, including litigation. Identify and address insurance needs of the organization. Oversee contract negotiation and contract maintenance across the organization. Direct the planning and development of organizational policies and regulation. Conduct trainings for client organizational units on key legal and policy issues.

HOSPITAL CORPORATION OF AMERICA
Manage docket of various litigation matters including government inquiries and investigations, physician disputes, managed care arbitrations, alleged ADA and HIPAA violations, and other matters; supervise and direct outside counsel; develop case strategy; edit and revise motions and briefs; conduct fact investigations and identify and interview key witnesses; prepare witnesses for depositions; manage preservation and collection of large e-discovery projects; provide risk mitigation and pre-litigation counseling to facility/corporate leadership; report internally on status of significant matters to Vice-President of Litigation, General Counsel, and local, division and senior management.

NUTTER McCLENNEN & FISH LLP
Boston, MA
Associate, Litigation Department (November 2007 – February 2012)
Second-chaired successful defense of health care client indicted on federal conspiracy and wire fraud charges: drafted various pre-trial briefs, coordinated trial strategy within large joint defense team, prepared witnesses for trial and managed large amount of discovery. Represented high level employees of large pharma and biomed companies in all stages of federal criminal investigation. Interviewed witnesses and analyzed documents as part of internal investigation of various corporate clients; evaluated anti-kickback exposure for healthcare clients. Managed discovery and related motion practice in commercial litigation pending in federal and state court: supervised junior associates on various civil matters. Won summary judgment for leading regional newspaper in employment discrimination case.

CONN KAVANAUGH ROSENTHAL PEISCH & FORD
Boston, MA
Associate, Sept. 2005- Oct. 2007; Summer Associate (June-August 2004)
Conducted and defended depositions; responded to discovery; effectively drafted and argued several dispositive motions; second-chaired successful defense verdict in medical malpractice jury trial.

OTHER RELEVANT HONORS/ACTIVITIES
- Presented “It Takes Two to Tango: Avoid Becoming a Government Target in Face of Increased Government Enforcement Actions Against Physicians” at the 37th Annual Vanderbilt Orthopedics Society Meeting, May 11-14, 2011, Sandestin, FL.
- Selected as a Massachusetts Super Lawyers’ Rising Star, October 2009, October 2010 and October 2011.
- Recipient of firm’s 2009 Pro-Bono Award for “Most Significant Impact” case (lead counsel on successful asylum trial).

EDUCATION

BOSTON UNIVERSITY SCHOOL OF LAW (Boston, MA)
Degree: Juris Doctor, 2005

VANDERBILT UNIVERSITY SCHOOL OF LAW (Nashville, TN)
Attended: Sept. 2002-May 2003; Honors: Dean’s List, recipient of National Bar Association Scholarship

WELLESLEY COLLEGE (Wellesley, MA)
Degree: Bachelor of Arts, 2000; Psychology/Economics minor; Honors: Graduated Magna Cum Laude

Other Activities: Board Member and President, TN Voices for Victims; Co-founder and President, Healthy Tennessee; Board Member, Children’s House of Nashville. Enjoys spending time with family and anything related to pugs.
Leah Cowdrey Olson

Experience
Associate Counsel, Rocketship Public Schools
Redwood City, CA
May 2015 - present
• Advise the organization on federal and state laws affecting Rocketship’s 19 public charter schools across the country. Areas include: education law, charter development and renewal, labor and employment, board governance, insurance, facilities, financial compliance, and dispute resolution.
• Advise Rocketship schools on legal issues, including: student services, student discipline, special education, and campus operations.
• Work with Rocketship’s Human Resources team to address labor and employment issues that arise.
• Negotiate charter and facilities contracts with charter authorizers, and work with teams across the organization to ensure ongoing compliance with all charter and authorizer requirements.
• Draft, review, and negotiate contracts with vendors and other service providers.
• Prepare charter documents to establish and renew charter schools in compliance with state charter laws.
• Draft and revise Rocketship policies covering a diverse array of network operations, including governance, management, academics and student services, school operations, special education, employment, and finance.

Associate, Covington & Burling LLP
San Francisco, CA
August 2013 – May 2015
• Managed government and internal investigations for corporate and individual clients, including conducting witness interviews, reviewing and analyzing documents, preparing presentations and memoranda for meetings with company executives and government officials, maintaining regular correspondence with clients, and managing document productions.
• Also advised clients on compliance with relevant statutes, regulations, and internal policies and procedures and assist in designing corporate compliance programs.
• Worked on a wide variety of complex matters including insider trading, accounting fraud, False Claims Act and whistleblower claims, anti-corruption issues, and investigations into internal company practices.
• Served as lead counsel on pro bono cases involving state and federal education laws. Drafted pleadings, prepared research memoranda, led client meetings, and participated in hearings and settlement negotiations.

Associate, Davis Polk & Wardwell LLP
New York, NY
October 2012 - July 2013
• Drafted and assisted in the negotiations of underwriting agreements, registration statements, prospectuses, legal opinions, and various other transaction documents for numerous capital markets offerings. Also prepared and reviewed mandatory periodic filings for public companies.
• Managed communications among entire deal teams and provided regular updates to clients, local counsel, and members of the firm’s specialty departments.
• Represented both underwriters and issuers in a variety of industries, including technology, energy, healthcare, communications, and financial services.

Teacher, Teach For America
Las Vegas, NV
August 2007 - May 2009
• Designed and implemented units, lessons, and assessments in all subject areas. In both years, over 90 percent of students advanced at least 1.5 grade levels in reading comprehension and over 80 percent of students passed the state standardized reading and math tests.
• Also served as a member of the Response to Intervention team, working with teachers across all grade levels to create and monitor individualized education plans for the school’s most at-risk students.
• Regularly led professional development trainings for school staff and Teach For America corps members.
• Obtained a master’s degree in Elementary Curriculum through a two-year night school program at the University of Nevada, Las Vegas.
Education
Harvard Law School
J.D., 2012
• Member of the Tenant Advocacy Program and Child Advocacy Program; pre-law advisor at Harvard College.

University of Maryland, College Park
B.A., 2007
• Graduate of the Philip Merrill College of Journalism; member of the cross-country/track and field teams.

Bar Memberships
New York, 2013
California, 2014
LYNN N. LIAO

ROCKETSHIP PUBLIC SCHOOLS, Redwood City, CA

Chief Talent and Strategy Officer
June 2012 – Present

Lead teams that develop and implement programs to recruit, develop and retain staff, analyze data in order to improve our schools and support organizational strategy and cross-functional projects. Manage budget of close to $5M and teams including 30 staff.

**Strategy and Planning:** Oversee cross-functional initiatives including annual planning, “greenlighting” process for selecting and investing organizational resources to develop new schools, and school enrollment planning. Support senior leadership team planning and staff engagement with national board.

**Quality Management:** Use data and ongoing feedback to support consistency and quality of implementation of major elements of school and organizational model. Provide staff with timely access to meaningful data to inform instructional decisions through scalable data systems.

**Recruitment and Selection:** Recruit teachers and instructional leaders for all regions. Launched online recruitment system to enable more efficient and responsive candidate outreach and selection of teacher and leader candidates.

**Talent Management:** Developed performance management tools and systems for staff including a teacher evaluation system informed by student achievement results that is aligned to compensation levels. Implemented initiatives to strengthen retention and organizational culture.

**Pipeline Programs:** Revamped teacher and school leader programs to better align with core competencies and provide pipeline for future school leaders. Develop internal and external teacher pipeline programs.

THE BROAD CENTER FOR THE MANAGEMENT OF SCHOOL SYSTEMS, Oakland, CA

Managing Director, Network Services
October 2010 – May 2012

Lead team serving network of 400 alumni and participants of The Broad Superintendents Academy and The Broad Residency. Manage annual budget of $3.4 million and team of 5 staff.

**Placement:** Provide career advising and job search support in order to match alumni to high impact roles.

**Engagement:** Connect network members in-person and virtually to facilitate knowledge sharing and to advance reforms. Raised $2.4M from The Bill and Melinda Gates Foundation to develop and operate a knowledge management system to serve the Broad network and participants of two partner organizations.

**Services:** Provide support services for new superintendents such as executive coaching, board and leadership team retreats, strategy review meeting, and functional reviews.

Managing Director, The Broad Residency
July 2005 - September 2010

Co-founded and led growth of national program to attract and support emerging business leaders to join urban school districts, charter management organizations (CMOs), and state departments of education. Recruited and trained 214 alumni and participants. 90% of alumni remain in K-12 education and 72% hold management positions in school districts and CMOs. Residents received an average rating of 3.8 on contribution to their organization with “4” defined as “exceptional”.

**Overall Program Management:** Managed annual budget of $5 million and team of 9 staff, including 5 direct reports. Secured first externally raised grant for The Broad Center - $3.6M from The Bill and Melinda Gates Foundation. Drove significant program improvements in order to increase the impact of Residents and retain them in education. Primary responsibilities included:

**Recruitment:** Recruitment team increased resumes received annually from 650 to 2750. Attracted diverse and high-quality candidates, many from outside the education sector - 51% of Residents are people of color, 83% are from top 20 graduate schools and 71% had not previously worked in education.

**Training and Leadership Development:** Led creation of 22 days of training per cohort on best practices in urban education. Designed modules and regularly facilitated large group discussions for classes of 30-40 Residents. Leadership development supports included 360-degree feedback, individual development plans, executive coaching and peer advisory groups.
Placement Support: Oversaw process to recruit and screen high quality partner organizations to host Residents. Provided coaching on role development for Residents and managed relationships with supervisors to maximize Residents’ contribution and growth.

**THE BROAD FOUNDATION**, Los Angeles, CA  
**Director** (Promoted from Associate Director in December 2003)  
May 2001 - June 2005  
**Analysis of Investments**: Presented funding recommendations to Founder for over $30M in commitments after extensive proposal and budget analysis and on-site due diligence. Grants included programs to improve principal leadership, school board recruitment and training, labor management relations and charter management organizations.  
**Management of District Relations**: Served as Foundation liaison with district executive leadership, funding organizations, civic leaders engaged in education, and education non-profits in New York City, San Diego and Chicago.  
**Management of Principal Leadership Portfolio**: Developed and managed portfolio of multi-year, district and national principal leadership grants including programs to attract and develop aspiring principals, support new principals starting up schools and recruit exceptional principals from outside the district. Programs included New Leaders for New Schools and district programs in Boston and New York City.  
**Program Evaluation**: Developed common evaluation framework and indicators for principal leadership grants and worked with grantees and external evaluators to tailor evaluation plan to each program.

**eSCORE.com**, Oakland, CA  
**Operations Manager**  
August 2000 to April 2001  
**Product Launch and Ongoing Operations**: Launched and managed one-on-one math instruction program for grades 3 to 5 that used voice-over Internet technology and synchronized annotation of curriculum to facilitate remote learning. Supervised online coaching, customer care, and technical support functions comprising 8 full-time staff and 35 part-time online coaches.

**PARTNERS IN SCHOOL INNOVATION**, San Francisco, CA  
1997-1998  
**Program Evaluator and Project Manager**  
**Program Evaluation**: Directed evaluation of 26 school-based projects in areas such as literacy, family involvement, tutoring, and standards-based instruction. Designed on-going data collection and analysis process. Trained and supported 35+ staff in implementing this process. Initiated regular program-wide reviews to assess overall quality of the program and identify improvements.  
**Project Management**: Built staff project management skills through design and delivery of 50 hours of training and creating frameworks and tools to improve implementation of school based reform projects.

**McKINSEY & COMPANY**, San Francisco, CA  
1995-1997  
**Business Analyst**  
**Strategic Analysis**: Forecasted short and long-term outlook for prices and trade flows of a global commodity. Based on these projections, evaluated profitability and feasibility of strategic options. Modeled scenarios for electricity generation prices in a competitive market. Evaluated implications for corporate strategy including asset divestiture, acquisition, and joint venture.  
**Entry Strategy**: Developed entry strategy for national energy services business focusing on industrial and commercial customer segments. Led client team members in identifying attractive product characteristics and determining profit potential of market segments.  
**Cost Reduction**: Identified cost savings potential of $60 million for biotechnology firm, focusing on finance department, purchasing practices, and management of working capital.

**EDUCATION**  
Club Leadership: Partnerships for Education, Board Fellows.  
**UNIVERSITY OF CALIFORNIA, BERKELEY**, B.A. Political Economy with honors, 1994
MEG ROBINSON-LI  
• (512) 293-4605

EDUCATION:

9/08-6/09  Stanford University, School of Education, Palo Alto, CA  
Master of Arts in Education, Policy, Organization, and Leadership Studies

9/04-6/06  Pace University, New York, NY  
Master of Science for Teachers, Secondary English

9/00-5/04  Brown University, Providence, RI  
Bachelor of Arts, Comparative Literature

PROFESSIONAL EXPERIENCE:

Rocketship Public Schools, Redwood City, CA

Senior Director, Talent Development  9/2018-Present
- Lead talent development and school leader recruitment strategy and implementation for national network of 19 schools in 4 regions
- Drive strategy for internal pipeline development for school-based instructional staff
- Design, implement, and facilitate network-wide training for school leaders on leadership and management
- Manage team members to lead internal career pathway programs for educators
- Manage national school leader recruitment efforts and team
- Design school leader competency models and manage selection processes for school leaders
- Serve as advisor and thought partner to principals and principal managers on talent issues

Senior Director, Talent  9/2016-8/2018
- Designed educator leadership competency models and managed selection processes for instructional staff
- Drove strategy to ensure a robust pipeline of school-based instructional staff
- Managed national teacher recruitment efforts and team
- Oversaw collection and analysis of talent-related surveys and data to inform organizational decisions
- Supervised design and implementation of educator performance evaluation and compensation systems
- Served as advisor and thought partner to principals and principal managers on talent issues
- Led special initiatives to promote teacher retention and satisfaction

Director, Talent Management  12/2014-8/2016
Associate Director, Talent Management  7/2014-11/2014
- Led design and multi-year implementation of new teacher evaluation and performance-based pay system
- Secured substantial increase in California teacher compensation budget and monthly housing stipend in response to teacher shortage
- Led implementation of new initiatives focused on teacher retention including a PD fund for veteran teachers, formation of teacher advisory group, and introduction of more flexible time for teacher planning
- Managed integration of teacher performance evaluation system on HRIS system
- Managed design and execution of two leadership development programs for teachers

Senior Manager, Leadership Development  7/2011-6/2014
Manager, Leadership Development  3/2010-7/2011
- Designed and implemented leadership development programming for rising principals
- Revised school leadership roles, responsibilities, and competency models in order to separate out operational responsibilities and focus principal and assistant principal positions on instructional leadership
- Created leadership development program training scope and sequence maps
- Designed, implemented, and facilitated workshops, experiences, and other activities for school leaders for a total of 6 days of summer professional development as well as monthly cohort meetings for two cohorts
- Developed evaluation and selection tools and interview activities for leadership roles
- Recruited, facilitated selection, and on-boarded school leaders from outside the Rocketship network
2Revolutions, New York, NY 10/09-3/10

**Consultant, Project for New York City Department of Education District 79**
- Researched schools and nonprofit organizations effectively serving at-risk youth
- Provided resources to support client in developing a CMO for over-age under-credit youth

**Consultant, Project for nonprofit education and youth service provider in low-income community**
- Researched place-based change organizations and Promise Neighborhoods initiative
- Gathered knowledge and exemplars on charter management organizations and their growth

**Consultant, Teacher Quality Initiative for The New Teacher Project**
- Researched current best practices and innovations in measures of student learning, school leadership, and school-level performance management
- Provided research and context on value-added measures of student learning

Stanford University, Institute for Research in Education Policy and Practice, Palo Alto, CA 10/08-6/09

**Research Intern, Principal Pipeline Project**
- Shadowed and interviewed principals in Milwaukee and San Francisco public schools
- Recorded interview and observational data on use of principal time and pathways to principalship
- Wrote literature review on teacher alternative compensation
- Reviewed papers on urban school leadership practices and reforms
- Contributed to revision of interview and observation protocols

Austin Partners in Education, Austin, TX 1/07-9/08

**Program Manager**

**Program Coordinator**
- Supervised team of 5 staff members, and 500+ volunteers to support 1500+ students at schools in low income communities in Austin Independent School District
- Created framework for comprehensive program evaluations
- Worked with school district leadership to design programs in alignment with district academic goals
- Designed and delivered presentations to businesses and community leaders including City Manager, Austin Independent School District Superintendent, and Chamber of Commerce members
- Wrote grants and award nominations

Teach for America (TFA) and the New York City Department of Education, Bronx, NY 6/04-6/06

**Eighth Grade English Teacher, Middle School 390**
- Taught 2 classes of 25+ students each for 2 years at school serving 98% low-income students
- Advanced students reading below grade level an average of 2 grade levels in 05-06
- Designed and implemented assessment-driven reading and writing curriculum
- Differentiated lessons to meet needs of special education students and English learners
- Tutored small groups and individual students before school, after school, and during lunch periods
- Served as TFA school team leader, facilitated meetings for 6 new teachers at MS390

**LANGUAGE SKILLS:** Proficient in French, Some Spanish

**COMPUTER SKILLS:** Microsoft Word, Excel, Power Point, Google Apps, Salesforce
Education

- Additional Trainings: Public Narrative; Restorative Justice; and Difficult Conversations
- Professional Affiliations: Comunidad Latinx at HGSE, Latinx Leadership Development Cohort at Kennedy School’s Center for Public Leadership, Leadership for Education Equity

- Dean’s List: Spring 2011, Fall 2011, Spring 2012

- Dean’s List: Summer 2009, Fall 2009, Spring 2010

Professional Experience

Director of Parent Leadership & Organizing for Rocketship Public Schools San Antonio, Texas 7/2019-Current
Support & manage Education Organizers across regions (CA, TX, DC, TN)

Organizing Leadership Coach for Rocketship Public Schools Remotely 8/2018-6/2019
Support the work and development of RPS’ Education Organizers across regions (EB,SB, DC)
- Supported in hiring process of 5 education organizers by interviewing, onboarding, and continuous development
- Developed and executed high quality leadership and organizing training and coaching sessions for education organizer
- Led strategy sessions with GCE teams and SLT around parent leadership vision and execution

Founder and Leadership Coach for Comunidad Connects San Antonio, Texas 8/2018-Current
Trained, coached, and developed organizers in several social change organizations
- Developed and executed high quality leadership and organizing training for community organizers and educators
- Led strategy sessions with to build internal vision and capacity of organizations
- Supported organizers on the ground in the craft of public narrative, relationships, strategy, and action

Coach for Public Narrative and Organizing Workshops with Marshall Ganz Cambridge, Massachusetts 6/2017-Current
Coached 10 public narrative and organizing workshops using Dr. Ganz’s framework
- Helped train over 400 Harvard students and young professionals on key organizing practices
- Coordinated and developed a team of coaches for Public Narrative workshops at the Harvard Kennedy School

Coalition Organizer Lead at Achieve Hartford! (AH!) Hartford, Connecticut 8/2017-6/2018
Lead organizing work with grass tops and grassroots partners for educational equity
- Led the development AH!’s organizing model and build cross-sector partnerships with city, district, businesses, and community leaders
- Designed campaigns and led leadership development for grass tops and grassroots stakeholders
- Recruited and developed 20 leaders for a community high school redesign, collectively engaged 150 residents
- Developed processes for engagement and innovation in the Weaver High School Redesign

Teaching Fellow at Harvard Kennedy School (HKS) for Marshall Ganz Cambridge, Massachusetts 1/2018-5/2018
Support Professor Ganz in teaching and development of 90 students in his organizing course
- Reviewed and developed curriculum for organizing course focused on best pedagogical practices
- Coach and support 15 HKS students individually in their own 3-month organizing projects
- Lead facilitation in student current organizing work and framework content in weekly sections
Lead Organizer Immigration Project at Harvard Graduate School of Education (HGSE) Cambridge, Massachusetts
Organizing graduate students to create education programming supporting undocumented families 8/2016-8/2017
- Engaging education leaders at HGSE through one-on-ones, teach ins, surveys, research and a public action
- Supporting 10 HGSE graduate students by providing organizing frameworks and leadership development trainings
- Advocating for the permanent adoption of undocumented-friendly programming at HGSE

Harvard Public Schools Partnerships- Family Engagement Intern Allston, Massachusetts
Coaching Boston Public Schools (BPS) educators in family engagement initiatives 8/2016-5/2017
- Coordinating Harvard Ed Portal departments in the design and execution of an education-based Community Event
- Coaching BPS teachers and staff to improve family engagement practices in schools
- Evaluating data-driven parent-teacher projects in BPS by observations and feedback-loop processes
- Delivered professional development for 30 teachers and 40 community leaders in BPS to increase family engagement

Program Evaluator at Harvard’s Evaluation & Improvement Science Project Cambridge, Massachusetts
Collaborated with the Metropolitan Area Planning Council to assess impact of ILEAD program 1/2016-3/2016
- Developed theory of change, logic model, and research questions for a civic education program (ILEAD) using improvement science theory
- Created evaluation proposal for the organization by providing multiple measurement tools of short and long-term outcomes of their community programming

Education Organizer at Rocketship Education San Jose, California
Organized Parent Leader groups in 4 Rocketship Charter schools in Eastside San Jose 5/2015-7/2016
- Built collaborative relationships with parents, school district staff, nonprofit leaders, and public officials
- Recruited and developed 90 diverse community leaders to promote and support educational equity and parent choice
- Mobilized over 1200+ parents for campaign peaks
- Strategized and executed 501(c)(3) campaigns related to education and public safety, worked in collaboration with California Charter School Association in 501(c)(4) work
- Planned logistics and facilitated learning for a cross-organization parent leadership retreat with over 50 participants

Program Manager at Teach for China Lincang, China
- Managed 14 fellows using classroom data and real-time observations to increase teaching outcomes
- Led, designed, and initiated a Teaching as Leadership Impact Study for all staff in the Lincang Region
- Designed and facilitated quarterly Professional Development Conferences for the 83 fellows in our region
- Used quantitative (e.g. surveys) and qualitative tools to evaluate impact of professional development across region
- Organized a group of 10 teachers across regions to develop and implement project based learning curriculum

Corps Member Advisor at Teach for America Houston, Texas
Instructional Advisor for Upper Elementary at the Houston Institute 5/2014-7/2014
- Coached 12 first-year corps members (CMs), through an intense teacher preparation program
- Facilitated and designed sessions about Diversity, Bilingualism, and Instructional “Best Practices”
- Led the Latino Affinity group during the Houston Institute

Corps Member at Teach for America San Antonio, Texas
Bilingual 5th grade Elementary teacher at Pershing Elementary School (SAISD) 6/2012 – 6/2014
- Organized 10 parents and teachers at Pershing to create Parent and Teacher Involvement Committee to bring more resources to our school (e.g. health, services) and educate our community to navigate educational system
- Created and implemented Cultural Responsive Curriculum (CRC) in Social Studies and Literacy addressing social justice issues
- Advised Student Council at Pershing Elementary: created and directed 10 service-learning projects
- Sue Lehmann Nominee: nominated as a high-performing corps member by regional staff to compete nationally
Leadership Experience

• Chaired the 2012 Alumni Campaign for TFA San Antonio: raised over $10,000 to support education awards for incoming DACA corps members
• Chaired “Parent and Student Involvement Committee” at Pershing Elementary: designed and piloted data-driven programming and resources for CMs to strategically coordinate community outreach
• Represented corps members in TFA’s Family and Student Leadership Advisory Council: organized the first annual “Spring-into-Summer Fair,” to connect 100 low-income families to resources provided by over 30 other non-profits
• Co-founded “TFA-Movimiento” — a network of culturally responsive teachers working closely with community members and organizations to bring about change for Latinos in San Antonio
• Published article at Pass the Chalk, a TFA-led blogging site, about the need for low-income kids to be global citizens

Languages

• Bilingual Spanish and English
• Intermediate Mandarin Chinese
Taylor Nyman

559 N 16th St. San Jose, CA 95112 ● 440.251.5705

Experience

Rocketship Public Schools – Redwood City, CA

Associate Director, National Family Recruitment & Growth May 2019 - Present
- Direct family recruitment, student enrollment, and community outreach for a network of 19 public charter schools across 4 states, serving ~9,500 students
- Manage regional engagement campaigns for 5 Regional Recruitment Managers and 30+ part-time staff focused on marketing, staff professional development, community mapping, data tracking and analysis, and partnership with school leaders
- Develop and refine network-wide and region-specific recruitment strategy, metrics, and tracking systems for full-cycle recruitment season
- Serve on new-school/ new-region greenlighting teams for 4 school openings projected for 2020-21 and 2021-22 school years

Manager, Bay Area Family Recruitment Jul 2017 - May 2019
- Fully enrolled 10 schools (5,500+ seats) by managing recruitment team & overseeing application, lottery, and enrollment processes for the region
- Managed new family engagement systems, leading to highest first-day-of-school attendance (96% of enrolled students) in region history
- Advised school leaders, network senior leadership on enrollment modeling and new family enrollment policies
- Created and executed community outreach strategy based upon campaign needs, including door-to-door canvassing
- Strategically build relationships with community leaders at churches, childcare centers, libraries, and nonprofits

Voices College-Bound Language Academies – San Jose, CA

Associate, Development & Communications Jul 2016 - Jul 2017
- Managed donor portfolio and grant writing, attaining $1.66 MM with committed future payments promising $5.2+
- Advised CEO and Chief Community Engagement Officer in strategic management of relationships with grantmakers
- Coordinated events, calls, and meetings with both internal and external funding stakeholders
- Designed and implemented all systems and protocols of network-wide Development Department

Bilingual Kindergarten Teacher (Teach For America placement) Jun 2014 – Jul 2016
- Accelerated student achievement, yielding 96% class mastery in math and an average of 1.3 years in reading growth in both English & Spanish
- Collaborated with external blended learning consultants to develop best practices for implementation of technology in dual-immersion classes

Teach For America – Various Locations

Corps Member - San Jose, CA Jun 2014 – Jul 2016
- Collected, entered, analyzed diverse range of prospective applicant data into Salesforce database
- Met with prospective and current applicants in preparation for interview and onboarding processes

Campus Campaign Coordinator – Oxford, OH Jul 2013 – May 2014
- Managed Institute Communication Office systems, disseminating institute-wide information to corps members and staff
- Wrote, edited, and published articles for weekly newsletters to institute staff and corps members

Miami University – Oxford, OH

Director, Campus Activities Council Member Recruitment May 2013 – Jan 2014
- Created and implemented campus recruitment campaign yielding 200+ applications for 35 spaces in program
- Served on the Board of Directors as mentor to event chairs in budgeting, leadership, and contract negotiation

Miami University – Oxford, OH

Director, Campus Activities Council Member Recruitment May 2013 – Jan 2014
- Created and implemented campus recruitment campaign yielding 200+ applications for 35 spaces in program
- Served on the Board of Directors as mentor to event chairs in budgeting, leadership, and contract negotiation
Event Coordinator Jan 2011 – Dec 2012
- Managed $15,000 budget while allocating $30,000+ in additional event execution funds through collaboration with sponsors
- Chaired brainstorming, coordination, contract negotiation, insurance attainment, and execution of campus events

Event Marketing Assistant Aug 2013 – May 2014
- Managed communication with internal and external event stakeholders in support of contract negotiation and execution
- Developed social media strategy and wrote press releases, website content, and event plans for events with up to 10,000 attendees

Education

Loyola Marymount University – Los Angeles, CA Jul 2016
M.A. Urban Education Administration & Policy
Thesis: The Emergence of the Charter School Network: A study on the successes and challenges of charter school expansion

Miami University – Oxford, OH May 2014
B.A.Double Major: Mass Communication + Media Studies, Spanish; Minor: Latin American Studies

Leadership Trainings & Skills
- Language competencies in addition to English: Spanish (fluent), Brazilian Portuguese (elementary)
- Completed Women’s Political Leadership program through Leadership for Educational Equity (Oct 2019)
- Thorough knowledge of: Salesforce NPSP platform, Microsoft Office, Google Suite, HootSuite, Slack
- Basic understanding of Adobe Illustrator, Adobe Photoshop, Adobe InDesign, iMovie, and FinalCut Pro
Sara Escamilla
1347 Scossa Ave #3
San Jose, CA 95118
(408) 726-1999

Skills & Leadership Training

Language competencies in addition to English: Spanish (fluent)
Excellent interpersonal, communication, emotional intelligence, and customer service skills with cultural awareness
Strong strategic thinking, organization and management skills
Completion of Latina Empowerment and Development Training, Harvard University (March 2018)
Thorough knowledge of: Microsoft Office, Google Suite, PowerSchool, and Salesforce.

Experience

Rocketship Public Schools, Redwood City, CA - Associate Director, National School Communities
JULY 2017 - PRESENT

- Direct parent engagement, student enrollment, and administration development for a network of 19 public charter schools across 4 states, serving ~9,500 students
- Support and manage strategy and development for 2 regional managers and 12 school administrators focused on professional development, goal setting and data tracking and analysis, and partnership with regional leaders.
- Serve on new-school/new-region startup teams for 4 school openings projected for 2020-21 and 2021-22 school years
- Create and refine vision, systems, and structures for parent engagement vision and school implementation and accountability nationally
- Coach and support school leaders with difficult parent conversations, student and school culture, and restorative practices
- Oversee accountability systems for student record management and compliance

Rocketship Public Schools, Redwood City, CA - Manager, School Supports
JULY 2016 - JULY 2017

- Refined network parent engagement vision and strategy
- Fully enrolled 10 schools (5,500+ seats) by innovating enrollment processes and overseeing implementation and accountability structures for all regions
- Led hiring, onboarding, and training of school Office Managers
- Refined performance evaluation of Office Managers
- Created and facilitate professional development for school administrators
- Created and led new family engagement systems, leading to highest first-day-of-school attendance (96% of enrolled students) in network history
- Served as support and advisor for authorizer site visits and audits
- Served as Attendance Review Board for escalated truancy issues
- Advised school leaders, network senior leadership on enrollment modeling and new family enrollment policies

Rocketship Public Schools, San Jose, CA - Founding Office Manager
FEBRUARY 2014 - JULY 2016
- Fully enrolled a school of 498 students
- Led parent engagement strategy, planning, and implementation for the campus
- Directed and managed student attendance reporting, led attendance improvement plans and incentives both school-wide and student-specific
- Supervised and maintained student records, health and safety records, and custody paperwork and compliance
- Managed the enrollment process, lottery and application systems for the campus
- Managed truancy protocol, data tracking, and parent partnership meetings maintained accountability systems and structures
- Achieved highest student results for a first-year start-up in network history

Education

Coursework in Psychology - San Jose City College
MAY 2005 - MAY 2007
ABILITIES

- Excellent interpersonal, communication and customer service skills with cultural awareness
- Strong organization and management skills with a goal-oriented mindset, and keen attention to details
- Established accuracy, consistent, detail-oriented and capacity to carry on higher responsibility
- Proficient in cloud-based state data systems across multiple states such as WISEdata, SLED, CALPADS, Qlik
- Proficient in cloud-based student information & registration systems such as PowerSchool, Schoolmint and SmartChoice with some basic knowledge of E-SchoolsPlus and Infinite Campus

EXPERIENCE

Rocketship Public Schools – Redwood City, CA
Associate Director of Student Information Systems 2019 – Present
- Oversee the Student Information Systems Team for Rocketship schools in charge of student related compliance state reporting for all attendance, student demographic and other SIS state related compliance requirements across multiple regions
- Partner with stakeholders within and outside the organization to develop and adopt guidelines on new system implementation, usage and support
- Manage data collection and information flow among diverse systems such as Schoolmint, SmartChoice, Alert Solutions, PowerSchool and multiple state data systems
- Identify new SIS technology initiatives to improve the staff and parent experience of student data across the school network

Manager of Student Information Systems 2016 – 2019
- Monitored database activity and performance across multiple regions (PowerSchool SIS)
- Technical expert on all things related to the SIS and state data systems for RPS schools
- Researched and recommended application improvements for system reliability purposes
- Ensured all regions maintained compliance for all student state related reporting tasks
- Technical contact for Rocketship with PowerSchool on issues with the SIS and makes sure they get resolved in a timely manner

Registrar 2015 – 2016
- State Data Systems & SIS Administrator, managing day to day activity across multiple regions
- State Attendance and Demographics data reporting within multiple cloud-based platforms
- Plan, prepare materials, and train employees who utilize the Student Information System across regions
- Support with State and Local Authorizer compliance requests and research
- Managed Lottery and Enrollment systems (Schoolmint, InfoSnap and previously Rocketship’s internal registration system)

School Administration Manager 2013 – 2015
- Served as coach and leader for office managers at all Rocketship Schools
- Led national hiring process for office managers in CA, WI & TN
- Monitored student attendance and implemented attendance improvement strategies
- Served as Student Attendance Review Board before families were referred to the DA’s office
- Manage the maintenance of all student permanent cumulative records
- Provided day-today support of the SIS

Office Manager 2012 – 2013
- Ensured school opened with full enrollment and a robust waiting list
• Maintained health, safety and discipline records for all students within PowerSchool and other web-based student databases
• Managed enrollment, student information, attendance, behavior, rosters, and other student related records on a daily basis
• Managed outgoing and incoming cumulative files
• Managed and planned events; coordinated logistics for school activities

Catholic Charities of Northern Nevada – Reno, NV
Program Manager 2005 – 2011
• Created and developed the Immigration Program for Catholic Charities of Northern Nevada
• Assisted in the recruitment and training of new staff to the organization
• Managed budget, staff members and volunteers
• Updated policies and procedures on a timely manner
• First point of contact for the immigrant community, other non-profit agencies & government officials
• Screened and interviewed clients to determine their eligibility for immigration benefits
• Provided referrals and case management to clients seeking assistance
• Planned, prepared materials and staffed educational presentations for community groups
• Represented clients at the U.S. Citizenship and Immigration Services Sub-Office as a Board of Immigration Appeals Accredited Representative

EDUCATION / TRAINING

Coursework in Criminal Justice  Reno, Nevada  2007 - 2009
University of Nevada Reno

AAS in Business Management  Reno, Nevada  Graduated 1999
Truckee Meadows Community College

Board of Immigration Appeals Accredited Representative  2006 – 2015

Professional Training includes: PowerSchool University trainings on data systems for schools in CA, WI and DC. PowerSchool User Group led trainings in summer on a yearly basis to keep our systems in line with any new developments
Attachment 22: Staffing Chart

Using the template provided in the table below, complete the staffing chart for the proposed campus(es). The staffing chart must include staffing projections for each year during the initial contract period (Years 1-5) and at capacity.

The staffing chart should align with the organizational charts submitted in Attachment 13 and the Supplemental Human Resources Information Forms submitted in Attachment 23.

The staffing chart should include, but is not limited to, the following positions:
- Superintendent/CEO
- Central office staff, including the chief financial officer and the chief operating officer
- School leaders, including principal(s), assistant principal(s), and other leaders at the campus level
- Teachers (separate rows for each grade level or core subject)
- Teachers (separate row for each special)
- Teachers, ESL/Bilingual
- Teachers, Special Education
- Student support staff (e.g., paraprofessionals, counselors, social workers, etc.)
- Campus operations staff (e.g., clerks, PEIMS coordinator, etc.)

On the staffing chart, all of the categories listed above should be included. Position titles can be modified or added as needed. Every position for which a Supplemental Human Resources Information Form was submitted in Attachment 23 should be listed as a separate row on the staffing chart.

Fill in the total number of full-time equivalent (FTE) staff required for each position in each year. For part-time employees, enter the appropriate percentage of FTE (e.g., an employee who works half days would be 0.5 FTE). Complete only the grade level(s) (elementary, middle, high) that apply to the proposed charter school.

Finally, describe how the teacher-student ratio was calculated in the final row of the table.
## Staffing Chart

<table>
<thead>
<tr>
<th>Positions</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>At capacity</th>
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### Elementary School Campus Staff

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<th>Positions</th>
<th>Year 1</th>
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<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
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### Middle School Campus Staff

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<td>Superintendent/CEO</td>
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<td>16.6</td>
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<th>Year 4</th>
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<td>Business Operations Managers</td>
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<td>Office Managers</td>
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<tr>
<td>Teachers</td>
<td>4</td>
<td>13</td>
<td>31</td>
<td>44</td>
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<tr>
<td>Bilingual Certified Teachers</td>
<td>8</td>
<td>16</td>
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<td>32</td>
<td>32</td>
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<tr>
<td>Integrated Learning Specialists (ILS)</td>
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<td>13</td>
<td>27</td>
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<td>36</td>
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<td>Enrichment Teachers</td>
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<td>10</td>
<td>12</td>
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<tr>
<td>ISE Teachers</td>
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<td>ISE Paraprofessionals</td>
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<td>8</td>
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<td><strong>Total elementary FTEs</strong></td>
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<td>82.5</td>
<td>165</td>
<td>192</td>
<td>210</td>
<td>228</td>
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<td>School leaders</td>
<td>Teachers</td>
<td>Teacher (specials, e.g., art)</td>
<td>Teacher, ESL/Bilingual</td>
<td>Teacher, Special Education</td>
<td>Student support staff</td>
<td>Campus operations</td>
</tr>
<tr>
<td>----------------</td>
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<td>-------------------------------</td>
<td>------------------------</td>
<td>---------------------------</td>
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<td>-------------------</td>
</tr>
<tr>
<td><strong>Total middle school FTEs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td><strong>High School Campus Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School leaders</td>
<td>Teachers</td>
<td>Teacher (specials, e.g., art)</td>
<td>Teacher, ESL/Bilingual</td>
<td>Teacher, Special Education</td>
<td>Student support staff</td>
<td>Campus operations</td>
</tr>
<tr>
<td><strong>Total high school FTEs</strong></td>
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<td></td>
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<td><strong>Total charter school staff</strong></td>
<td>47.9</td>
<td>95.8</td>
<td>181.6</td>
<td>208.5</td>
<td>226.5</td>
<td>244.5</td>
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<tr>
<td><strong>Teacher-student ratio</strong></td>
<td>24:1</td>
<td>24:1</td>
<td>24:1</td>
<td>24:1</td>
<td>24:1</td>
<td>24:1</td>
</tr>
</tbody>
</table>

Teacher-student ratio was calculated including Teachers, Bilingual Certified Teachers, ISE Teachers, and Enrichment Teachers.
Attachment 23: Supplemental Human Resources Information Forms

Using the template provided in the Attachment PDF Forms document on the Experienced Operator Application Page, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity. Supplemental Human Resources Information Forms should be submitted for each position listed on the staffing chart (Attachment 22).

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and at capacity.

All positions represented in this Attachment should also be represented on the organizational chart submitted in Attachment 13 and on the staffing chart submitted in Attachment 22.

---

3 Note supplemental HR forms were also included in our Gen 25 charter application. See Rocketship Public Schools. (2020, Jan 21). *Gen 25 Open-Enrollment Charter Application*.
http://castro.tea.state.tx.us/charter_apps/content/downloads/Notcrin/25-21.pdf. RPS may have used qualifications and job duties provided in job posting on their website (https://rocketshipschools.org/join-our-team) and may have provided similar descriptions in previous charter and renewal applications in other states (see, e.g. Rocketship Mateo Sheedy Elementary 2019 Renewal Petition, available at: https://www.sccoe.org/supoffice/charter-schools-office/Documents/petitions/RS%20Mateo%20Sheedy%20Renewal%20Petition%202020-25.pdf).

Generation 26 Application
GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: 125,000-180,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 a month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824 In year five: 2,662

Minimum Qualifications Required:

Education Required: Bachelors Degree; Masters Degree preferred

Experience Required: 5+years of managerial experience; experience as teacher and years of administrator managerial in Texas experience (highly through preferred)

Certification Required: All Rocketship staff need to must meet state certification requirements where they apply to charter organizations.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

<table>
<thead>
<tr>
<th>Name of District</th>
<th>CDN</th>
<th>Located in (City)</th>
<th># of Students Served</th>
<th>Salary Range</th>
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<tbody>
<tr>
<td>Fort Worth ISD</td>
<td>220905</td>
<td>Fort Worth</td>
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<tr>
<td>Lake Worth ISD</td>
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<td>Crowley ISD</td>
<td>220912</td>
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</tbody>
</table>
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: Superintendent
Reports to: Charter Holder Board of Directors

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Serve as the public face and voice of Rocketship Texas and create a favorable political landscape for academic performance and growth; engage with parents, community members, and mission-aligned organizations to ensure Rocketship's growth is realized and it is positively impacting the community.

2. Lead a team of Education Organizers and parent volunteers towards the vision of building strong, trusting relationships with families and staff, investing them in the school's success, influencing them to support their student, resulting in maximum parent engagement and retention.

3. Organize plan of school and community parent events

4. Foster relationships and develop champions with community based organizations, faith leaders, elected officials, civic and community leaders that lead to positive engagement of the community and neighborhoods where Rocketship has and will have a presence.

5. Engage external stakeholders with a focus on developing existing relationships and building new partnerships that will help support the work of communicating educational options to families in the communities we serve.

6. 

7. 

8. 

9. 

10. 
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: PEIMS Coordinator

Reports to: Superintendent

Salary Range: $58,500 - $66,600

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824  In year five: 2,662

Minimum Qualifications Required:

Education Required: High School Diploma required; Bachelors Degree preferred

Experience Required: At least two years of experience in data management, compliance reporting, or a similar administrative function. Experience with the PEIMS system specifically is strongly preferred.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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<thead>
<tr>
<th>Name of District</th>
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<th>Located in (City)</th>
<th># of Students Served</th>
<th>Salary Range</th>
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Rocketship Public Schools 806
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: PEIMS Coordinator
Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Gather, manage, and input all data needed for compliant PEIMS reporting

2. Conduct data verification and checks to ensure all reporting is correct and fully compliant with PEIMS data standards

3. Collaborate with teams across Rocketship to complete high-quality submissions on topics including but not limited to attendance, finance, academic achievement, special education, and ELL

4. Follow all relevant information privacy laws and internal cybersecurity protocols

5. Lead professional development for school and regional staff on data collection and reporting

6. Attend external PEIMS workshops and internal staff meetings and professional development training to ensure ongoing knowledge- and skill-building on topics needed for the role

7. Support Superintendent and other regional staff in other compliance-related work

8. 

9. 

10. 

Rocketship Public Schools 807
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Education Organizer

Reports to: Superintendent

Salary Range: $45,000 - $58,500

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824  In year five: 2,652

Minimum Qualifications Required:

Education Required: N/A

Experience Required: Strong PC-based computer skills, and ability to learn new computer programs quickly; Demonstrated ability to be detail-oriented, organized, and resourceful; Fluency in Spanish preferred

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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<tr>
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<th>Salary Range</th>
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<td>$26,496-$38,088</td>
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Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: Education Organizer
Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Mobilize Charter School parents both at the community and school level

2. Create and implement trainings, measure the progress of organizing a campaign, and drive successful campaigns at multiple school sites within San Jose

3. Focus on building relationships, identifying and developing the leadership of charter school parents, and co. create organizing strategy and campaigns that support regional goals

4. Build and lead the mission-critical work around parent engagement, leadership, and organizing around expanding Rocketship's community impact

5. Recruit and mobilize a network of teachers, parents, and community stakeholders that build advocacy and engagement for Rocketship's impact

6. Complete 10-15 one-on-one relational meetings every week with current and potential parent leaders and other important stakeholders that build organizing capacity and engagement

7. Support all charter renewal and application processes

8. Foster relationships and develop champions with community-based organizations, faith leaders, elected officials, civic and community leaders that lead to positive engagement of the community and neighborhoods where Rocketship has and will have a presence

9.

10.
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Family Recruitment Manager

Reports to: Superintendent

Salary Range: 58,500-85,500

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 a month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824, In year five: 2,662

Minimum Qualifications Required:

Education Required: Bachelors Degree

Experience Required: Excellent interpersonal communication and customer service skills. Demonstrated ability to be detail-oriented, organized, and resourceful. Fluency in Spanish is strongly preferred

Certification Required: All Rocketship staff need to meet state certification requirements where they apply to charter organizations.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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<tr>
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<th>Salary Range</th>
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<td>15,728</td>
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</tr>
</tbody>
</table>
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: Family Recruitment Manager
Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Hire, train, and manage a team of highly motivated and effective Family Recruiters with a focus on professionalism, respect and excellence in education;
2. Analyze recruitment trends and data to create metric-driven strategy around new family engagement that meets recruitment and enrollment goals;
3. Engage external stakeholders with a focus on building new partnerships that will support the work of communicating educational options to families in the communities we serve;
4. Foster relationships and develop champions with community based organizations, faith leaders, elected officials, civic and community leaders that lead to positive engagement of the community and neighborhoods where Rocketship has and will have a presence;
5. Maintain, organize, and manage recruitment communications with interested families and applicants, including email, voicemail, Rocketship's website, and social media;
6. Coordinate student application data entry and support of central efforts to ensure lottery system data integrity;
7. Partner with founding Principals and founding Office Managers to provide planning, training, and direct allocation of staff time/resources around family engagement and enrollment;
8. Track and analyze the completion of network enrollment processes;
9. Regularly meet with members of the Marketing team to ensure timely creation and ordering of merchandise and materials;
10. 

Rocketship Public Schools
Name of Proposed Charter School: Rocketship
Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Family Recruiter
Reports to: Family Recruitment Manager
Salary Range: $12.60 - 16.20 / hour

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824 In year five: 2,662

Minimum Qualifications Required:

Education Required: N/A

Experience Required: N/A

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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<td>Fort Worth</td>
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<td>Lake Worth ISD</td>
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<td>Lake Worth</td>
<td>3,371</td>
<td>N/A</td>
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<tr>
<td>Crowley ISD</td>
<td>220912</td>
<td>Crowley</td>
<td>15,728</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Name of Proposed Charter School: Rocketship
Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Family Recruiter
Reports to: Family Recruitment Manager

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Canvassing within recruitment areas specified by the recruitment plan you are helping to execute

2. Canvassing includes but is not limited to knocking on doors, making contact with local community groups and businesses, and handing out pamphlets to prospective families at events/high traffic locations

3. Support in data entry

4. Support with phone calls to new and prospective families

5. Event planning and marketing of informational meetings for prospective families.

6. Tracking recruitment work in target area to ensure all potential families are contacted

7. Supporting new and existing schools in enrollment

8. Providing feedback to inform continued refinement of recruitment plans

9. 

10.
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Director of Schools
Reports to: Superintendent
Salary Range: $118,750 - $137,750

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 a month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824
In year five: 2,662

Minimum Qualifications Required:

Education Required: Bachelors Degree

Experience Required: 2-4 years of experience serving as a Principal in a high-performing charter or district environment with 2-4 additional years of successful teaching/instructional expertise with a record

Certification Required: All Rocketship staff need to must meet state certification requirements where they apply to charter organizations.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTEDWeb/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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<th>Located in (City)</th>
<th># of Students Served</th>
<th>Salary Range</th>
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Rocketship Public Schools 814
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: Director of Schools
Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Serve as a strategic counselor and thought partner to other members of the Schools Team, working to achieve Rocketship’s mission while managing schools in a disciplined, conservative manner.
2. Build, develop, and lead a high performing team of mission-critical Principals toward exceptional outcomes for students, families, and staff.
3. Serve as lead staff for school-level hiring.
4. Collaborate with the network Achievement team to ensure that schools are receiving necessary instructional supports and that priorities are being fully executed on each campus.
5. Build a strong organizational culture that is aligned with the whole Rocketship organization and ensures that ALL schools are successful.
6.
7.
8.
9.
10.
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Achievement Manager

Reports to: Director of Schools

Salary Range: $58,500 - $85,500

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 a month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824, In year five: 2,652

Minimum Qualifications Required:

Education Required: Bachelors Degree

Experience Required: 5+ years experience in special education

Certification Required: All Rocketship staff need to meet state certification requirements where they apply to charter organizations.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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Rocketship Public Schools 816
**Name of Proposed Charter School:** Rocketship Public Schools  
**Name of Sponsoring Entity:** Rocketship Public Schools Texas  
**Position Title:** Achievement Manager  
**Reports to:** Director of Schools  

**RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED**

**Job Duties:** List up to 10 key duties this individual will perform.

1. Work in partnership with cross functional teams to develop Rocketship resources, including but not limited to, unit and lesson plans, model videos, professional development, skill labs, and data analysis tools.

2. Coach schools in your portfolio in priority areas, such as close reading, phonics, guided reading, STEM core lesson, STEM corrective instruction, etc.

3. Provide regular, in-person coaching and other support to school leaders as they conduct formal classroom observations, and provide feedback to teachers and school leaders.

4. Assess the effectiveness of implementation of academic priorities and identify greatest instructional levers for student engagement growth, and proficiency. This includes supporting school leaders and building teacher capacity to analyze student data (e.g. STEP and MAP) to determine instructional response.

5.  
6.  
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9.  
10.  
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: Associate Director of ISE
Reports to: Director of Schools
Salary Range: $76,500-$103,500

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 a month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824
In year five: 2,662

Minimum Qualifications Required:

<table>
<thead>
<tr>
<th>Education Required:</th>
<th>Bachelors Degree</th>
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<tbody>
<tr>
<td>Experience Required:</td>
<td>5+ years experience in special education</td>
</tr>
<tr>
<td>Certification Required:</td>
<td>All Rocketship staff need to must meet state certification requirements where they apply to charter organizations.</td>
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Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTEDWeb/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

<table>
<thead>
<tr>
<th>Name of District</th>
<th>CDN</th>
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<td>Crowley ISD</td>
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<td>15,728</td>
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</table>

Rocketship Public Schools 818
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Associate Director of ISE

Reports to: Director of Schools

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Develops Unit & Lesson plans for intervention academic & behavior curriculum

2. Provides coaching & resources to School Leaders Managing ISE

3. Design and support the implementation of progress monitoring systems, instructional and co-teaching structures and resources

4. Collaborate across teams to develop instructional plans that are accessible for all Rocketeers

5. Develop ISE exemplar videos and lessons, centralized resources; storyboards, word banks, anchor charts, etc

6. 

7. 

8. 

9. 

10. 
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Human Resources Business Partner

Reports to: Superintendent

Salary Range: 58,500 - 85,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 a month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824  
In year five: 2,652

Minimum Qualifications Required:

Education Required: Bachelors Degree

Experience Required: 2+ years HR experience required (HR certification preferred, experience with teacher credentialing preferred)

Certification Required: All Rocketship staff need to must meet state certification requirements where they apply to charter organizations.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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</table>
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: Human Resources Business Partner
Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Help manage HR programs and processes including but not limited to performance management, staffing, and compensation
2. Support onboarding process and ensuring all new hire paperwork is completed on or prior to his/her first day of employment
3. Support, manage and monitor the hiring, promotion, transfer and termination processes under the guidance of the Director of HR
4. Support manager skill development to enhance managerial competence and understanding of organizational policies
5. Oversee federal, state, and authorizer compliance monitoring. Build processes and procedures to ensure compliance with Federal/State laws
6. Act as primary regional resource for staff and managers on all internal policies and direct them to appropriate resources, or providing forms and procedures relevant to their immediate needs
7. Coordinate benefits education, open enrollment sessions, and processing of enrollments and changes
8. 
9. 
10. 
**GENERATION 26 SUPPLEMENTAL HR FORM**

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Regional Director of Operations

Reports to: Director of Schools

Salary Range: 72,000-82,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 a month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824 In year five: 2,652

Minimum Qualifications Required:

- **Education** Required: Bachelors Degree
- **Experience** Required: 6+ years professional management experience preferred
- **Certification** Required: All Rocketship staff need to must meet state certification requirements where they apply to charter organizations.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx).

Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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Rocketship Public Schools 822
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Regional Director of Operations

Reports to: Director of Schools

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Provide coaching for all Business Operations Managers in the region (2-5 people per region)

2. Serve as point of escalation for school-based operational issues

3. Lead the strategy and execution of all regional business projects, including vendor contracts, vendor management, state and local authorizer audits, and other reporting requirements

4. Create tools and templates to support high-quality operations at school sites

5. Oversee federal, state, and authorizer compliance monitoring. Build processes and procedures to ensure compliance with Federal/State laws

6. Serve as a strategic thought partner to the COO, Director of National Operations, and other members of the Operations Team across topics

7. Participate in the design and roll out of projects that meet our organization-wide goals

8. Support network-wide communications across the Operations team

9. 

10. 
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Principal
Reports to: Director of Schools
Salary Range: $99,000 - $110,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824  In year five: 2,662

Minimum Qualifications Required:

Education Required: Bachelors Degree

Experience Required: Preferred: Prior experience in urban education

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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Rocketship Public Schools 824
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Principal

Reports to: Director of Schools

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Coach grade level teams (5-9 educators) to build content expertise in Humanities or STEM.

2. Engage in cycles of data driven instruction and assessments to inform planning and personalize instruction to student needs.

3. Collaborate with the Special Education team to ensure teachers are receiving the necessary support and training to maximize the delivery of instruction in our full inclusion model.

4. Rocketship Assistant Principals succeed in partnership with all students and families through frequent communication, building trusting relationships, and embracing the knowledge parents have as their child's first teacher.

5. Create a school community that fully involves parents in student achievement through multiple outlets including home visits, regular community meetings, and parent/family meetings.

6. Create a healthy, high-achieving, urgent environment where staff and students feel challenged and also fully supported and valued.

7. Promote and participate in collaborative opportunities across schools to share best practices, problem solve, and gather feedback.

8. Manage school leadership team.

9. 

10. 

Rocketship Public Schools

825
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Assistant Principal

Reports to: Principal

Salary Range: $72,000-$82,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 a month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824 In year five: 2,652

Minimum Qualifications Required:

Education Required: Bachelors Degree

Experience Required: Preferred: Prior experience in urban education

Certification Required: All Rocketship staff need to must meet state certification requirements where they apply to charter organizations.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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<td>Lake Worth ISD</td>
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<td>Crowley ISD</td>
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</tbody>
</table>

Rocketship Public Schools 826
**Name of Proposed Charter School:** Rocketship Public Schools

**Name of Sponsoring Entity:** Rocketship Public Schools Texas

**Position Title:** Assistant Principal

**Reports to:** Principal

### RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

**Job Duties:** List up to 10 key duties this individual will perform.

1. Coach grade level teams (5-9 educators) to build content expertise in Humanities or STEM.

2. Engage in cycles of data driven instruction and assessments to inform planning and personalize instruction to student needs

3. Collaborate with the Special Education team to ensure teachers are receiving the necessary support and training to maximize the delivery of instruction in our full inclusion model

   Rocketship Assistant Principals succeed in partnership with all students and families through frequent communication, building trusting relationships, and embracing the knowledge parents have as their child's first

4. Create a school community that fully involves parents in student achievement through multiple outlets including home visits, regular community meetings, and parent/family meetings.

5. Create a healthy, high-achieving, urgent environment where staff and students feel challenged and also fully supported and valued.

6. Promote and participate in collaborative opportunities across schools to share best practices, problem solve, and gather feedback.

7.  

8.  

9.  

10.  

**Rocketship Public Schools** 827
### GENERATION 26 SUPPLEMENTAL HR FORM

**Name of Proposed Charter School:** Rocketship Public Schools

**Name of Sponsoring Entity:** Rocketship Public Schools Texas

**Position Title:** Business Operations Manager

**Reports to:** Principal

**Salary Range:** $72,000 - $82,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

- Cell phone reimbursement of up to $50 per month

**Proposed Location (City and County):** Fort Worth, Texas (Tarrant County)

**Number of Students anticipated in year one:** 824 **In year five:** 2,652

**Minimum Qualifications Required:**

- **Education Required:** Bachelors Degree
- **Experience Required:** Preferred: Prior experience in urban education
- **Certification Required:** N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx). Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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<td>Crowley ISD</td>
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<td>Crowley</td>
<td>15,728</td>
<td>$96,009-$135,340</td>
</tr>
</tbody>
</table>
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Business Operations Manager
Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Own the logistics, staffing, and daily management of arrival, lunch, recess, dismissal and physical space at your campus.

2. Coach Operations Specialists daily in behavior management techniques, through both "in-the-moment coaching" and planned 1:1s.

3. Manage the physical space of the building and all facilities-related needs, including scheduling/meeting vendors and handling after-hours facilities emergencies.

4. Manage food service operations, including managing staff, serving as the main contact with meal vendor, ensuring compliance, conducting internal audits, and ensuring meal program financial health.

5. Ensure your campus is financially responsible by providing support to the Principal on finance-related topics, including around budgets, cash collection, and invoice approval.

6. Serve as the main owner of school safety processes and compliance, including administering training and running safety drills. Partner with the Principal to respond to emergencies.

7. Own procurement and purchasing for the school site. Work with Principal to understand needs, place orders, inventory items received, handle returns/exchanges, etc.

8. Serve as on-site IT contact, including managing IT assets, assisting staff with IT issues as able, and serving as the main touchpoint to central IT staff.

9. Support the logistical, compliance, and technology side of administration of Rocketship's assessments, including NWEA MAP and state tests, and health screenings like hearing and vision.

10. 
**Name of Proposed Charter School:** Rocketship Public Schools

**Name of Sponsoring Entity:** Rocketship Public Schools Texas

**Position Title:** Office Manager

**Reports to:** Principal

**Salary Range:** $49,000 - $60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

**Proposed Location (City and County):** Fort Worth, Texas (Tarrant County)

**Number of Students anticipated in year one:** 824  
**In year five:** 2,652

**Minimum Qualifications Required:**

- **Education Required:** Bachelors Degree
- **Experience Required:** Preferred: Prior experience in urban education
- **Certification Required:** All Rocketship staff must meet state certification requirements where they apply to charter organizations

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx). Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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Rocketship Public Schools
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Office Manager

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Build strong working relationships with parents and families

2. Coordinate the school's truancy and attendance process and communicate with parents as needed

3. Enter student information into our student information system and keep this information up-to-date throughout the school year as enrollment or information changes

4. Create and maintain complete and current student cumulative files

5. Maintain emergency medical and contact information for all students

6. Support with managing meal and facility operations and communications

7. Perform general clerical duties including answering phones, taking and distributing messages, sorting mail, translate documents from English to Spanish and prepare general correspondence

8. Facilitate arrangements for school activities, logistics, teacher development, parent development and other activities

9. 

10.
**Name of Proposed Charter School:** Rocketship Public Schools

**Name of Sponsoring Entity:** Rocketship Public Schools Texas

**Position Title:** Elementary Teacher

**Reports to:** Assistant Principal/Principal

**Salary Range:** $55,500 - $95,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

- Cell phone reimbursement of up to $50 per month

**Proposed Location (City and County):** Fort Worth, Texas (Tarrant County)

<table>
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<tr>
<th>Name of District</th>
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<td>$56,590 - $70,561</td>
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Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: Elementary Teacher
Reports to: Assistant Principal/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Build a classroom culture of excellence and deliver rigorous instruction by building content expertise in humanities or STEM that is captured in units of study and daily plans.
2. Engage in cycles of data driven instruction to inform planning and personalize instruction to student needs.
3. Collaborate with special education staff so students identified as needing extra support are meaningfully included.
4. Partner with all students and families through frequent communication, building trusting relationships, and embracing the knowledge parents have as their child's first teacher.
5. Build authentic relationships with families beginning with home visits that form the foundation for frequent ongoing communications to support student success.
6. Engage with families on academic and behavioral goals and transparently share student progress so that both parents and teachers own each child's successes and challenges.
7. 
8. 
9. 
10. 
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Bilingual Teacher

Reports to: Assistant Principal/Principal

Salary Range: $55,500 - $95,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824

Minimum Qualifications Required:

Education Required: Bachelors Degree

Experience Required: Preferred: Prior experience in urban education

Certification Required: Valid teaching credential or enroll in an accredited program during their first year. Bilingual certification required. Rocketship will partner with all teachers who need to transfer an out-of-state credential or enroll in a program

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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<td>15,728</td>
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</table>

Rocketship Public Schools 834
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: Bilingual Teacher
Reports to: Assistant Principal/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Build a classroom culture of excellence and deliver rigorous instruction by building content expertise in humanities or STEM that is captured in units of study and daily plans.

2. Engage in cycles of data driven instruction to inform planning and personalize instruction to student needs.

3. Collaborate with special education staff so students identified as needing extra support are meaningfully included.

4. Partner with all students and families through frequent communication, building trusting relationships, and embracing the knowledge parents have as their child's first teacher.

5. Build authentic relationships with families beginning with home visits that form the foundation for frequent ongoing communications to support student success.

6. Engage with families on academic and behavioral goals and transparently share student progress so that both parents and teachers own each child's successes and challenges.

7.

8.

9.

10.
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Integrated Learning Specialist

Reports to: Assistant Principal/Principal

Salary Range: $26,208 - $33,696

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824 In year five: 2,652

Minimum Qualifications Required:

Education Required: Bachelors Degree

Experience Required: Preferred: Prior experience in urban education

Certification Required: All Rocketship staff must meet state certification requirements where they apply to charter organizations

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx). Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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<td>Crowley</td>
<td>15,728</td>
<td>$18,565 - $26,719</td>
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Rocketship Public Schools 836
**Name of Proposed Charter School:** Rocketship Public Schools  
**Name of Sponsoring Entity:** Rocketship Public Schools Texas  
**Position Title:** Integrated Learning Specialist  
**Reports to:** Assistant Principal/Principal  

**RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED**

**Job Duties:** List up to 10 key duties this individual will perform.

1. Motivate students to participate in learning activities; create a positive student culture; maintain high behavioral expectations for all students.

2. Ensure that students have access to a positive and productive learning environment by enforcing all campus safety rules and behavior expectations.

3. Actively coach students on all computer programs and ensure that the educational software used in the lab effectively meets the need of students; perform targeted individual interventions and assist struggling students on computer programs.

4. Tutor small groups of students on literacy and/or math skills; use Rocketship-adopted curricula to deliver lessons which align to students' Individualized Learning Plans.

5. Interpret and manage online student data generated by multiple educational software programs.

6. Conduct weekly progress monitoring assessments of progress for students participating in intervention; communicate progress monitoring results to families and classroom teachers; work with grade level teams to interpret progress monitoring data and use it to make intervention decisions for students.

7. Communicate and collaborate with the teachers at their grade level, and school administrators; participate actively in staff development opportunities as a member of the Rocketship team.

8. Maintain computer equipment and accessories.

9. 

10. 
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: Enrichment Teacher
Reports to: Assistant Principal/Principal
Salary Range: $55,500 - $95,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)
Number of Students anticipated in year one: 824

In year five: 2,662

Minimum Qualifications Required:

Education Required:

Bachelors Degree

Experience Required:

Preferred: Prior experience in urban education

Certification Required:

All Rocketship teachers must have a valid teaching credential or enroll in an accredited program during their first year. Rocketship will partner with all teachers who need to transfer an out-of-state credential or enroll in a program

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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Rocketship Public Schools 838
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: Enrichment Teacher
Reports to: Assistant Principal/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Build a classroom culture of excellence and deliver rigorous instruction by motivating students to participate in learning activities

2. Engage in cycles of data driven instruction to inform planning and personalize instruction to student needs

3. Develop a year-long scope and sequence map, thematic unit plans, and lesson plans to teach discrete content skills throughout the school year

4. Partner with all students and families through frequent communication, building trusting relationships, and embracing the knowledge parents have as their child’s first teacher.

5. Collaborate with school staff to develop a positive culture focused on Rocketship’s core values

6. Inventory and maintain Enrichment Center materials and accessories

7. 

8. 

9. 

10. 
**GENERATION 26 SUPPLEMENTAL HR FORM**

<table>
<thead>
<tr>
<th>Name of Proposed Charter School:</th>
<th>Rocketship Public Schools</th>
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<tr>
<td>Name of Sponsoring Entity:</td>
<td>Rocketship Public Schools Texas</td>
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<tr>
<td>Position Title:</td>
<td>ISE Teacher</td>
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<tr>
<td>Reports to:</td>
<td>Assistant Principal/Principal</td>
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<tr>
<td>Salary Range:</td>
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List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc…) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

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<tr>
<td>In year five:</td>
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</table>

Minimum Qualifications Required:

<table>
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Rocketship Public Schools 840
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: ISE Teacher
Reports to: Assistant Principal/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Ensure that all students realize rigorous academic goals outlined in their IEP along with our core content. Our goal is each Rocketeer grows at least 1.5 years.

2. Collaborate with school team, families, and related service providers for the purpose of improving the quality of student outcomes, developing solutions and planning curriculum.

3. Provide one-to-one or small group instruction, direct services and push in or pull out instruction as required by IEP.

4. Co-teach with general educators and related service providers to ensure inclusive education practices for all students.

5. Coordinate referral and assessment procedures and facilitate the coordination of IEP team meetings and the implementation of special education services (Speech, Occupational therapy, etc.).

6. Evaluate students' academic abilities for the purpose of collaboration with team members to create and implement the best educational program like the diagnosis of learning disabilities, development of intervention plans for foundational needs and/or student progress.

7. Collaborate with Psychologists and Related Service Providers for evaluations and when needed, administer academic assessments. Review and interpret the results to determine our learners' strengths and areas of need for initial, annual and triennial IEP meetings.

8. In collaboration with general educators, provide accommodations and/or modifications to learners with disabilities to provide access to grade level content and demonstrate her or his true understanding on assessments as determined by the IEP team.

9. 

10. 

Rocketship Public Schools 841
NAME OF PROPOSED CHARTER SCHOOL: Rocketship Public Schools

NAME OF SPONSORING ENTITY: Rocketship Public Schools Texas

POSITION TITLE: ISE Paraprofessional

REPORTS TO: Assistant Principal/Principal

SALARY RANGE: $26,208 - $33,696

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

PROPOSED LOCATION (CITY AND COUNTY): Fort Worth, Texas (Tarrant County)

NUMBER OF STUDENTS ANTICIPATED IN YEAR ONE: 824  IN YEAR FIVE: 2,662

MINIMUM QUALIFICATIONS REQUIRED:

<table>
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<tr>
<th>Education Required</th>
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</tr>
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<tbody>
<tr>
<td>Experience Required</td>
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</tr>
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<td>Certification Required</td>
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<td>Crowley</td>
<td>15,728</td>
<td>$18,565 - $26,719</td>
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</tbody>
</table>

Rocketship Public Schools 842
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: ISE Paraprofessional
Reports to: Assistant Principal/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Under the direction of the special education case manager, implement individual and small group instruction for students with special education needs

2. Collaborate with students' case managers to assess student progress towards goals on a consistent basis; communicate student progress with case managers and general education teachers

3. Implement behavior management strategies during small group and individual instruction in order to support student engagement

4. Support the implementation of behavior intervention plans that have been developed by students' case managers; Record data for individualized instructional programs and positive behavior support plans

5. 

6. 

7. 

8. 

9. 

10. 
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: Operations Specialist
Reports to: Business Operations Manager
Salary Range: $11.00/hr-$14.00/hr

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824 In year five: 2,652

Minimum Qualifications Required:

Education Required: N/A

Experience Required: N/A

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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<td>15,728</td>
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</table>

844
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Operations Specialist

Reports to: Business Operations Manager

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Arrange set-up and clean-up for all food items, supplies, equipment, food preparation and serving areas

2. Collect payment for food items for students and staff as needed (e.g. cash)

3. Respond to inquiries of students and parents regarding the type and/or cost of meals

4. Supervise and monitor students during assigned recess periods

5. Implement all site rules and safety regulations within the structure of the Rocketship classroom culture

6. Report any unsafe conditions, including equipment, to administrators immediately

7. Ensure a safe and effective arrival/dismissal for all students before and after school hours

8. Utilize appropriate disciplinary procedures and techniques in accordance with the school site discipline plan

9. Attend staff meetings and in-service training as deemed necessary for the position

10. 
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Behavioral Support Specialist

Reports to: Assistant Principal/Principal

Salary Range: $26,208 - $33,696

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824 In year five: 2,652

Minimum Qualifications Required:

Education Required: At least 2 years of college or passing score on Rocketship’s Paraprofessional Assessment required

Experience Required: N/A

Certification Required: Registered Behavior Tech (RBT) or ABA Therapist highly preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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Rocketship Public Schools 846
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Behavioral Support Specialist
Reports to: Assistant Principal/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Implement individual and small group instruction for students special education needs regarding Behavior Intervention Services

2. Collaborate with students' case managers to assess student progress towards goals on a consistent basis; communicate student progress with case managers and general education teachers

3. Implement behavior management strategies during small group and individual instruction in order to support student engagement

4. Support the implementation of behavior intervention plans including fidelity checks, in-the-moment coaching, implementation, and alignment with team members

5. Record data for positive behavior support plans

6. Lead and facilitate social skills groups for general education students

7. Respond to crisis calls to deescalate students using trauma-informed approaches

8. Support behavior needs across all tiers of intervention (Tier 1, Tier 2, and Tier 3) as needed

9.

10.
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Social Worker

Reports to: Assistant Principal/Principal

Salary Range: $58,500 - $66,600

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824  In year five: 2,652

Minimum Qualifications Required:

Education Required: Master’s Degree in Social Work (Required)

Experience Required: At least two years of Social Work experience (Preferred); Texas licensure as a Social Worker; Licensed Independent Clinical Social Worker (Preferred); Commitment to working with underserved students (Required)

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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Rocketship Public Schools 848
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: Social Worker
Reports to: Assistant Principal/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Demonstrate positive, collaborative problem-solving orientation with students, parents and guardians, educators, administrators, community members, and colleagues

2. Provide core services including: prevention, consultation, intervention, assessment, and counseling. Services include, but are not limited to, conducting observations, collecting data, reviewing student records, conferring with teachers and parents, interviewing students, conducting functional behavior assessments, counseling (individual and group), planning behavior interventions, and conducting in-services and professional development.

3. Help all stakeholders understand child development and how it affects student performance academically and social/emotionally

4. Serve in a consultative role with designated personnel to offer prevention and intervention strategies related to learning and behavioral problems of students; and provide consultation on an on-going basis to teachers, parents, and other school personnel to resolve students' learning and behavioral problems

5. Assist in identifying needed community resources for students and makes appropriate referrals to resources to facilitate educational and behavioral interventions recommended for student success

6. Deliver crisis response and intervention services to students, families and staff, when needed

7. Provide group and individual therapy and classroom support to general education students, as well as monitor the students' responses to the interventions identified

8. Complete special education pre-referral paperwork and attend multidisciplinary team meetings

9. Develop and monitor student responses to behavior intervention plans, including providing support and consultation to general and special education teachers

10. Conduct functional behavior assessments and social history evaluations and communicate the results to all team members in parent-friendly language

Rocketship Public Schools 849
Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Speech and Language Pathologist

Reports to: Associate Director of ISE

Salary Range: $63,900 - $99,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824  In year five: 2,652

Minimum Qualifications Required:

Education Required:
Valid Speech-Language Pathology Services Credential
Master's Degree required

Experience Required: N/A

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

<table>
<thead>
<tr>
<th>Name of District</th>
<th>CDN</th>
<th>Located in (City)</th>
<th># of Students Served</th>
<th>Salary Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort Worth ISD</td>
<td>220905</td>
<td>Fort Worth</td>
<td>84,000</td>
<td>$62,709 - $90,446</td>
</tr>
<tr>
<td>Lake Worth ISD</td>
<td>220910</td>
<td>Lake Worth</td>
<td>3,371</td>
<td>$54,803 - $78,860</td>
</tr>
<tr>
<td>Crowley ISD</td>
<td>220912</td>
<td>Crowley</td>
<td>15,728</td>
<td>$58,746 - $82,809</td>
</tr>
</tbody>
</table>
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Speech and Language Pathologist
Reports to: Associate Director of ISE

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Address child's speech production, vocal production, and language needs through speech therapy
2. Deliver direct services via pre-referral interventions; monitor student progress in pre-referral interventions
3. Document and collect data on all consultation sessions and provide regular assessments including documentation progress
4. Conduct student screenings and/or assessments of language, voice, fluency, articulation, or hearing
5. Develop and implement high quality, legally compliant IEPs
6. Maintain compliance with all special education policies and regulations
7. Maintain client files and treatment logs in an organized manner to include as well as provide appropriate documentation to the interdisciplinary team
8. Communicate with the program manager with regards to any changes in status, problems, or intent to change any aspect of the education program
9. Attend and participate in meetings as required (team, staff, and IEP meetings)
10. Develop instructional materials and evaluate commercially available material for treatment
**GENERATION 26 SUPPLEMENTAL HR FORM**

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Psychologist

Reports to: Associate Director of ISE

Salary Range: $69,300 - $99,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824  In year five: 2,652

Minimum Qualifications Required:

- **Education Required:** Master's Degree in School Psychology
- **Experience Required:** Bilingual, Spanish (preferred); Experience with Multi-Tiered Systems of Support (highly preferred); Experience with elementary-age students (preferred); Experience with a range of disabilities; Excellent written and oral communication
- **Certification Required:** N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx). Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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<tbody>
<tr>
<td>Fort Worth ISD</td>
<td>220905</td>
<td>Fort Worth</td>
<td>84,000</td>
<td>$65,192 - $94,028</td>
</tr>
<tr>
<td>Lake Worth ISD</td>
<td>220910</td>
<td>Lake Worth</td>
<td>3,371</td>
<td>$57,657 - $82,967</td>
</tr>
<tr>
<td>Crowley ISD</td>
<td>220912</td>
<td>Crowley</td>
<td>15,728</td>
<td>$58,940 - $83,085</td>
</tr>
</tbody>
</table>

Rocketship Public Schools 852
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Psychologist
Reports to: Associate Director of ISE

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Lead psycho-educational and formal behavior assessments; write quality, compliant assessment reports.

2. Attend IEP meetings; present assessment findings to the team.

3. Assist in the implementation of assessment recommendations as needed.

4. Participate in the pre-referral process and provide consultation to school teams regarding intervention supports for struggling students.

5. Work with parents to build knowledge of disability and inclusive support for students with disabilities.

6. Assist in providing consultation and advisement to administrators, teachers, and parents regarding the general and special educational programs as appropriate.

7. Provide group and individual therapy and classroom support to general education students, as well as monitor the students' responses to the interventions identified.

8. Assist in coordinating, communicating and seeking consultation with community agencies as appropriate.

9. Maintain a compliant practice.

10. 

Rocketship Public Schools
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: Occupational Therapist
Reports to: Associate Director of ISE
Salary Range: $58,500 - $66,600

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell phone reimbursement of up to $50 per month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824 In year five: 2,652

Minimum Qualifications Required:
Education Required: Must possess a Bachelor's or Master's degree in occupational therapy from an accredited four year college or university and have a valid license of proficiency in occupational therapy services
Experience Required: Experience working with elementary-age students (preferred)
Experience working with students with a range of disabilities (learning disabilities, emotional and behavioral disorders, autism, etc.)
Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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<td>Fort Worth</td>
<td>84,000</td>
<td>$62,709 - $90,446</td>
</tr>
<tr>
<td>Lake Worth ISD</td>
<td>220910</td>
<td>Lake Worth</td>
<td>3,371</td>
<td>$53,375 - $76,807</td>
</tr>
<tr>
<td>Crowley ISD</td>
<td>220912</td>
<td>Crowley</td>
<td>15,728</td>
<td>$58,746 - $82,809</td>
</tr>
</tbody>
</table>

Rocketship Public Schools 854
Name of Proposed Charter School: Rocketship Public Schools
Name of Sponsoring Entity: Rocketship Public Schools Texas
Position Title: Occupational Therapist
Reports to: Associate Director of ISE

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Lead specialized assessments related to sensory-motor development; write quality, compliant assessment reports
2. Attend IEP meetings; present assessment findings to the team
3. Develop IEP goals and objectives, as well as treatment plans
4. Assist in the implementation of assessment recommendations as needed
5. Work with parents to build knowledge of disability and inclusive support for students with disabilities
6. Assist in providing in-service training to parents, teachers, administrators and other professionals and paraprofessionals
7. Assist in providing consultation and advisement to administrators, teachers, and parents regarding the general and special education programs as appropriate
8. Assist in coordinating, communicating and seeking consultation with community agencies as appropriate
9. Provide support and guidance to the organization as a member of the ISE Network Support Team
10.
Attachment 24: Teacher Evaluation Tool(s)\(^1\)

Provide any teacher evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Teacher Evaluation and Support System (T-TESS) please state so and link in the narrative response. DO NOT attach.

### Domain & Component

<table>
<thead>
<tr>
<th>Levels</th>
<th>Level 1: Below</th>
<th>Level 2: Approaching</th>
<th>Level 3: Meets</th>
<th>Level 4: Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a: Demonstrating knowledge of content and pedagogy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher does not understand child development characteristics and has unrealistic expectations for students.</td>
<td>The teacher cites in-tra and inter-disciplinary content relations.</td>
<td>The teacher’s plans reflect recent developments in content related pedagogy.</td>
<td>The teacher’s plans reflect recent developments in content-related pedagogy.</td>
<td>The teacher’s plans reflect recent developments in content-related pedagogy.</td>
</tr>
<tr>
<td>The teacher does not try to ascertain varied ability levels among students in the class.</td>
<td>The teacher cites intra and inter-disciplinary content relationships.</td>
<td>The teacher cites in-tra and inter-disciplinary content relations.</td>
<td>The teacher cites in-tra and inter-disciplinary content relations.</td>
<td>The teacher cites in-tra and inter-disciplinary content relations.</td>
</tr>
<tr>
<td>The teacher is not aware of students’ interests or cultural heritages.</td>
<td>The teacher demonstrates awareness of possible student misconceptions and how they can be addressed.</td>
<td>The teacher demonstrates awareness of possible student misconceptions and how they can be addressed.</td>
<td>The teacher demonstrates awareness of possible student misconceptions and how they can be addressed.</td>
<td>The teacher demonstrates awareness of possible student misconceptions and how they can be addressed.</td>
</tr>
<tr>
<td>The teacher lacks the responsibility to learn about students’ medical or learning disabilities.</td>
<td>The teacher can identify important concepts of the discipline and their relationships to one another.</td>
<td>The teacher can identify important concepts of the discipline and their relationships to one another.</td>
<td>The teacher can identify important concepts of the discipline and their relationships to one another.</td>
<td>The teacher can identify important concepts of the discipline and their relationships to one another.</td>
</tr>
<tr>
<td>The teacher fails to appropriately identify students who may need additional academic or behavior support and falls to refer students to team huddles and Student Study Team (SST).</td>
<td>The teacher provides clear explanations of the content.</td>
<td>The teacher provides clear explanations of the content.</td>
<td>The teacher provides clear explanations of the content.</td>
<td>The teacher provides clear explanations of the content.</td>
</tr>
<tr>
<td>The teacher does not know which students are receiving tiered academic and behavioral support.</td>
<td>Instructional strategies in unit and lesson plans are entirely suitable to the content.</td>
<td>Instructional strategies in unit and lesson plans are entirely suitable to the content.</td>
<td>Instructional strategies in unit and lesson plans are entirely suitable to the content.</td>
<td>Instructional strategies in unit and lesson plans are entirely suitable to the content.</td>
</tr>
<tr>
<td><strong>1b: Demonstrating knowledge of students and MTSS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher is unaware of assessments, purpose, and ways to leverage student data</td>
<td>The teacher models clarity around excellent reading, writing, and speaking habits and skills that are then replicated by nearly every student.</td>
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<td>The teacher models clarity around excellent reading, writing, and speaking habits and skills that are then replicated by nearly every student.</td>
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</tr>
<tr>
<td>Teacher does not give assessments on schedule and does not review data.</td>
<td>Teacher incorporates manipulatives into instruction and student world-time.</td>
<td>Teacher incorporates manipulatives into instruction and student world-time.</td>
<td>Teacher incorporates manipulatives into instruction and student world-time.</td>
<td>Teacher incorporates manipulatives into instruction and student world-time.</td>
</tr>
<tr>
<td>Teacher does not review the assessment before teaching the lesson.</td>
<td>Teacher incorporates manipulatives into instruction and student world-time.</td>
<td>Teacher incorporates manipulatives into instruction and student world-time.</td>
<td>Teacher incorporates manipulatives into instruction and student world-time.</td>
<td>Teacher incorporates manipulatives into instruction and student world-time.</td>
</tr>
<tr>
<td>Teacher does not have clear systems to ensure students are aware of their data, strengths, and areas of growth</td>
<td>Teacher incorporates manipulatives into instruction and student world-time.</td>
<td>Teacher incorporates manipulatives into instruction and student world-time.</td>
<td>Teacher incorporates manipulatives into instruction and student world-time.</td>
<td>Teacher incorporates manipulatives into instruction and student world-time.</td>
</tr>
<tr>
<td><strong>II: Data Driven Instruction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not always provide a welcoming classroom environment for students</td>
<td>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability.</td>
<td>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability.</td>
<td>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability.</td>
<td>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability.</td>
</tr>
<tr>
<td>Often does not know students’ disability or language proficiency status</td>
<td>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability.</td>
<td>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability.</td>
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<td>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability.</td>
</tr>
<tr>
<td>Unaware of students with disabilities’ academic performance</td>
<td>Students are actively involved in collecting information from formative assessments and provide input.</td>
<td>Students are actively involved in collecting information from formative assessments and provide input.</td>
<td>Students are actively involved in collecting information from formative assessments and provide input.</td>
<td>Students are actively involved in collecting information from formative assessments and provide input.</td>
</tr>
<tr>
<td>Rarely co-plans with ISE teachers</td>
<td>Always co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities.</td>
<td>Always co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities.</td>
<td>Always co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities.</td>
<td>Always co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities.</td>
</tr>
<tr>
<td>Poorly supports Individualized Education Plan (IEP) development process and IEP meetings</td>
<td>Consistently implements designated English language development (ELD) and poorly targets language instruction during designated English language development (ELD).</td>
<td>Consistently implements designated English language development (ELD) and poorly targets language instruction during designated English language development (ELD).</td>
<td>Consistently implements designated English language development (ELD) and poorly targets language instruction during designated English language development (ELD).</td>
<td>Consistently implements designated English language development (ELD) and poorly targets language instruction during designated English language development (ELD).</td>
</tr>
<tr>
<td>Inconsistently implements designated English language development (ELD) and poorly targets language instruction during designated English language development (ELD).</td>
<td>Consistently implements designated English language development (ELD) and poorly targets language instruction during designated English language development (ELD).</td>
<td>Consistently implements designated English language development (ELD) and poorly targets language instruction during designated English language development (ELD).</td>
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</tr>
</tbody>
</table>
### Domain: Classroom Environment

#### 2a: Creating an environment of respect and rapport

<table>
<thead>
<tr>
<th>Level 1: Below</th>
<th>Level 2: Approaching</th>
<th>Level 3: Meets</th>
<th>Level 4: Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is at times disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.</td>
<td>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.</td>
<td>The teacher attempts to respond to disrespectful behavior among students, with uneven results.</td>
<td>The teacher successfully responds to disrespectful behavior among students and exercises appropriate judgment when redirecting, correcting, and consequencings students with Arts of the Consequences.</td>
</tr>
<tr>
<td>Student body language indicates feelings of hurt, discomfort, or insecurity.</td>
<td>The teacher attempts to modify the mod ofulation of emotion with uneven results.</td>
<td>The teacher sometimes demonstrates emotional consistency to model the modification of emotion with uneven results.</td>
<td>The teacher makes general connections with individual students.</td>
</tr>
<tr>
<td>Students do not have a way to communicate their needs.</td>
<td>The teacher displays no familiarity with, or caring about, individual students.</td>
<td>Students are only sometimes able to express their needs, and often do so in an inappropriate way/time.</td>
<td>The teacher exhibits respect for the teacher.</td>
</tr>
<tr>
<td>The teacher disregards disrespectful interactions among students.</td>
<td>Provides SEL lessons at least 3 times per week.</td>
<td>The teacher's primary concern appears to be to complete the task at hand.</td>
<td>Provides SEL lessons generally targeted to the current needs of their classroom and provides opportunities throughout the day for students to apply those skills (e.g., Kimochis or other program to build SEL skills).</td>
</tr>
</tbody>
</table>

#### 2b: Establish culture for Learning

<table>
<thead>
<tr>
<th>Level 1: Below</th>
<th>Level 2: Approaching</th>
<th>Level 3: Meets</th>
<th>Level 4: Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students not working with the teacher are not productively engaged.</td>
<td>Students not working directly with the teacher are only partially engaged.</td>
<td>Students use language incorrectly; the teacher does not correct them.</td>
<td>Students are productively engaged during small-group or independent work.</td>
</tr>
<tr>
<td>Transitions are disorganized, with much loss of instructional time.</td>
<td>Procedures for transitions seem to have been established, but their operation is not smooth.</td>
<td>The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.</td>
<td>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</td>
</tr>
<tr>
<td>There do not appear to be any established procedures for distributing and collecting materials.</td>
<td>There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</td>
<td>The teacher conveys the satisfaction that accompanies a deep understanding of complex content.</td>
<td>The teacher communicates passion for the subject.</td>
</tr>
<tr>
<td>A considerable amount of time is spent off task because of unclear procedures</td>
<td>Classroom routines function unevenly.</td>
<td>The teacher's primary concern appears to be to complete the task at hand.</td>
<td>Students exhibit little or no pride in their work.</td>
</tr>
<tr>
<td>Teacher rarely or does not use clear WTD instructions and the top 5 TLAC skills to manage student behaviors.</td>
<td>The teacher's primary concern appears to be to complete the task at hand.</td>
<td>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</td>
<td>The teacher communicates passion for the subject.</td>
</tr>
</tbody>
</table>

#### 2c: Managing Classroom Procedures

<table>
<thead>
<tr>
<th>Level 1: Below</th>
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<th>Level 3: Meets</th>
<th>Level 4: Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom environment is chaotic, with no standards of conduct evident.</td>
<td>The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</td>
<td>The teacher attempts to keep track of student behavior, but with no apparent system.</td>
<td>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</td>
</tr>
<tr>
<td>The teacher does not monitor student behavior.</td>
<td>The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</td>
<td>The teacher's primary concern appears to be to complete the task at hand.</td>
<td>The teacher demonstrates high regard for student abilities.</td>
</tr>
<tr>
<td>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</td>
<td>The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</td>
<td>The teacher demonstrates high regard for student abilities.</td>
<td>The teacher communicates passion for the subject.</td>
</tr>
<tr>
<td>Tracks most behavior data using BDFs. Inconsistent use of classroom incentive system and sometimes inappropriate moves students up/down the clip chart.</td>
<td>Has incentive system but sometimes inappropriate moves students up/down the clip chart.</td>
<td>The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</td>
<td>The teacher demonstrates high regard for student abilities.</td>
</tr>
</tbody>
</table>

#### 2d: Managing student behavior

<table>
<thead>
<tr>
<th>Level 1: Below</th>
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<th>Level 3: Meets</th>
<th>Level 4: Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are physical hazards in the classroom, endangering student safety.</td>
<td>The physical environment is safe, and most students can see and hear the teacher or see the board.</td>
<td>The teacher makes appropriate use of available technology.</td>
<td>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</td>
</tr>
<tr>
<td>The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board.</td>
<td>The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities.</td>
<td>The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities.</td>
<td>There is no disrespectful behavior among students.</td>
</tr>
<tr>
<td>The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board.</td>
<td>The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities.</td>
<td>The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities.</td>
<td>When necessary, students respectfully correct one another.</td>
</tr>
<tr>
<td>The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board.</td>
<td>The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities.</td>
<td>The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities.</td>
<td>Students participate without fear of put-downs or ridicule from either the teacher or other students. They are always able to express their needs, and do so in a productive manner and at the appropriate time.</td>
</tr>
</tbody>
</table>

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**Domain & Component**

**Domain 2: Classroom Environment**

**Year 1 Teacher (First Year of Teaching)**

**Level 1: Below**

- The teacher is at times disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.
- Student body language indicates feelings of hurt, discomfort, or insecurity.
- Students do not have a way to communicate their needs.
- The teacher disregards disrespectful interactions among students.

**Level 2: Approaching**

- The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- The teacher sometimes demonstrates emotional consistency to model the modulation of emotion with uneven results.
- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.

**Level 3: Meets**

- The teacher successfully responds to disrespectful behavior among students and exercises appropriate judgment when redirecting, correcting and consequencing students with Arts of the Consequences.
- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.

**Level 4: Exceeds**

- The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
### Year 1 Teacher (First Year of Teaching)

**Domain 1: Organizing Physical Space**
- **Level 1: Below**
  - The teacher asks students to explain the content to their classmates.
- **Level 3: Meets**
  - The teacher asks students to explain the content to their classmates.
- **Level 4: Exceeds**
  - The teacher asks students to explain the content to their classmates.

**Domain 2: Communicating with students**
- **Level 1: Below**
  - The teacher provides little elaboration or explanation about what the students will be learning.
- **Level 3: Meets**
  - The teacher's explanation of content is clear and invites student participation and thinking.
- **Level 4: Exceeds**
  - The teacher's explanation of content is clear and invites student participation and thinking.

**Domain 3: Instruction**
- **Level 1: Below**
  - The teacher makes no serious content error but may make minor ones.
- **Level 3: Meets**
  - The teacher makes effective use of wait time.
- **Level 4: Exceeds**
  - The teacher makes effective use of wait time.

**Domain 4: Using Questions and Discussion Techniques**
- **Level 1: Below**
  - The teacher provides little elaboration or explanation about what the students will be learning.
- **Level 3: Meets**
  - The teacher calls on most students, even those who don't initially volunteer.
- **Level 4: Exceeds**
  - The teacher builds on and uses student responses to questions in order to deepen student understanding.
<table>
<thead>
<tr>
<th>Domain &amp; Component</th>
<th>Year 1 Teacher (First Year of Teaching)</th>
<th>Level 1: Below</th>
<th>Level 2: Approaching</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Domain 4: Professional Responsibilities</td>
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<tr>
<td>4a: Reflect on teaching</td>
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<tr>
<td>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</td>
<td>The teacher has a general sense of whether or not instructional practices were effective.</td>
<td>The teacher accurately assesses the effectiveness of instructional activities used.</td>
<td>The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</td>
<td>Students contribute to and maintain records indicating completed and outstanding work assignments.</td>
<td></td>
</tr>
<tr>
<td>The teacher makes no suggestions for improvement.</td>
<td>The teacher offers general modifications for future instruction.</td>
<td>The teacher identifies specific ways in which a lesson might be improved.</td>
<td>The teacher's suggestions for improvement draw on an extensive repertoire.</td>
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<tr>
<td>4b: Maintain accurate records</td>
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<tr>
<td>There is no system for either instructional or noninstructional records.</td>
<td>The teacher's process for tracking student progress is cumbersome to use.</td>
<td>The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.</td>
<td>Students contribute to and maintain data files indicating their own progress in learning.</td>
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</tr>
<tr>
<td>Record-keeping systems are in disarray and provide incorrect or confusing information.</td>
<td>The teacher's process for tracking some, but not all, noninstructional information (e.g., home visits, parent partnership hours, BDFs), and it may contain some errors.</td>
<td>The teacher's process for recording noninstructional information is both efficient and effective (e.g., home visits, parent partnership hours, BDFs)</td>
<td>Students contribute to maintaining noninstructional records (e.g., home visits, parent partnership hours, BDFs) for the class.</td>
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</tbody>
</table>

### 3c: Engaging students in learning

<table>
<thead>
<tr>
<th>Levels</th>
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<tbody>
<tr>
<td>Year 1 Teacher (First Year of Teaching)</td>
<td>Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</td>
<td>The instructional groupings used are partially appropriate to the activities.</td>
<td>The teacher uses groupings that are suitable to the lesson activities.</td>
<td>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</td>
</tr>
</tbody>
</table>

### Citation:
### Domain & Component: Demonstrating knowledge of content and pedagogy

<table>
<thead>
<tr>
<th>Levels</th>
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<tbody>
<tr>
<td><strong>1a:</strong> Demonstrating knowledge of content and pedagogy</td>
<td>The teacher’s understanding of the discipline is rudimentary.</td>
<td>The teacher can identify important concepts of the discipline and their relationships to one another.</td>
<td>The teacher cites intra- and interdisciplinary content relationships.</td>
<td>The teacher’s plans reflect recent developments in content-related pedagogy.</td>
</tr>
<tr>
<td></td>
<td>The teacher makes content errors.</td>
<td>The teacher provides clear explanations of the content.</td>
<td>HUM: Teacher executes all parts of the HUM block w/ fidelity to structure (GR, Thematic Unit, RA, Phonics, CR, Lang) and also makes appropriate adjustments as necessary.</td>
<td>The teacher models clarity around excellent reading, writing, thinking and speaking habits and skills that are then replicated by nearly every student.</td>
</tr>
<tr>
<td></td>
<td>The teacher does not consider prerequisite relationships when planning.</td>
<td>Instructional strategies in unit and lesson plans are entirely suitable to the content.</td>
<td>STEM: Teacher executes all components of the STEM block with fidelity (Spiral Review, Counting Routine or Number Story, Core Lesson, Targeted Instruction/SGI) and accurate pacing, making appropriate adjustments as necessary.</td>
<td>Teacher models clarity around excellent mathematical, scientific, writing, thinking and speaking habits and skills that are then replicated by nearly every student.</td>
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<td>The teacher’s plans use inappropriate strategies for the discipline.</td>
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### Domain & Component: Setting Instructional Outcomes

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<tbody>
<tr>
<td><strong>1c:</strong> Setting Instructional Outcomes</td>
<td>The teacher does not understand child development characteristics and has unrealistic expectations for students.</td>
<td>The teacher is aware of the different abilities among students in the class.</td>
<td>Teachers understand that all learning outcomes have a method for modifications are made for students with special needs as appropriate.</td>
<td>The teacher designs instruction accordingly.</td>
</tr>
<tr>
<td></td>
<td>The teacher is aware of the different abilities in the class but tends to teach to the “whole group.”</td>
<td>The teacher makes instructional adjustments as necessary.</td>
<td>The teacher makes content errors.</td>
<td>The teacher designs instruction accordingly.</td>
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### Domain & Component: Designing Coherent Instruction

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<tbody>
<tr>
<td><strong>1e:</strong> Designing Coherent Instruction</td>
<td>The teacher does not understand students’ interests or cultural heritages.</td>
<td>The teacher is aware of the different cultural groups in the class.</td>
<td>Teachers maintain a system of updated student records and incorporates a variety of instructional strategies.</td>
<td>The teacher integrates appropriate instructional strategies.</td>
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<td></td>
<td>The teacher takes no responsibility to learn about students’ medical or learning disabilities.</td>
<td>The teacher is well informed about students’ cultural heritage and incorporates this knowledge in lesson planning.</td>
<td>The teacher integrates appropriate instructional strategies.</td>
<td>The teacher integrates appropriate instructional strategies.</td>
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<tr>
<td></td>
<td>The teacher fails to appropriately identify students who may need additional academic and/or behavior support and fails to refer students to team huddles and Student Study Team (SST).</td>
<td>The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</td>
<td>The teacher integrates appropriate instructional strategies.</td>
<td>The teacher integrates appropriate instructional strategies.</td>
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<td>The teacher does not know which students are receiving tiered academic and behavioral support.</td>
<td>The teacher is aware of the special needs represented by students in the class.</td>
<td>The teacher integrates appropriate instructional strategies.</td>
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### Domain & Component: Data Driven Instruction

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<tbody>
<tr>
<td><strong>1f:</strong> Data Driven Instruction</td>
<td>The teacher does not consider prerequisite relationships when planning.</td>
<td>Instructional strategies in unit and lesson plans are entirely suitable to the content.</td>
<td>The teacher makes instructional adjustments as necessary.</td>
<td>The teacher designs instruction accordingly.</td>
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<td>The teacher’s plans use inappropriate strategies for the discipline.</td>
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### Rocketship Public Schools

20-21 Printable Rocketship Teacher Performance Rubrics

**Domain:** Planning and Preparation

**Levels:**
- Level 1: Below
- Level 2: Approaching
- Level 3: Meets
- Level 4: Exceeds

**Domain 1: Planning and Preparation**

**1a: Demonstrating knowledge of content and pedagogy**

- **Level 1: Below**
  - The teacher’s understanding of the discipline is rudimentary.
  - The teacher makes content errors.
  - The teacher does not consider prerequisite relationships when planning.
  - The teacher’s plans use inappropriate strategies for the discipline.

- **Level 2: Approaching**
  - Instructional strategies in unit and lesson plans are entirely suitable to the content.

- **Level 3: Meets**
  - The teacher can identify important concepts of the discipline and their relationships to one another.
  - Instructional strategies in unit and lesson plans are entirely suitable to the content.

- **Level 4: Exceeds**
  - The teacher cites intra- and interdisciplinary content relationships.
  - The teacher makes content errors.
  - The teacher does not consider prerequisite relationships when planning.
  - The teacher’s plans use inappropriate strategies for the discipline.

**1b: Demonstrating knowledge of students and MTSS**

- **Level 1: Below**
  - The teacher does not understand students’ interests or cultural heritages.
  - The teacher makes instructional adjustments as necessary.
  - The teacher takes no responsibility to learn about students’ medical or learning disabilities.
  - The teacher fails to appropriately identify students who may need additional academic and/or behavior support and fails to refer students to team huddles and Student Study Team (SST).
  - The teacher does not know which students are receiving tiered academic and behavioral support.

- **Level 2: Approaching**
  - The teacher is aware of the different abilities among students in the class.
  - The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.
  - The teacher is aware of the special needs represented by students in the class.
  - The teacher knows which students are receiving tiered academic and behavioral support.

- **Level 3: Meets**
  - The teacher knows which students are receiving tiered academic and behavioral support and but only sometimes provides appropriate differentiated support in the classroom.
  - Some outcomes reflect important learning in the discipline.
  - The teacher connects outcomes to previous and future learning.

- **Level 4: Exceeds**
  - The teacher knows which students are receiving tiered academic and behavioral support and provides appropriate differentiated support 100% of the time in the classroom (MTSS).
  - Outcomes are differentiated where necessary, are suitable to groups of students in the class.
  - Outcomes are differentiated to encourage individual students to take educational risks.

**1c: Setting Instructional Outcomes**

- **Level 1: Below**
  - The teacher does not consider prerequisite relationships when planning.
  - The teacher’s plans use inappropriate strategies for the discipline.

- **Level 2: Approaching**
  - Instructional strategies in unit and lesson plans are entirely suitable to the content.

- **Level 3: Meets**
  - The teacher can identify important concepts of the discipline and their relationships to one another.

- **Level 4: Exceeds**
  - The teacher cites intra- and interdisciplinary content relationships.
  - The teacher makes content errors.
  - The teacher does not consider prerequisite relationships when planning.
  - The teacher’s plans use inappropriate strategies for the discipline.

**1e: Designing Coherent Instruction**

- **Level 1: Below**
  - Learning activities are boring and/or not well aligned to the instructional goals (such as lesson not aligning to objective or not having plans for instruction).
  - Learning activities are moderately challenging.

- **Level 2: Approaching**
  - Learning activities are moderately challenging.

- **Level 3: Meets**
  - Learning activities are aligned to instructional goals.
  - Learning activities are moderately challenging.

- **Level 4: Exceeds**
  - Learning activities are aligned to instructional goals.
  - Activities provide opportunity for higher-level thinking.

**1f: Data Driven Instruction**

- **Level 1: Below**
  - Assessment results do not affect future plans.

- **Level 2: Approaching**
  - Teachers understand that all learning outcomes have a method for assessment and have taken/analyzed the assessment before teaching the unit.

- **Level 3: Meets**
  - General education connect with ISE Specialists to ensure any assessment modifications are made for students with special needs as appropriate.

- **Level 4: Exceeds**
  - Teachers understand that all learning outcomes have a method for assessment and have taken/analyzed the assessment before teaching the unit.
  - General education connect with ISE Specialists to ensure any assessment modifications are made for students with special needs as appropriate.
## Domain & Component

<table>
<thead>
<tr>
<th>Experienced Teacher</th>
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<tbody>
<tr>
<td>Plans refer to the use of formative assessment data but are not fully utilized.</td>
</tr>
<tr>
<td>Teacher has some systems to ensure students are aware of their strengths and weaknesses.</td>
</tr>
<tr>
<td>Provides welcoming and inclusive classroom environment for all students, including English learners and students with disabilities.</td>
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<tr>
<td>Has reviewed student academic data to determine progress of ISE and EL students to inform planning and sometimes adjust instruction.</td>
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<tr>
<td>Inconsistently supports IEP development process and IEP meetings.</td>
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<tr>
<td>Implements integrated ELD a majority of days during the week and often provides targeted language instruction during designated ELD.</td>
</tr>
<tr>
<td>Knows students’ disability and language proficiency status and implements appropriate instructional interventions for students (e.g., ISE accommodations and modifications).</td>
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<tr>
<td>Provides personalized SEL lessons to meet the needs of their students.</td>
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<tr>
<td>The teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.</td>
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<tr>
<td>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</td>
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<tr>
<td>Students are productively engaged during small-group or independent work.</td>
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<tr>
<td>Students take initiative in distributing and collecting materials efficiently.</td>
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</table>
**Domain & Component:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Teacher rarely or does not use clear WTD instructions and does not use the top 5 TLAC skills to manage student behaviors</strong></td>
<td>Frequently, but not always uses clear WTD instructions and the top 5 TLAC skills to manage student behaviors</td>
<td>Fluidly employs 3-5 additional TLAC skills to create a highly productive, safe and joyful student environment (additional TLAC skills include: sweat details, warm stilt, no warnings, dia, precise praise)</td>
<td>Students themselves ensure that transitions and other routines are accomplished smoothly.</td>
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<tr>
<td><strong>2d: Managing student behavior</strong></td>
<td>The classroom environment is chaotic, with no standards of conduct evident.</td>
<td>Standards of conduct appear to have been established and implemented successfully.</td>
<td>Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.</td>
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<td>The teacher attempts to maintain order in the classroom by referring to classroom rules, but with uneven success.</td>
<td>Overall, student behavior is generally appropriate.</td>
<td>The teacher silently and subtly monitors student behavior.</td>
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<td></td>
<td>The teacher does not monitor student behavior.</td>
<td>The teacher frequently monitors student behavior.</td>
<td>Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</td>
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<td>Students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</td>
<td>The teacher's response to student misbehavior is inconsistent; sometimes harsh, others lenient.</td>
<td>Tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle.</td>
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<td>The teacher's response to student misbehavior is inconsistent; sometimes harsh, others lenient.</td>
<td>The teacher's response to student misbehavior is effective.</td>
<td>Always uses the clip chart to communicate behaviors to students, and fluidly displays it in conjunction on the TLAC skills.</td>
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<td>Inconsistent use of classroom incentive system and sometimes inappropriately moves students up/down the clip chart.</td>
<td>Has a classroom incentive system (e.g., clip chart or class dojo) tied to the classroom communication tool that is used consistently so that all students have received recognition in the last 4 weeks.</td>
<td>A healthy balance of redirection and celebration exists in the classroom.</td>
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<td></td>
<td>Has incentive system but sometimes inappropriately moves students up/down the clip chart.</td>
<td>Sometimes tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle.</td>
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<tr>
<td><strong>2e: Organizing Physical Space</strong></td>
<td>There are physical hazards in the classroom, endangering student safety.</td>
<td>The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board.</td>
<td>Modifications are made to the physical environment to accommodate students with special needs.</td>
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<td></td>
<td>The physical environment is not an impediment to learning but does not enhance it.</td>
<td>The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities.</td>
<td>There is total alignment between the learning activities and the physical environment.</td>
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<td>The teacher makes limited use of available technology and other resources.</td>
<td>The teacher makes appropriate use of available technology.</td>
<td>Students take the initiative to adjust the physical environment.</td>
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<td></td>
<td>The teacher frames some questions designed to promote student thinking, but may have a single correct answer, and the teacher is not sure if students respond.</td>
<td>Students know how to organize their material and know where access all materials.</td>
<td>The teacher and students make extensive and imaginative use of available technology.</td>
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<td></td>
<td>The teacher's vocabulary is too advanced, or too juvenile, for the students' ages and levels of participation and thinking.</td>
<td>The teacher's vocabulary is appropriate to students' ages and levels of participation and thinking.</td>
<td>Students use academic language correctly.</td>
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<td>The teacher's vocabulary is inappropriate to the age or culture of the students.</td>
<td>The teacher's vocabulary is appropriate to students' ages and levels of participation and thinking.</td>
<td>The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</td>
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<td>The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.</td>
<td>The teacher's vocabulary is appropriate to students' ages and levels of participation and thinking.</td>
<td>Students suggest other strategies they might use in approaching a challenge or analysis.</td>
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<td>The teacher's explanation of content is purely procedural, with no indication of how students can think strategically.</td>
<td>The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</td>
<td>The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</td>
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<td>The teacher's explanation of content consists of a monologue, with minimal participation or intellectual engagement by students.</td>
<td>Students engage with the learning task, indicating that they understand what they are doing.</td>
<td>Students use academic language correctly.</td>
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<td>The student's understanding of the lesson.</td>
<td>The teacher's explanation of content is clear and invites student participation and thinking.</td>
<td>The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</td>
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<td>The teacher makes no serious content errors but may make minor ones.</td>
<td>The teacher provides little elaboration or explanation about what the students will be learning.</td>
<td>The teacher points out possible areas for misunderstanding.</td>
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<td>The teacher makes serious content errors that will affect students' understanding of the lesson.</td>
<td>The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</td>
<td>Students suggest other strategies they might use in approaching a challenge or analysis.</td>
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<td>The teacher frames some questions designed to promote student thinking, but may have a single correct answer, and the teacher is not sure if students respond.</td>
<td>The teacher builds on and uses student responses to questions in order to extend the discussion, enriching it, and provide evidence for their thinking.</td>
<td>The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</td>
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<td>The teacher's vocabulary is too advanced, or too juvenile, for the students' ages and levels of participation and thinking.</td>
<td>The teacher actively circulates during all parts of the block to collect data and provide feedback to students.</td>
<td>Teacher capitalizes on every moment to make it a learning opportunity - goes above and beyond what is called for in the lesson plan.</td>
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<td>The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.</td>
<td>The teacher's vocabulary is appropriate to students' ages and levels of participation and thinking.</td>
<td>Teacher capitalizes on every moment to make it a learning opportunity - goes above and beyond what is called for in the lesson plan.</td>
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<td>Students suggest other strategies they might use in approaching a challenge or analysis.</td>
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<td><strong>3a: Communicating with students</strong></td>
<td>All at once during the lesson does the teacher convey to students what they will be learning.</td>
<td>The teacher provides little elaboration or explanation about what the students will be learning.</td>
<td>If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</td>
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<td>Students indicate through body language or questions that they don't understand the content being presented.</td>
<td>The teacher makes no serious content errors but may make minor ones.</td>
<td>The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</td>
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<td>The teacher makes serious content errors that will affect students' understanding of the lesson.</td>
<td>The teacher's explanation of content consists of a monologue, with minimal participation or intellectual engagement by students.</td>
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<td>The student's understanding of the lesson.</td>
<td>The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</td>
<td>Students suggest other strategies they might use in approaching a challenge or analysis.</td>
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<td>The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</td>
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<td>The teacher's vocabulary is too advanced, or too juvenile, for the students' ages and levels of participation and thinking.</td>
<td>The teacher's vocabulary is appropriate to students' ages and levels of participation and thinking.</td>
<td>Students use academic language correctly.</td>
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<tr>
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<td>The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.</td>
<td>The teacher's vocabulary is appropriate to students' ages and levels of participation and thinking.</td>
<td>Students use academic language correctly.</td>
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</tr>
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<td></td>
<td>The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.</td>
<td>The teacher engages with the learning task, indicating that they understand what they are doing.</td>
<td>Students use academic language correctly.</td>
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</tr>
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<td>The teacher's vocabulary is too advanced, or too juvenile, for the students' ages and levels of participation and thinking.</td>
<td>The teacher actively circulates during all parts of the block to collect data and provide feedback to students.</td>
<td>Teacher capitalizes on every moment to make it a learning opportunity - goes above and beyond what is called for in the lesson plan.</td>
<td></td>
</tr>
<tr>
<td><strong>3b: Using Questions and Discussion Techniques</strong></td>
<td>Questions are rapid-fire and convergent, with a single correct answer.</td>
<td>The teacher makes effective use of wait time.</td>
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<td>Questions do not invite student thinking.</td>
<td>The teacher frames some questions designed to promote student thinking, but may have a single correct answer, and the teacher is not sure if students respond.</td>
<td>The teacher makes effective use of wait time.</td>
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<td>All discussion is between the teacher and students; students are not invited to speak directly to one another.</td>
<td>The teacher frames some questions designed to promote student thinking, but may have a single correct answer, and the teacher is not sure if students respond.</td>
<td>The teacher makes effective use of wait time.</td>
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<td>The teacher does not ask students to explain their thinking.</td>
<td>The teacher asks students to respond directly to one another's ideas, but few responses sound.</td>
<td>The teacher makes effective use of wait time.</td>
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<td></td>
<td>Only a few students dominate the discussion.</td>
<td>The teacher asks students to interpret them in the context of what they're learning.</td>
<td>The teacher makes effective use of wait time.</td>
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<tr>
<td></td>
<td>Teachers do not demonstrate TLAC strategies for questioning (e.g., ratio, wait time, cold call). Students are generally not engaged.</td>
<td>Teachers suggest other strategies they might use in approaching a challenge or analysis.</td>
<td>The teacher makes effective use of wait time.</td>
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</tr>
<tr>
<td>Domain &amp; Component</td>
<td>Experienced Teacher</td>
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<td>Most students are intellectually engaged in the lesson.</td>
<td>The teacher makes the standards of high-quality work clear to students.</td>
<td>Virtually all students are intellectually engaged in the lesson.</td>
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<td>Lesson activities require high-level student thinking and explanations of their thinking.</td>
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<td>Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</td>
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<td>The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.</td>
<td>The teacher incorporates students' interests and questions into the heart of the lesson.</td>
<td>The teacher selects on a teachable moment to enhance a lesson.</td>
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<tr>
<td></td>
<td>The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.</td>
<td>The teacher conveys to students that she has other approaches to try when the students experience difficulty.</td>
<td>The teacher conveys to students that she won't consider a lesson “finished” until every student understands and that she has a broad range of approaches to use.</td>
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<tr>
<td></td>
<td>In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.</td>
<td>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</td>
<td>In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher's attempts to adjust the lesson are partially successful.</td>
<td>When improvising becomes necessary, the teacher makes adjustments to the lesson.</td>
<td>The teacher’s adjustments to the lesson, when they are needed, are designed to assist individual students.</td>
<td></td>
</tr>
<tr>
<td>Domain 4: Professional Responsibilities</td>
<td>The teacher accurately assesses the effectiveness of instructional activities used.</td>
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<td></td>
<td>The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.</td>
<td>The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.</td>
<td>Students contribute to and maintain records indicating completed and outstanding work assignments.</td>
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<tr>
<td></td>
<td>Students contribute to maintaining noninstructional records (e.g., home visits, parent partnership hours, BDFs) for the class.</td>
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</tbody>
</table>

Citation:
Exemplars) 3c: Engaging students in learning 3e: Demonstrating flexibility and 20-21 Printable_Rocketship Teacher Performance Rubrics

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<tbody>
<tr>
<td>1a: Demonstrating knowledge of content and pedagogy</td>
<td>The teacher makes content errors.</td>
<td>The teacher’s understanding of the discipline is rudimentary.</td>
<td>The teacher can identify important concepts of the discipline and their relationships to one another.</td>
<td>The teacher cites intra- and interdisciplinary content relationships.</td>
</tr>
<tr>
<td></td>
<td>The teacher does not consider prerequisite relationships when planning.</td>
<td>The teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.</td>
<td>The teacher provides clear explanations of the content.</td>
<td>The teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed.</td>
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<td>The teacher’s plans use inappropriate strategies for the discipline.</td>
<td>Lesson and unit plans use limited instructional strategies, and are not tailored to the class.</td>
<td>Instructional strategies in unit and lesson plans are entirely suitable to the content.</td>
<td>The teacher plans reflect recent developments in content-related pedagogy.</td>
</tr>
<tr>
<td>1b: Demonstrating knowledge of students and MTSS</td>
<td>The teacher does not understand child development characteristics and has unrealistic expectations for students.</td>
<td>The teacher misinterprets developmental theory but does not seek to integrate it into lesson planning.</td>
<td>The teacher knows, for groups of students, their levels of cognitive development.</td>
<td>The teacher plans reflect recent developments in content-related pedagogy.</td>
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<td>The teacher does not try to ascertain varied ability levels among students in the class.</td>
<td>The teacher is aware of the different ability levels in the class but tends to teach to the “whole group.”</td>
<td>The teacher has a good idea of the range of interests of students in the class.</td>
<td>The teacher isolates students who may need additional academic and/or behavior support.</td>
</tr>
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<td>The teacher is not aware of students’ interests or cultural heritages.</td>
<td>The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differences in learning strategies to accommodate those differences.</td>
<td>The teacher is well informed about students’ cultural heritages and incorporates this knowledge in lesson planning.</td>
<td>The teacher seeks out information from all students about their cultural heritage.</td>
</tr>
<tr>
<td></td>
<td>The teacher takes no responsibility to learn about students’ medical or learning disabilities.</td>
<td>The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</td>
<td>The teacher appropriately identifies students who may need additional academic and/or behavior support, and acts accordingly.</td>
<td>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</td>
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<td>The teacher fails to appropriately identify students who may need additional academic and/or behavior support and fails to refer students to special education and/or ELD services.</td>
<td>The teacher identifies a variety of students who may need additional academic and/or behavior support, but inconsistently requests referrals to special education and/or ELD services.</td>
<td>The teacher appropriately identifies students who may need additional academic and/or behavior support, and acts accordingly.</td>
<td>The teacher generates appropriate individually targeted interventions.</td>
</tr>
<tr>
<td></td>
<td>The teacher does not know which students are receiving tiered academic and behavioral support.</td>
<td>The teacher knows which students are receiving tiered academic and behavioral support and but only sometimes provides appropriate differentiated support in the classroom.</td>
<td>The teacher is aware of the special needs represented by students in the class.</td>
<td>The teacher knows which students are receiving tiered academic and behavioral support and regularly provides appropriate differentiated support in the classroom (RPS MTSS).</td>
</tr>
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<td>2: Designing Coherent Instruction</td>
<td>Learning activities are boring and/or not well aligned to the instructional goals (such as lesson not aligning to objective or not having plans for instruction).</td>
<td>Learning activities are moderately challenging.</td>
<td>Learning activities are matched to instructional outcomes.</td>
<td>Activities permit student choice.</td>
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<td>Materials are not engaging or do not meet instructional outcomes.</td>
<td>Instructional groups do not support learning.</td>
<td>Activities provide opportunity for higher-level thinking.</td>
<td>Learning experiences connect to other disciplines.</td>
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<td>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</td>
<td>Lessons structure is uneven or may be unrealistic about time expectations (pacing/timestamp of lessons are not strong).</td>
<td>Instructional student groups are organized thoughtfully to maximize learning and build on students’ strengths.</td>
<td>The teacher provides a variety of appropriately challenging materials and resources that are differentiated for students in the class.</td>
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<td>3: Data Driven Instruction</td>
<td>Teacher is unaware of assessments, purpose, and ways to leverage student data.</td>
<td>There are no plans to use formal assessment data in diverse ways, and with limited fidelity.</td>
<td>Teacher collaborates with a team when planning instruction.</td>
<td>Teachers appropriately target differentiated instruction.</td>
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<td>Teacher does not give assessments on schedule and does not review data during a preplanning meeting.</td>
<td>Assessment results are used to design lesson plans for the whole class, not individual students.</td>
<td>The teacher provides a variety of appropriately challenging materials and resources that are differentiated for students in the class.</td>
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<td>Teacher does not review the assessment before teaching the unit.</td>
<td>Teachers are aware of the data of their students, and as a result, can capitalize on key instructional moments (e.g., using data to guide creation of learning groups, small group math, etc.)</td>
<td>The teacher is aware of the special needs represented by students in the class.</td>
<td>The teacher provides appropriate differentiated support in the classroom (RPS MTSS).</td>
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<td>The teacher provides appropriate differentiated support in the classroom (RPS MTSS).</td>
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<td>4: Classroom Environment</td>
<td>The teacher is at times disrespectful toward students or insensitive to students' cultural heritages, and students are only sometimes able to express their needs, and often do so in a productive manner and at the appropriate time.</td>
<td>Teacher makes general connections with individual students.</td>
<td>Teacher makes general connections with individual students.</td>
<td>The teacher respects and encourages students' efforts.</td>
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<td>Students participate willingly and are able to express their needs, but may be somewhat hesitant to offer their ideas in front of classmates.</td>
<td>Teacher does not review the assessment before teaching the unit.</td>
<td>Teachers are aware of the data of their students, and as a result, can capitalize on key instructional moments (e.g., using data to guide creation of learning groups, small group math, etc.)</td>
<td>The teacher provides appropriate differentiated support in the classroom (RPS MTSS).</td>
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**Levels**

- **Level 1: Below**
- **Level 2: Approaching**
- **Level 3: Meets**
- **Level 4: Exceeds**

**Year 1 Specialist (First Year of Teaching)**

**Domain 1: Planning and Preparation**

- **Level 1: Below**
- **Level 2: Approaching**
- **Level 3: Meets**
- **Level 4: Exceeds**

**Domain 2: Content Knowledge and Pedagogy**

- **Level 1: Below**
- **Level 2: Approaching**
- **Level 3: Meets**
- **Level 4: Exceeds**

**Domain 3: Instructional Planning and Delivery**

- **Level 1: Below**
- **Level 2: Approaching**
- **Level 3: Meets**
- **Level 4: Exceeds**

**Domain 4: Assessment and Evaluation**

- **Level 1: Below**
- **Level 2: Approaching**
- **Level 3: Meets**
- **Level 4: Exceeds**

**Domain 5: Classroom Environment**

- **Level 1: Below**
- **Level 2: Approaching**
- **Level 3: Meets**
- **Level 4: Exceeds**

**Domain 6: Professional Development**

- **Level 1: Below**
- **Level 2: Approaching**
- **Level 3: Meets**
- **Level 4: Exceeds**
### Domain & Component

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<td>2a: Creating an environment of respect and rapport</td>
<td>The teacher conveys that there is little or no purpose for the work, or that the reason for doing it are due to external factors.</td>
<td>The teacher conveys that the work is neutral, neither indicating a high level of commitment nor assuring the need to do the work to external forces.</td>
<td>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</td>
<td>The teacher communicates passion for the subject.</td>
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<td>Students exhibit little or no pride in their work.</td>
<td>Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an &quot;easy path.&quot;</td>
<td>The teacher conveys an expectation of high levels of student effort.</td>
<td>Students indicate through their questions and comments a desire to understand the content.</td>
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<td></td>
<td>Students use language incorrectly; the teacher does not correct them.</td>
<td>The teacher's primary concern appears to be to complete the task at hand.</td>
<td>Students expend good effort to complete work of high quality.</td>
<td>Students assist their classmates in understanding the content.</td>
</tr>
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<td>The teacher urges, but does not insist, that students use precise language.</td>
<td>The teacher insists on precise use of language by students.</td>
<td>The teacher takes initiative in improving the quality of their work.</td>
<td>Students correct one another in their use of language.</td>
</tr>
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<td>2b: Establish culture for Learning</td>
<td>Students not working with the teacher are not productively engaged.</td>
<td>Students are productively engaged during small-group or independent work.</td>
<td>With minimal prompting by the teacher, students ensure that their time is used productively.</td>
<td>Students take initiative in distributing and collecting materials efficiently.</td>
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<td>Transitions are disorganized, with much loss of instructional time.</td>
<td>Transitions between large- and small-group activities are smooth.</td>
<td>Students themselves ensure that transitions and other routines are accomplished smoothly.</td>
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<td>The teacher makes limited use of available technology.</td>
<td>The teacher makes appropriate use of available technology.</td>
<td>With minimal prompting by the teacher, students ensure that their time is used productively.</td>
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<td>2c: Managing Classroom Procedures</td>
<td>The classroom environment is chaotic, with no standards of conduct evident.</td>
<td>The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</td>
<td>Standards of conduct appear to have been established and implemented successfully.</td>
<td>Students are productively engaged during small-group or independent work.</td>
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<td></td>
<td>The teacher does not monitor student behavior.</td>
<td>The teacher attempts to keep track of student behavior, but with no apparent system.</td>
<td>Overall, student behavior is generally appropriate.</td>
<td>Students are productively engaged during small-group or independent work.</td>
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<td></td>
<td>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</td>
<td>The teacher’s response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</td>
<td>The teacher frequently monitors student behavior.</td>
<td>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</td>
</tr>
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<td></td>
<td>The physical environment is not an impediment to learning but does not facilitate learning.</td>
<td>The teacher makes limited use of available technology and other resources which would enhance the lesson.</td>
<td>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</td>
<td>The teacher communicates passion for the subject.</td>
</tr>
<tr>
<td>2d: Managing student behavior</td>
<td>There are physical hazards in the classroom, endangering student safety.</td>
<td>The physical environment is safe, and most students can see and hear the teacher or see the board.</td>
<td>The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board.</td>
<td>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</td>
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<tr>
<td></td>
<td>Many students can’t see or hear the teacher or see the board.</td>
<td>The physical environment is not an impediment to learning but does not facilitate learning.</td>
<td>The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities.</td>
<td>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</td>
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<td>Available technology is not being used even if it is available and its use would enhance the lesson.</td>
<td>The teacher makes limited use of available technology and other resources which would enhance the lesson.</td>
<td>The teacher makes use of available technology.</td>
<td>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</td>
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<td>Lights are not always turned on.</td>
<td>Lights are not always turned on.</td>
<td>Students know how to organize their material and know where access all materials.</td>
<td>The teacher and students make extensive and imaginative use of available technology.</td>
</tr>
<tr>
<td>2e Organizing Physical Space</td>
<td>At no time during the lesson does the teacher convey to students what they will be learning.</td>
<td>The teacher provides little elaboration or explanation about what the students will be learning.</td>
<td>The teacher states clearly, at some point during the lesson, what the students will be learning.</td>
<td>If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</td>
</tr>
<tr>
<td></td>
<td>Students indicate through body language or questions that they don’t understand the content being presented.</td>
<td>The teacher’s explanation of the content consists of a monotone, with minimal participation or intellectual engagement by students.</td>
<td>The teacher’s explanation of content is clear and invites student participation and thinking.</td>
<td>The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</td>
</tr>
<tr>
<td></td>
<td>The teacher makes a serious content error that will affect students’ understanding of the lesson.</td>
<td>The teacher makes no serious content errors but may make minor ones.</td>
<td>The teacher makes no content errors.</td>
<td>The teacher points out possible areas for misunderstanding.</td>
</tr>
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<td>Students indicate through their questions that they are confused about the learning task.</td>
<td>The teacher’s explanations of content are purely procedural, with no indication of how students can think strategically.</td>
<td>The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they’re learning.</td>
<td>The teacher invites students to explain the content to their classmates.</td>
</tr>
<tr>
<td></td>
<td>The teacher’s vocabulary is inappropriate to the age or culture of the students.</td>
<td>The teacher’s vocabulary and usage are correct but unimaginative.</td>
<td>If appropriate, the teacher models the process to be followed in the task.</td>
<td>The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</td>
</tr>
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<td></td>
<td>Skills are not transferable and are only specific to that question/problem.</td>
<td>When the teacher attempts to explain academic vocabulary, it is only partially successful.</td>
<td>The teacher’s vocabulary and usage are correct and entirely suited to the lesson, including where appropriate, explanations of academic vocabulary.</td>
<td>Students use academic language correctly.</td>
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<td></td>
<td>The teacher provides feedback to students.</td>
<td>The teacher’s vocabulary is too advanced, or too juvenile, for students.</td>
<td>The teacher’s vocabulary is appropriate to students’ ages and levels of development.</td>
<td>Teacher capitalizes on every moment to make it a learning opportunity - goes above and beyond what is called for in the lesson plan.</td>
</tr>
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**Domain: 3 Instruction**

- The teacher provides clear and concise explanations of concepts and procedures.
- The teacher makes connections to real-world applications.
- The teacher encourages student participation and active learning.
- The teacher provides timely and constructive feedback to students.

**Level 4 Expectations:**

- The teacher effectively manages classroom behavior and discipline.
- The teacher creates a positive and inclusive classroom environment.
- The teacher utilizes technology and resources effectively.
- The teacher demonstrates high-level instructional skills.
Domain & Component | Year 1 Specialist (First Year of Teaching) | Year 2 Specialist (Second Year of Teaching)
---|---|---
3a: Communicating with students | Level 1: Below | Level 2: Approaching | Level 3: Meets | Level 4: Exceeds
Questions are rapid-fire and convergent, with a single correct answer. | The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students who have not participated. | The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. | Students initiate higher-order questions. | Students build on and use student responses to questions in order to deepen understanding.
Questions do not invite student thinking. | The teacher invites students to respond directly to one another’s ideas, but few students respond. | The teacher makes effective use of wait time. | The teacher builds on and uses student responses to questions in order to deepen understanding. | Students extend the discussion, enriching it, and provide evidence for their thinking.
All discussion is between the teacher and students; students are not invited to speak directly to one another. | The teacher calls on many students, but only a small number actually participate in the discussion. | Discussions enable students to talk to one another without ongoing mediation by teacher. | Students choose a discussion topic and lead it. | Students continue to explore the discussion topic on their own.
Only a few students dominate the discussion. | The teacher asks students to explain their reasoning, but only some students attempt to do so. | The teacher calls on most students, even those who don’t initially volunteer. | Students continue to explore the discussion topic on their own. | Students engage in a meaningful discussion.
Teacher does not demonstrate TLAC strategies for questioning and discussion (e.g., ratio, wait time, cold call). | Teachers use some TLAC strategies for questioning and discussion (e.g., ratio, wait time, cold call). | Many students actively engage in the discussion. | Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. | Students engage in a meaningful discussion.

3b: Using Questions and Discussion Techniques | Level 1: Below | Level 2: Approaching | Level 3: Meets | Level 4: Exceeds
None of the materials or resources require student thinking or ask students to explain their thinking. | The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. | The teacher uses groupings that are suitable to the lesson activities. | Students are intellectually engaged in the lesson. | Students are intellectually engaged in the lesson.
Learning tasks and materials require only recall or have a single correct response or method. | The materials and resources are partially aligned to the lesson objectives. | The pacing of the lesson provides students the time needed to be intellectually engaged. | Students are intellectually engaged in the lesson. | Lesson activities require high-level student thinking and explanations of their thinking.
Instructional materials used are unsuitable to the lesson and/or the students. | The teacher invites students to respond directly to one another’s ideas, but few students respond. | Students are invited to explain their reasoning as part of completing tasks. | Students are intellectually engaged in the lesson. | Students choose a discussion topic and lead it.

3c: Engaging students in learning | Level 1: Below | Level 2: Approaching | Level 3: Meets | Level 4: Exceeds
Students are not included during high leverage times in the general education setting, per the child’s IEP. | Specialist effectively collaborates across stakeholders to support generalization of skills across settings. | Specialist effectively advocates for meaningful inclusion. Inclusion opportunities increase throughout the span of the year for all students on caseload. | Specialist collaboratively develops and monitors inclusion plans and opportunities for students over the course of the school year. Specialist collaboratively interacts with school-wide and general education stakeholders to promote meaningful inclusion.
Students are included in the GE classroom in a meaningful way and collaborative does not collaborate with stakeholders to support student access across settings. | Students are included in the GE classroom per their IEP, but the times might not be the most opportune for increased student outcomes. | Students invite comments from their classmates during a discussion and challenge one another’s thinking. | Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. | Students engage in a meaningful discussion.

Meaningful Student Inclusion (ISE Only) | Level 1: Below | Level 2: Approaching | Level 3: Meets | Level 4: Exceeds
Learning tasks are a mix of those requiring thinking and those requiring recall. | Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. | Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. | Students are intellectually engaged in the lesson. | Students are intellectually engaged in the lesson.
Student engagement with the content is largely passive; the learning content primarily of facts or procedures. | Student engagement with the content is primarily of facts, but not passive. | Student engagement with the content is primarily of facts. | Students are intellectually engaged in the lesson. | Students are intellectually engaged in the lesson.

4a: Reflect on teaching | Level 1: Below | Level 2: Approaching | Level 3: Meets | Level 4: Exceeds
The teacher considers the lesson but draws incorrect conclusions about its effectiveness. | The teacher has a general sense of whether or not instructional practices were effective. | The teacher accurately assesses the effectiveness of instructional activities used. | The teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness. | The teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
The teacher makes no suggestions for improvement. | The teacher offers general modifications for future instruction. | The teacher identifies specific ways in which a lesson might be improved. | The teacher’s suggestions for improvement draw on an extensive evidence base. | The teacher’s suggestions for improvement draw on an extensive evidence base.

4b: Maintain accurate records | Level 1: Below | Level 2: Approaching | Level 3: Meets | Level 4: Exceeds
There is no system for either instructional or noninstructional records. | The teacher has a process for recording student work completion, however, it may be out of date or may not permit students to access the information. | The teacher’s process for recording completion of student work is efficient and effective. Students have access to information about completed and/or missed assignments. | Students contribute to and maintain records indicating completed and outstanding work assignments. | Students contribute to and maintain records indicating completed and outstanding work assignments.
Record-keeping systems are in disarray and provide incorrect or confusing information. | The teacher’s process for tracking student progress is cumbersome to use. | The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they are progressing. | Students contribute to and maintain data files indicating their own progress in learning. | Students contribute to and maintain data files indicating their own progress in learning.

The IEP process is poorly coordinated, resulting in procedural violations and/or an inability for key stakeholders to meaningfully participate in the process. | Coordination of the IEP process is at times disorganized (missing items, errors in out-of-plan), resulting in unclear or insufficient communication with stakeholders. Some families are not satisfied with the IEP process. | Teacher effectively coordinates the IEP process for the students on his/her caseload. Stakeholders receive adequate communication to support participation in the IEP process and families are consistently satisfied with the IEP process. | Teacher consistently operates in a manner that ensures that all special education documents and processes meet the highest bar of compliance and teacher supports. Teacher serves as the unmistakable compliance leader on campus and supports other team members in achieving excellence in this domain. | Teacher consistently operates in a manner that ensures that all special education documents and processes meet the highest bar of compliance and teacher supports. Teacher serves as the unmistakable compliance leader on campus and supports other team members in achieving excellence in this domain.
Teacher practice results in many compliance errors in special education documents and/or processes, significantly impacting the overall compliance of the program at the school. | The teacher has more compliance errors in special education documents or processes than would be expected, but is responsive to feedback on how to improve systems. | Teacher operates in a manner that ensures minimal compliance errors in all special education documentation and processes. | Teacher is the unmistakable leader and driver of collaboration between stakeholders in order to ensure coordinated support for all of the students on his or her caseload. | Teacher makes a service schedule for self and para which meets all IEP service minutes, does not remove students from core instruction, and reflects a high level of productive collaborative practice. Fidelity to the schedule is highly consistent for all team members.
Teacher does not consistently participate in activities to support coordination of services across stakeholders. | Teacher participates in activities to support coordination of services across stakeholders and providers, but may not take a leadership role. | Teacher takes initiative to plan and facilitate collaboration between stakeholders to ensure coordinated support for all of the students on his or her caseload. | Teacher consistently and fervently advocates for all of the students on his or her caseload in a way that ensures students get what they need while preserving partnerships with key stakeholders. | Teacher consistently and fervently advocates for all of the students on his or her caseload.
Teacher is not thoughtful or strategic in the creation of a service schedule. | Teacher creates a service schedule that meets some of the criteria for excellence, but not all. Fidelity to the service schedule is inconsistent. | Teacher creates a service schedule for self and para which meets all IEP service minutes, does not remove students from core instruction, and reflects a high level of productive collaborative practice. Fidelity to the schedule is generally high for both the specialist and para. | Teacher advocates for all of the students on his or her caseload and works diligently to ensure they get what they need. | Teacher advocates for all of the students on his or her caseload.

Case Management (ISE Only) | Level 1: Below | Level 2: Approaching | Level 3: Meets | Level 4: Exceeds
Teacher is sometimes hesitant to advocate for the students on his or her caseload, and/or advocates in a way that damages relationships with key stakeholders. | The teacher uses a variety TLAC strategies of ratio, wait time, cold call. | Teachers use universal prompts and habits of discussion to push-engagement | Students are intellectually engaged in the lesson. | Students are intellectually engaged in the lesson.
<table>
<thead>
<tr>
<th>Domain &amp; Component</th>
<th>Level 1: Below</th>
<th>Level 2: Approaching</th>
<th>Level 3: Meets</th>
<th>Level 4: Exceeds</th>
</tr>
</thead>
</table>

Citation:
1a: Demonstrating knowledge of content and pedagogy

<table>
<thead>
<tr>
<th>Level 1: Below</th>
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<th>Level 3: Meets</th>
<th>Level 4: Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher makes content errors.</td>
<td>The teacher’s understanding of the discipline is rudimentary.</td>
<td>The teacher can identify important concepts of the discipline and their relationships to one another.</td>
<td>The teacher cites intra- and interdisciplinary content relationships.</td>
</tr>
<tr>
<td>The teacher does not consider prerequisite relationships when planning.</td>
<td>The teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.</td>
<td>The teacher provides clear explanations of the content.</td>
<td>The teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed.</td>
</tr>
<tr>
<td>The teacher's plans use inappropriate strategies for the discipline.</td>
<td>Lesson and unit plans use limited instructional strategies, and are not aligned to expectations.</td>
<td>Instructional strategies in unit and lesson plans are entirely suitable to the content.</td>
<td>The teacher’s plans reflect recent developments in content-related pedagogy.</td>
</tr>
<tr>
<td>The teacher does not understand child development characteristics and has unrealistic expectations for students.</td>
<td>The teacher cites developmental theory but does not seek to integrate it into lesson planning.</td>
<td>The teacher is aware of the different cultural groups in the class.</td>
<td>The teacher reflects on principles of effective instruction to inform the creation of a diverse learning environment.</td>
</tr>
<tr>
<td>The teacher does not try to ascertain varied ability levels among students in the class.</td>
<td>The teacher is aware of the different ability levels in the class but tends to treat the “whole group.”</td>
<td>The teacher has a good idea of the range of interests of students in the school.</td>
<td>The teacher effectively uses curricular interventions to address the needs of diverse learners.</td>
</tr>
<tr>
<td>The teacher is not aware of students’ interests or cultural heritages.</td>
<td>The teacher recognizes that students have different interests and cultural backgrounds but only draws on their contributions or differentiates materials to accommodate these differences.</td>
<td>The teacher is well informed about students’ cultural heritage and incorporates this knowledge in lesson planning.</td>
<td>The teacher is an advocate for the inclusion of culturally responsive and equitable practices.</td>
</tr>
<tr>
<td>The teacher takes no responsibility to learn about students’ medical or learning disabilities.</td>
<td>The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</td>
<td>The teacher is aware of the special needs represented by students in the class.</td>
<td>The teacher is committed to understanding and supporting the needs of all students.</td>
</tr>
<tr>
<td>The teacher fails to appropriately identify students who may need additional academic and/or behavior support and fails to refer students to support structures.</td>
<td>The teacher identifies some students who may need additional academic and/or behavior support and inconsistently refers students to support structures.</td>
<td>The teacher appropriately identifies students who may need additional academic and/or behavior support, proactively provides interventions within their classroom, and consistently refers students to school-based support structures when needed.</td>
<td>The teacher demonstrates a deep understanding of the needs of diverse learners and is proactive in providing support.</td>
</tr>
<tr>
<td>The teacher does not know which students are receiving tiered academic and behavioral support.</td>
<td>The teacher knows which students are receiving tiered academic and behavioral support but only sometimes provides appropriate differentiated support in the classroom.</td>
<td>The teacher knows which students are receiving tiered academic and behavioral support and regularly provides appropriate differentiated support in the classroom (RPS MitS).</td>
<td>The teacher effectively uses differentiated instruction to meet the needs of all students.</td>
</tr>
</tbody>
</table>

Outcomes:

- Level 1: Below
  - Outcomes lack rigor.
  - Outcomes objectives do not represent a mixture of low expectations and rigor.
  - Outcomes are not clear or are stated as activities and not posted on the board.
  - Outcomes are not suitable for many students in the class.

- Level 2: Approaching
  - Outcomes objectives represent a mixture of low expectations and rigor.
  - Outcomes are related to the “big ideas” of the discipline.
  - Outcomes are suitable for most of the class.
  - Outcomes are differentiated where necessary, are suitable to groups in the class.

- Level 3: Meets
  - Outcomes represent high expectations and rigor and yearly goals are posted in the classroom (such as IEPs, STEP growth, class grade math, etc.).
  - Outcomes are related to the goals of the class.
  - Outcomes are suitable for most of the class.
  - Outcomes are differentiated where necessary, are suitable to groups in the class.

- Level 4: Exceeds
  - Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
  - Outcomes are differentiated where necessary, are suitable to groups in the class.

1b: Demonstrating knowledge of students and MitS

- Level 1: Below
  - The teacher is unaware of assessments, purpose, and ways to leverage student data.
  - Plans refer to the use of formative assessment data but are not fully utilized.
  - Assessment results do not affect future plans.
  - Teacher does not give assessments on schedule and does not review data.

- Level 2: Approaching
  - Teacher is aware of assessments, purpose, and ways to leverage student data.
  - Learning activities are matched to instructional outcomes.
  - Learning activities are moderately challenging.
  - Learning resources are suitable, but there is limited variety.
  - Instructional groups are random, or they only partially support learning.
  - Learning strategies in unit and lesson plans are entirely suitable to the content.

- Level 3: Meets
  - Learning activities are matched to instructional outcomes.
  - Learning strategies in unit and lesson plans are entirely suitable to the content.
  - Outcomes are related to the “big ideas” of the discipline.
  - Outcomes are suitable for most of the class.
  - Outcomes are differentiated where necessary, are suitable to groups in the class.

- Level 4: Exceeds
  - Learning strategies in unit and lesson plans are entirely suitable to the content.
  - Outcomes are related to the “big ideas” of the discipline.
  - Outcomes are suitable for most of the class.
  - Outcomes are differentiated where necessary, are suitable to groups in the class.

1c: Setting Instructional Outcomes

- Level 1: Below
  - The teacher is unaware of assessments, purpose, and ways to leverage student data.
  - Plans refer to the use of formative assessment data but are not fully utilized.
  - Assessment results do not affect future plans.
  - Teacher does not give assessments on schedule and does not review data.

- Level 2: Approaching
  - Teacher is aware of assessments, purpose, and ways to leverage student data.
  - Outcomes are related to the “big ideas” of the discipline.
  - Outcomes are suitable for most of the class.
  - Outcomes are differentiated where necessary, are suitable to groups in the class.

- Level 3: Meets
  - Learning strategies in unit and lesson plans are entirely suitable to the content.
  - Learning strategies in unit and lesson plans are entirely suitable to the content.
  - Outcomes are related to the “big ideas” of the discipline.
  - Outcomes are suitable for most of the class.
  - Outcomes are differentiated where necessary, are suitable to groups in the class.

- Level 4: Exceeds
  - Learning strategies in unit and lesson plans are entirely suitable to the content.
  - Outcomes are related to the “big ideas” of the discipline.
  - Outcomes are suitable for most of the class.
  - Outcomes are differentiated where necessary, are suitable to groups in the class.

2a: Designing Coherent Instruction

- Level 1: Below
  - The teacher is unaware of assessments, purpose, and ways to leverage student data.
  - Plans refer to the use of formative assessment data but are not fully utilized.
  - Assessment results do not affect future plans.
  - Teacher does not give assessments on schedule and does not review data.

- Level 2: Approaching
  - Teacher is aware of assessments, purpose, and ways to leverage student data.
  - Learning activities are matched to instructional outcomes.
  - Instructional strategies in unit and lesson plans are entirely suitable to the content.
  - Instructional strategies in unit and lesson plans are entirely suitable to the content.

- Level 3: Meets
  - Learning strategies in unit and lesson plans are entirely suitable to the content.
  - Instructional strategies in unit and lesson plans are entirely suitable to the content.
  - Outcomes are related to the “big ideas” of the discipline.
  - Outcomes are suitable for most of the class.
  - Outcomes are differentiated where necessary, are suitable to groups in the class.

- Level 4: Exceeds
  - Learning strategies in unit and lesson plans are entirely suitable to the content.
  - Instructional strategies in unit and lesson plans are entirely suitable to the content.
  - Outcomes are related to the “big ideas” of the discipline.
  - Outcomes are suitable for most of the class.
  - Outcomes are differentiated where necessary, are suitable to groups in the class.

3a: Data-Driven Instruction

- Level 1: Below
  - The teacher is at times disrespectful toward students or insensitive to their accommodations and modifications.
  - The teacher fails to plan for the lesson or unit.
  - The teacher does not administer a plan for a lesson or unit.

- Level 2: Approaching
  - The teacher is at times disrespectful toward students or insensitive to their accommodations and modifications.
  - The teacher monitors a plan for a lesson or unit.
  - The teacher monitors and adjusts a plan for a lesson or unit.

- Level 3: Meets
  - The teacher is at times disrespectful toward students or insensitive to their accommodations and modifications.
  - The teacher monitors and adjusts a plan for a lesson or unit.
  - The teacher monitors and adjusts a plan for a lesson or unit.

- Level 4: Exceeds
  - The teacher is at times disrespectful toward students or insensitive to their accommodations and modifications.
  - The teacher monitors and adjusts a plan for a lesson or unit.
  - The teacher monitors and adjusts a plan for a lesson or unit.

Rocketship IEP Specialist Priority: Access for All

- Level 1: Below
  - Rocketship IEP Specialist does not plan to accommodate students with special needs.
  - Rocketship IEP Specialist does not adequately plan for students with special needs.

- Level 2: Approaching
  - Rocketship IEP Specialist plans to accommodate students with special needs.
  - Rocketship IEP Specialist adequately plans for students with special needs.

- Level 3: Meets
  - Rocketship IEP Specialist plans to accommodate students with special needs.
  - Rocketship IEP Specialist adequately plans for students with special needs.

- Level 4: Exceeds
  - Rocketship IEP Specialist plans to accommodate students with special needs.
  - Rocketship IEP Specialist adequately plans for students with special needs.

Classroom Environment

- Level 1: Below
  - The teacher is at times disrespectful toward students or insensitive to their accommodations and modifications.
  - The teacher is at times disrespectful toward students or insensitive to their accommodations and modifications.

- Level 2: Approaching
  - The teacher is at times disrespectful toward students or insensitive to their accommodations and modifications.
  - The teacher is at times disrespectful toward students or insensitive to their accommodations and modifications.

- Level 3: Meets
  - The teacher is at times disrespectful toward students or insensitive to their accommodations and modifications.
  - The teacher is at times disrespectful toward students or insensitive to their accommodations and modifications.

- Level 4: Exceeds
  - The teacher is at times disrespectful toward students or insensitive to their accommodations and modifications.
  - The teacher is at times disrespectful toward students or insensitive to their accommodations and modifications.
### Domain: Managing Classroom Procedures

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>2c: Creating an environment of respect and rapport</td>
<td>The teacher displays no familiarity with, or caring about, individual students.</td>
<td>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</td>
<td>The teacher communicates the importance of the content and the conviction that hard work and effort will benefit all students.</td>
<td>The teacher communicates the satisfaction that accompanies a deep understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>Students do not have a way to communicate their needs.</td>
<td>Students are only sometimes able to express their needs, and often do so in an inappropriate way/time.</td>
<td>Students participate willingly and are able to express their needs, but may be somewhat hesitant to offer their ideas in front of classmates.</td>
<td>When necessary, students respectfully correct one another.</td>
</tr>
<tr>
<td></td>
<td>Students are only sometimes able to express their needs, and often do so in an inappropriate way/time.</td>
<td>When necessary, students respectfully correct one another.</td>
<td>The teacher makes general connections with individual students.</td>
<td>The teacher respects and encourages students' efforts.</td>
</tr>
<tr>
<td></td>
<td>Students exhibit respect for the teacher.</td>
<td>Students exhibit respect for the teacher.</td>
<td>Students exhibit respect for the teacher.</td>
<td>Students exhibit respect for the teacher.</td>
</tr>
<tr>
<td>2b: Establish culture for Learning</td>
<td>The teacher conveys that there is little or no purpose for the work, or that the reason for doing it is due to external factors.</td>
<td>The teacher conveys that the work is for the student's benefit, not the teacher's.</td>
<td>The teacher demonstrates a high regard for student abilities.</td>
<td>The teacher conveys the satisfaction that accompanies a deep understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>Students use language incorrectly; the teacher does not correct them.</td>
<td>The teacher corrects students' use of language.</td>
<td>The teacher ensures all students understand the content being presented.</td>
<td>The teacher conveys the satisfaction that accompanies a deep understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>Inconsistent use of classroom incentive system and sometimes collecting materials.</td>
<td>The teacher establishes a clear and consistent system for distribution and collection of materials.</td>
<td>The teacher conducts a lesson in a highly productive, safe and joyful learning environment.</td>
<td>The teacher conducts a lesson in a highly productive, safe and joyful learning environment.</td>
</tr>
<tr>
<td></td>
<td>There do not appear to be any established procedures for distributing and collecting materials.</td>
<td>The teacher presents clear and consistent procedures for distributing and collecting materials.</td>
<td>The teacher demonstrates a high regard for student abilities.</td>
<td>The teacher conveys the satisfaction that accompanies a deep understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>The classroom is organized and efficient to maximize learning.</td>
<td>The teacher provides opportunities throughout the day for students to apply the SEL skills. (e.g., Kimochis or other program to build SEL skills)</td>
<td>Students correct one another in their use of language.</td>
<td>Students take initiative in improving the quality of their work.</td>
</tr>
</tbody>
</table>

### Domain: Managing Student Behavior

<table>
<thead>
<tr>
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<th>Level 4: Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2d: Managing student behavior</td>
<td>The teacher provides minimal guidance on student behavior.</td>
<td>The teacher respects and encourages students' efforts.</td>
<td>The teacher respects and encourages students' efforts.</td>
<td>The teacher respects and encourages students' efforts.</td>
</tr>
<tr>
<td></td>
<td>Students do not work with the teacher or are not productivity engaged.</td>
<td>Students sometimes work with the teacher.</td>
<td>Students are productive during small-group or independent work.</td>
<td>Students are productive during small-group and independent work.</td>
</tr>
<tr>
<td></td>
<td>Students are sometimes disruptive in the classroom.</td>
<td>Students are often disruptive in the classroom.</td>
<td>Students are rarely disruptive in the classroom.</td>
<td>With minimal prompting by the teacher, students ensure that their time is used productively.</td>
</tr>
<tr>
<td></td>
<td>The teacher does not monitor student behavior.</td>
<td>The teacher silently monitors student behavior.</td>
<td>The teacher silently and subtly monitors student behavior.</td>
<td>The teacher silently and subtly monitors student behavior.</td>
</tr>
<tr>
<td></td>
<td>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</td>
<td>The teacher responds to student misbehavior in a consistent, appropriate way.</td>
<td>The teacher responds to student misbehavior appropriately.</td>
<td>The teacher responds to student misbehavior appropriately.</td>
</tr>
<tr>
<td></td>
<td>The teacher conveys to at least some students that the work is too challenging for them.</td>
<td>The teacher conveys to students that the work is challenging but achievable.</td>
<td>The teacher conveys to students that the work is challenging but achievable.</td>
<td>The teacher conveys to students that the work is challenging but achievable.</td>
</tr>
<tr>
<td>2i: Organizing Physical Space</td>
<td>Students exhibit little or no pride in their work.</td>
<td>The teacher establishes a clear and consistent system for organizing and cleaning the classroom.</td>
<td>The teacher establishes a clear and consistent system for organizing and cleaning the classroom.</td>
<td>The teacher establishes a clear and consistent system for organizing and cleaning the classroom.</td>
</tr>
<tr>
<td></td>
<td>Students use language incorrectly; the teacher does not correct them.</td>
<td>The teacher provides opportunities throughout the day for students to apply the SEL skills. (e.g., Kimochis or other program to build SEL skills)</td>
<td>Students correct one another in their use of language.</td>
<td>Students take initiative in improving the quality of their work.</td>
</tr>
</tbody>
</table>

### Domain: Managing Classroom Procedures (Continued)

<table>
<thead>
<tr>
<th>Level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2c: Creating an environment of respect and rapport</td>
<td>The teacher conveys that there is little or no purpose for the work, or that the reason for doing it is due to external factors.</td>
<td>The teacher conveys that the work is for the student's benefit, not the teacher's.</td>
<td>The teacher demonstrates a high regard for student abilities.</td>
<td>The teacher conveys the satisfaction that accompanies a deep understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>Students use language incorrectly; the teacher does not correct them.</td>
<td>The teacher corrects students' use of language.</td>
<td>The teacher ensures all students understand the content being presented.</td>
<td>The teacher conveys the satisfaction that accompanies a deep understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>Inconsistent use of classroom incentive system and sometimes collecting materials.</td>
<td>The teacher establishes a clear and consistent system for distribution and collection of materials.</td>
<td>The teacher conducts a lesson in a highly productive, safe and joyful learning environment.</td>
<td>The teacher conducts a lesson in a highly productive, safe and joyful learning environment.</td>
</tr>
<tr>
<td></td>
<td>There do not appear to be any established procedures for distributing and collecting materials.</td>
<td>The teacher presents clear and consistent procedures for distributing and collecting materials.</td>
<td>The teacher demonstrates a high regard for student abilities.</td>
<td>The teacher conveys the satisfaction that accompanies a deep understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>The classroom is organized and efficient to maximize learning.</td>
<td>The teacher provides opportunities throughout the day for students to apply the SEL skills. (e.g., Kimochis or other program to build SEL skills)</td>
<td>Students correct one another in their use of language.</td>
<td>Students take initiative in improving the quality of their work.</td>
</tr>
<tr>
<td>2b: Establish culture for Learning</td>
<td>The teacher provides minimal guidance on student behavior.</td>
<td>The teacher respects and encourages students' efforts.</td>
<td>The teacher respects and encourages students' efforts.</td>
<td>The teacher respects and encourages students' efforts.</td>
</tr>
<tr>
<td></td>
<td>Students do not work with the teacher or are not productivity engaged.</td>
<td>Students sometimes work with the teacher.</td>
<td>Students are productive during small-group or independent work.</td>
<td>Students are productive during small-group and independent work.</td>
</tr>
<tr>
<td></td>
<td>Students are sometimes disruptive in the classroom.</td>
<td>Students are often disruptive in the classroom.</td>
<td>Students are rarely disruptive in the classroom.</td>
<td>With minimal prompting by the teacher, students ensure that their time is used productively.</td>
</tr>
<tr>
<td></td>
<td>The teacher does not monitor student behavior.</td>
<td>The teacher silently monitors student behavior.</td>
<td>The teacher silently and subtly monitors student behavior.</td>
<td>The teacher silently and subtly monitors student behavior.</td>
</tr>
<tr>
<td></td>
<td>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</td>
<td>The teacher responds to student misbehavior in a consistent, appropriate way.</td>
<td>The teacher responds to student misbehavior appropriately.</td>
<td>The teacher responds to student misbehavior appropriately.</td>
</tr>
<tr>
<td></td>
<td>The teacher conveys to at least some students that the work is too challenging for them.</td>
<td>The teacher conveys to students that the work is challenging but achievable.</td>
<td>The teacher conveys to students that the work is challenging but achievable.</td>
<td>The teacher conveys to students that the work is challenging but achievable.</td>
</tr>
<tr>
<td>2d: Managing student behavior</td>
<td>Students exhibit little or no pride in their work.</td>
<td>The teacher establishes a clear and consistent system for organizing and cleaning the classroom.</td>
<td>The teacher establishes a clear and consistent system for organizing and cleaning the classroom.</td>
<td>The teacher establishes a clear and consistent system for organizing and cleaning the classroom.</td>
</tr>
<tr>
<td></td>
<td>Students use language incorrectly; the teacher does not correct them.</td>
<td>The teacher provides opportunities throughout the day for students to apply the SEL skills. (e.g., Kimochis or other program to build SEL skills)</td>
<td>Students correct one another in their use of language.</td>
<td>Students take initiative in improving the quality of their work.</td>
</tr>
</tbody>
</table>

### Domain: Managing Classroom Procedures (Continued)

<table>
<thead>
<tr>
<th>Level</th>
<th>Level 1: Below</th>
<th>Level 2: Approaching</th>
<th>Level 3: Meets</th>
<th>Level 4: Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2c: Creating an environment of respect and rapport</td>
<td>The teacher conveys that there is little or no purpose for the work, or that the reason for doing it is due to external factors.</td>
<td>The teacher conveys that the work is for the student's benefit, not the teacher's.</td>
<td>The teacher demonstrates a high regard for student abilities.</td>
<td>The teacher conveys the satisfaction that accompanies a deep understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>Students use language incorrectly; the teacher does not correct them.</td>
<td>The teacher corrects students' use of language.</td>
<td>The teacher ensures all students understand the content being presented.</td>
<td>The teacher conveys the satisfaction that accompanies a deep understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>Inconsistent use of classroom incentive system and sometimes collecting materials.</td>
<td>The teacher establishes a clear and consistent system for distribution and collection of materials.</td>
<td>The teacher conducts a lesson in a highly productive, safe and joyful learning environment.</td>
<td>The teacher conducts a lesson in a highly productive, safe and joyful learning environment.</td>
</tr>
<tr>
<td></td>
<td>There do not appear to be any established procedures for distributing and collecting materials.</td>
<td>The teacher presents clear and consistent procedures for distributing and collecting materials.</td>
<td>The teacher demonstrates a high regard for student abilities.</td>
<td>The teacher conveys the satisfaction that accompanies a deep understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>The classroom is organized and efficient to maximize learning.</td>
<td>The teacher provides opportunities throughout the day for students to apply the SEL skills. (e.g., Kimochis or other program to build SEL skills)</td>
<td>Students correct one another in their use of language.</td>
<td>Students take initiative in improving the quality of their work.</td>
</tr>
<tr>
<td>2b: Establish culture for Learning</td>
<td>The teacher provides minimal guidance on student behavior.</td>
<td>The teacher respects and encourages students' efforts.</td>
<td>The teacher respects and encourages students' efforts.</td>
<td>The teacher respects and encourages students' efforts.</td>
</tr>
<tr>
<td></td>
<td>Students do not work with the teacher or are not productivity engaged.</td>
<td>Students sometimes work with the teacher.</td>
<td>Students are productive during small-group or independent work.</td>
<td>Students are productive during small-group and independent work.</td>
</tr>
<tr>
<td></td>
<td>Students are sometimes disruptive in the classroom.</td>
<td>Students are often disruptive in the classroom.</td>
<td>Students are rarely disruptive in the classroom.</td>
<td>With minimal prompting by the teacher, students ensure that their time is used productively.</td>
</tr>
<tr>
<td></td>
<td>The teacher does not monitor student behavior.</td>
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<td>The teacher silently and subtly monitors student behavior.</td>
</tr>
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<td>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</td>
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<td>The teacher responds to student misbehavior appropriately.</td>
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<td></td>
<td>The teacher conveys to at least some students that the work is too challenging for them.</td>
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<td>The teacher conveys to students that the work is challenging but achievable.</td>
</tr>
<tr>
<td>2d: Managing student behavior</td>
<td>Students exhibit little or no pride in their work.</td>
<td>The teacher establishes a clear and consistent system for organizing and cleaning the classroom.</td>
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<td>The teacher establishes a clear and consistent system for organizing and cleaning the classroom.</td>
</tr>
<tr>
<td></td>
<td>Students use language incorrectly; the teacher does not correct them.</td>
<td>The teacher provides opportunities throughout the day for students to apply the SEL skills. (e.g., Kimochis or other program to build SEL skills)</td>
<td>Students correct one another in their use of language.</td>
<td>Students take initiative in improving the quality of their work.</td>
</tr>
<tr>
<td>Domain &amp; Component</td>
<td>Level 4: Exceeds</td>
<td>Level 3: Meets</td>
<td>Level 2: Approaching</td>
<td>Level 1: Below</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------</td>
<td>----------------</td>
<td>---------------------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>3a: Communicating with students</strong></td>
<td>Teacher capitalizes on every moment to make it a learning opportunity; goes above and beyond what is called for in the lesson plan.</td>
<td>Teacher is actively circulating during all parts of the block to collect data and provide feedback.</td>
<td>The feedback given to students is always actionable/sticky/transferable.</td>
<td>The teacher generally teaches in a way that makes skills transferable, but will sometimes focus too much on one specific aspect of the lesson that is not essential to the overarching understanding.</td>
</tr>
<tr>
<td><strong>3b: Using Questions and Discussion Techniques</strong></td>
<td>Students initiate higher-order questions.</td>
<td>Discussions enable students to talk to one another without ongoing mediation by teacher.</td>
<td>The teacher makes effective use of wait time.</td>
<td>The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.</td>
</tr>
<tr>
<td><strong>3c: Engaging students in learning</strong></td>
<td>Students incorporate 50.proxy questions and strategies for questioning (e.g., ratio, wait time, cold call).</td>
<td>Students are invited to explain their reasoning, but only some students attempt to do so.</td>
<td>Students extend the discussion, enriching it, and provide evidence for their thinking.</td>
<td>The teacher asks students to explain their thinking, but only some students respond.</td>
</tr>
<tr>
<td><strong>4a: Demonstrating flexibility and responsiveness</strong></td>
<td>Students are included in the GE classroom per their IEP, but the times they participate in the GE classroom may not be the most opportune for increased student outcomes.</td>
<td>Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications to the materials being used.</td>
<td>The teacher’s attempts to adjust the lesson are partially successful.</td>
<td>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</td>
</tr>
<tr>
<td><strong>4b: Meaningful Student Inclusion (ISE Only)</strong></td>
<td>Students invite comments from their classmates during a discussion and challenge another student’s thinking.</td>
<td>The teacher monitors understanding through a single method (e.g., checks for understanding), or without eliciting evidence of understanding from students.</td>
<td>The teacher incorporates students’ interests and questions into the heart of the lesson.</td>
<td>The teacher monitors understanding through a single method (e.g., checks for understanding), or without eliciting evidence of understanding from students.</td>
</tr>
</tbody>
</table>

**Notes:**
- **Level 4: Exceeds** indicates the highest level of performance, with students demonstrating advanced understanding and skills.
- **Level 3: Meets** indicates meeting the criteria, with students demonstrating proficiency in the described areas.
- **Level 2: Approaching** indicates approaching the criteria, with students showing some understanding and skills.
- **Level 1: Below** indicates below the criteria, with students showing limited understanding and skills.

**Domains:**
- **Domain 1: Professional Responsibilities**
- **Domain 2: Defining Excellence with Exemplars**
- **Domain 3: Engaging students in learning**
- **Domain 4: Demonstrating flexibility and responsiveness**
## Domain & Component

<table>
<thead>
<tr>
<th>Level 1: Below</th>
<th>Level 2: Approaching</th>
<th>Experienced Specialist</th>
<th>Level 4: Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</td>
<td>The teacher has a general sense of whether or not instructional practices were effective.</td>
<td>The teacher accurately assesses the effectiveness of instructional activities used.</td>
<td>The teacher’s assessment of the teaching is thoughtful and includes specific indicators of effectiveness.</td>
</tr>
<tr>
<td>The teacher makes no suggestions for improvement.</td>
<td>The teacher offers general modifications for future instruction.</td>
<td>The teacher identifies specific ways in which a lesson might be improved.</td>
<td>The teacher’s suggestions for improvement draw on an extensive repertoire.</td>
</tr>
<tr>
<td>The teacher’s process for recording completion of student work is efficient and effective. Students have access to information about completed and/or missing assignments.</td>
<td>The teacher's process for recording completion of student work is efficient and effective. Students have access to information about completed and/or missing assignments.</td>
<td>Students contribute to and maintain records indicating completed and outstanding work assignments.</td>
<td>Students contribute to and maintain data files indicating their own progress in learning.</td>
</tr>
<tr>
<td>There is no system for either instructional or noninstructional records. Record-keeping systems are in disarray and provide incorrect or confusing information.</td>
<td>The teacher has a process for tracking student progress, but not all, noninstructional information (e.g., home visits, parent partnership hours, BDF's) and it may contain some errors.</td>
<td>The teacher has an efficient and effective process for recording student attainment of learning goals. Students are able to see how they are progressing.</td>
<td>Students contribute to maintaining noninstructional records (e.g., home visits, parent partnership hours, BDF’s) for the class.</td>
</tr>
<tr>
<td>The IEP process is poorly coordinated, resulting in procedural violations and/or an inability for key stakeholders to meaningfully participate in the process. Teacher practice results in many compliance errors in special education documents and/or processes, significantly impacting the overall compliance of the program at the school. Teacher does not consistently participate in activities to support coordination of services across stakeholders. Teacher is not thoughtful or strategic in the creation of a service schedule. Fidelity to the service schedule is highly inconsistent.</td>
<td>Coordination of the IEP process is at times disorganized (missing items, items out of place), resulting in unclear or insufficient communication with stakeholders. Some families are not satisfied with the IEP process. Teacher has more compliance errors in special education documents or processes than would be expected, but is responsive to feedback on how to improve systems. Teacher participates in activities to support coordination of services across stakeholders and providers, but may not take a leadership role. Teacher creates a service schedule that meets some of the criteria for excellence, but not all. Fidelity to the service schedule is inconsistent. Teacher effectively coordinates the IEP process for the students on his or her caseload. Stakeholders receive adequate communication to support participation in the IEP process and families are consistently satisfied with the IEP process. Teacher operates in a manner that ensures minimal compliance errors in all special education documentation and processes. Teacher takes initiative to plan and facilitate collaboration between stakeholders to ensure coordinated support for all of the students on his or her caseload. Teacher consistently operates in a manner that ensures that all special education documents and processes meet the highest bar of compliance and teacher supports. Teacher serves as the unmistakable compliance leader on campus and supports other team members in achieving excellence in this domain.</td>
<td>Teacher effectively coordinates the IEP process for the students on his or her caseload. Stakeholders receive adequate communication to support participation in the IEP process and families are consistently satisfied with the IEP process. Teacher operates in a manner that ensures minimal compliance errors in all special education documentation and processes. Teacher takes initiative to plan and facilitate collaboration between stakeholders to ensure coordinated support for all of the students on his or her caseload. Teacher consistently operates in a manner that ensures that all special education documents and processes meet the highest bar of compliance and teacher supports. Teacher serves as the unmistakable compliance leader on campus and supports other team members in achieving excellence in this domain.</td>
<td>Teacher consistently operates in a manner that ensures that all special education documents and processes meet the highest bar of compliance and teacher supports. Teacher serves as the unmistakable compliance leader on campus and supports other team members in achieving excellence in this domain. Teacher is the unmistakable leader and driver of collaboration between stakeholders in order to ensure coordinated support for all of the students on his or her caseload. Teacher creates a service schedule for self and para which meets all IEP service minutes, does not remove students from core instruction, and reflects a high level of productive collaborative practice. Fidelity to the schedule is highly consistent for all team members.</td>
</tr>
</tbody>
</table>

### Notes

- **4a: Reflect on teaching**
  - The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
  - The teacher makes no suggestions for improvement.
  - The teacher accurately assesses the effectiveness of instructional activities used.
  - The teacher identifies specific ways in which a lesson might be improved.
  - The teacher uses a variety of feedback / reflections tools to reflect on their teaching practice including student work analysis, exit tickets, videos, and observations.

- **4b: Maintain accurate records**
  - The teacher has a process for recording student work completion.
  - The teacher has a process for tracking student progress.
  - The teacher has a process for recording completion of student work.
  - The teacher has an efficient and effective process for recording student attainment of learning goals.
  - The teacher effectively coordinates the IEP process for the students on his or her caseload.

### Citation

Attachment 25: Proposed School Calendar (Annual)

Provide the proposed calendar for the first year of operation, including the first and last day of school, any planned breaks, and the total number of minutes of instruction.
2022-2023
Fort Worth School Calendar

180 Student Days
205 Teacher Days
PK 68,480 Total Minutes
K-5 77,060+ Total Minutes

July 25 - August 12: Teacher Prep Days (No school for students)
Aug. 15: First Day of School
Sept. 5: Labor Day
Sept. 16: Teacher Prep Day (No school for students)
Oct. 26: Teacher Prep Day (No school for students)
Oct. 27-28: Family Conferences (No school for students)
Nov. 11: Veterans Day
Nov. 23-25: Thanksgiving Break
Dec. 19 - Dec 30: Winter Break
Jan. 2 - 3: Teacher Prep Days (No school for students)
Jan. 16: Martin Luther King, Jr. Holiday
Feb. 9-10: Family Conferences (No school for students)
Feb. 20: Presidents Day
March 3: Teacher Prep Day (No school for students)
March 6-10: Spring Break
March 20: Holiday (No school for students)
April 7: Holiday (No school for students)
May 29: Memorial Day
June 8: Last Day of School
# 22-23 Instructional Staff Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Days</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2022</td>
<td>January 2023</td>
<td>January</td>
</tr>
<tr>
<td>M</td>
<td>Tu</td>
<td>W</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>16</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>August 2022</td>
<td>August 2023</td>
<td>February 2023</td>
</tr>
<tr>
<td>M</td>
<td>Tu</td>
<td>W</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>September 2022</td>
<td>September 2023</td>
<td>March 2023</td>
</tr>
<tr>
<td>M</td>
<td>Tu</td>
<td>W</td>
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<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>October 2022</td>
<td>October 2023</td>
<td>April 2023</td>
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<td>Tu</td>
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<td>2</td>
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<td>3</td>
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<tr>
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<td>25</td>
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</tr>
<tr>
<td>November 2022</td>
<td>November 2023</td>
<td>May 2023</td>
</tr>
<tr>
<td>M</td>
<td>Tu</td>
<td>W</td>
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<tr>
<td>14</td>
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<tr>
<td>28</td>
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<tr>
<td>December 2022</td>
<td>December 2023</td>
<td>June 2023</td>
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<td>M</td>
<td>Tu</td>
<td>W</td>
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<tr>
<td>1</td>
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<td>10</td>
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<td>15</td>
<td>16</td>
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<td>41</td>
</tr>
<tr>
<td>49</td>
<td>50</td>
<td>51</td>
</tr>
<tr>
<td>180</td>
<td>205</td>
<td></td>
</tr>
</tbody>
</table>

- **First/Last Day of School**
- **Campus Closure Day**
- **PK 68,520 Total Minutes**
- **180 Student Days | 205 Teacher Days**
- **Early Release Day**
- **Flexible Thursdays – Early Release, No Required PD**
- **K-5 76,980+ Total Minutes**
- **Holidays & Recesses**
- **Family Conferences**
- **Data Days/Staff PD**
- **Staff Development**

---

Rocketship Public Schools

875
# Annual Operational Minutes: Rocketship Texas

<table>
<thead>
<tr>
<th></th>
<th>Pre-Kindergarten</th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Day</strong></td>
<td>Regular</td>
<td>Minimum</td>
<td>Total</td>
<td>PreK</td>
</tr>
<tr>
<td>Total Number of Days</td>
<td>141</td>
<td>39</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Start Time</td>
<td>7:45 AM</td>
<td>7:45 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End Time</td>
<td>2:10 PM</td>
<td>1:50 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Hours</td>
<td>6:25</td>
<td>6:05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Daily Number of Minutes</td>
<td>385</td>
<td>365</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Annual Number of Minutes</strong></td>
<td></td>
<td>54,285</td>
<td>14,235</td>
<td>68,520</td>
</tr>
<tr>
<td></td>
<td>Combined</td>
<td>Required</td>
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<td></td>
</tr>
<tr>
<td><strong>Type of Day</strong></td>
<td>Regular</td>
<td>Minimum</td>
<td>Total</td>
<td>Kinder</td>
</tr>
<tr>
<td>Total Number of Days</td>
<td>141</td>
<td>39</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Start Time</td>
<td>7:45 AM</td>
<td>7:45 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End Time</td>
<td>3:10 PM</td>
<td>1:50 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Hours</td>
<td>7:25</td>
<td>6:05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Daily Number of Minutes</td>
<td>445</td>
<td>365</td>
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<tr>
<td><strong>Annual Number of Minutes</strong></td>
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<td>62,745</td>
<td>14,235</td>
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<td>Required</td>
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<td></td>
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<tr>
<td><strong>Type of Day</strong></td>
<td>Regular</td>
<td>Minimum</td>
<td>Total</td>
<td>1st Grade</td>
</tr>
<tr>
<td>Total Number of Days</td>
<td>141</td>
<td>39</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Start Time</td>
<td>7:45 AM</td>
<td>7:45 AM</td>
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<td></td>
</tr>
<tr>
<td>End Time</td>
<td>3:20 PM</td>
<td>2:00 PM</td>
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</tr>
<tr>
<td>Total Number of Hours</td>
<td>7:35</td>
<td>6:15</td>
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<tr>
<td>Total Daily Number of Minutes</td>
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<td>375</td>
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<td>64,155</td>
<td>14,625</td>
<td>78,780</td>
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<tr>
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<td>Required</td>
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<td></td>
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<td><strong>Type of Day</strong></td>
<td>Regular</td>
<td>Minimum</td>
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Attachment 26: Proposed School Schedules

Provide a proposed school schedule for a sample day and a sample week.

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Regular Schedule
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## Rocketship Bell Schedule - Students

### Early Release Schedule

#### STUDENT COHORT SCHEDULES (A, B, C, and D By Grade Level)

<p>| Start   | End     | PKA | PKB | PKD | KA  | KB  | KC  | KD  | 1A  | 1B  | 2C  | 2D  | 3A  | 3B  | 3C  | 3D  | 4A  | 4B  | 4C  | 4D  | 5A  | 5B  | 5C  | 5D  |
|---------|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 12:20 PM | 12:25 PM | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  |
| 12:25 PM | 12:30 PM | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  |
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| 12:35 PM | 12:40 PM | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  |
| 12:40 PM | 12:45 PM | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  |
| 12:45 PM | 12:50 PM | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  |
| 12:50 PM | 12:55 PM | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  |
| 12:55 PM | 1:00 PM  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  |
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| 2:00 PM  | 2:05 PM  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  | HUM | HUM | STEM | LL  |
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**Regular Schedule**

**TEACHER SCHEDULES (STEM, HUM, and ILS by Grade Level)**

**Rocketship Public Schools**
### TEACHER SCHEDULES (STEM, HUM, and ILS by Grade Level)

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#### Regular Schedule

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<td>KC KA KB KD</td>
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<tr>
<td>10:10 PM</td>
<td>1C 1A 1B 1D</td>
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<td>10:15 PM</td>
<td>2C 2A 2B 2D</td>
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<td>10:20 PM</td>
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<td>10:25 PM</td>
<td>4C 4A 4B 4D</td>
</tr>
<tr>
<td>10:30 PM</td>
<td>5C 5A 5B 5D</td>
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### NOTE:
- All Pre-k teachers are self-contained so that one cohort of students remains with the same teacher all day. All other grade levels operate on the rotational model. For each grade level, each column represents either the STEM teacher, one of the two grade-level HUM teachers, or the ILS/Tutor running the learning lab. The columns show which of the four cohorts of grade-level students (A, B, C, or D) that the teacher is teaching at that time of day. There is a horizontal line indicating when a teacher is switching from one grade-level cohort to the next. After dismissal on regular days, teachers participate in common planning time.
<table>
<thead>
<tr>
<th>Time</th>
<th>PK1</th>
<th>PK2</th>
<th>PK3</th>
<th>PK4</th>
<th>1 STEM</th>
<th>1 HUM1</th>
<th>1 HUM2</th>
<th>1 ILS</th>
<th>2 STEM</th>
<th>2 HUM1</th>
<th>2 HUM2</th>
<th>2 ILS</th>
<th>3 STEM</th>
<th>3 HUM1</th>
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<th>4 HUM1</th>
<th>4 HUM2</th>
<th>4 ILS</th>
<th>5 STEM</th>
<th>5 HUM1</th>
<th>5 HUM2</th>
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**Early Release Schedule**

- **Launch**
- **Breakfast**

**TEACHER SCHEDULES (STEM, HUM, and ILS by Grade Level)**

Rocketship Public Schools
Rocketship Bell Schedule - Teachers

Early Release Schedule
TEACHER SCHEDULES (STEM, HUM, and ILS by Grade Level)

End

PK 2

PK 3

PK4

K STEM

K HUM 1

K HUM 2

K ILS

1 STEM

1 HUM 1

1 HUM 2

1 ILS

2 STEM

2 HUM 1

2 HUM 2

2 ILS

3 STEM

3 HUM 1

3 HUM 2

3 ILS

4 STEM

4 ILS

5 STEM

5 HUM 1

12:20: PM 12:25: PM

PKA

PKB

PKC

PKD

KC

KA

KB

KD

1C

1A

1B

1D

2C

2A

2B

2D

Lunch

Lunch

Lunch

Lunch

4D

4A

4B

4C

5D

5A

12:25: PM 12:30: PM

PKA

PKB

PKC

PKD

KC

KA

KB

KD

1C

1A

1B

1D

2C

2A

2B

2D

Lunch

Lunch

Lunch

Lunch

4D

4A

4B

4C

5D

5A

12:30: PM 12:35: PM

PKA

PKB

PKC

PKD

KC

KA

KB

KD

1C

1A

1B

1D

2C

2A

2B

2D

Lunch

Lunch

Lunch

Lunch

4D

4A

4B

4C

5D

5A

12:35: PM 12:40: PM

PKA

PKB

PKC

PKD

KC

KA

KB

KD

1C

1A

1B

1D

2C

2A

2B

2D

Lunch

Lunch

Lunch

Lunch

4D

4A

4B

4C

5D

12:40: PM 12:45: PM

PKA

PKB

PKC

PKD

KD

KA

KB

KC

1C

1A

1B

1D

2C

2A

2B

2D

Lunch

Lunch

Lunch

Lunch

4D

4A

4B

4C

12:45: PM 12:50: PM

PKA

PKB

PKC

PKD

KD

KA

KB

KC

1D

1A

1B

1C

2D

2A

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2C

Lunch

Lunch

Lunch

Lunch

4D

4A

4B

12:50: PM 12:55: PM

PKA

PKB

PKC

PKD

KD

KA

KB

KC

1D

1A

1B

1C

2D

2A

2B

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Lunch

Lunch

Lunch

Lunch

4D

4A

12:55: PM

1:00: PM

PKA

PKB

PKC

PKD

KD

KA

KB

KC

1D

1A

1B

1C

2D

2A

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2C

Lunch

Lunch

Lunch

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4D

1:00: PM

1:05: PM

PKA

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1:05: PM

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Dismissal

Professional Development

5 HUM 2

5 ILS

5B

5C

5B

5C

5B

5C

5A

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5C

5D

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Dismissal
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4 HUM 1 4 HUM 2

886

PK 1

Dismissal

Rocketship Public Schools

Start

Dismissal

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Professional Development

Professional Development

Professional Development

Professional Development
Professional Development

Professional Development


### TEACHER SCHEDULES (STEM, HUM, and ILS by Grade Level)

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<td>K STEM</td>
<td>K HUM 1</td>
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**NOTE:**

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Attachment 27: Proposed Admissions and Enrollment Policy

Provide a draft of an Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school’s admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117.
- Policies and procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school’s founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school. Texas Education Code §12.111(a)(5)(B) permits a charter school specializing in performing arts to have an admissions policy that requires a student

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to demonstrate artistic ability. In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.
Admissions and Enrollment Policy DRAFT
Region(s): TX

Rocketship schools are free, open-enrollment public schools for Texas children who meet our age and residence requirements, as further described below. This policy covers our admissions assurances; procedures for applications, lottery, and wait list; and registration process, including age and residency requirements.

I. Admissions Assurances
Rocketship shall not administer any test or assessment to students prior to acceptance and enrollment into Rocketship. In accordance with T.E.C. 12.111(a)(5), Rocketship prohibits discrimination in admission on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend.

II. Application and Public Random Drawing
Rocketship will accept applications during a publicly-advertised open application period each year for enrollment in the following school year. Pursuant to T.E.C. 12.1173, the Rocketship application will be the common admission form. The application process will tentatively run from the last Monday of October to the second Friday of February. Following the open application period each year, applications will be counted to determine whether any grade level has received more applications than availability.

In the event that this occurs, each Rocketship school in Texas will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Enrollment preferences in the case of a public random drawing will be as follows:
1. Siblings of returning students
2. Children of the school’s founders and staff (not to exceed 10% of the total school student population)

Students qualifying for more than one preference group will be considered part of the highest preference in which they qualify.

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

1 Schools within the Rocketship Education network use the same or similar Admissions and Enrollment Policies. See, e.g., Rocketship Delta Prep Admissions and Enrollment Policy (available at https://www.rocketshipschools.org/schools/deltaprep/admissions-and-enrollment-policy-rdl).
Rocketship will likely conduct the public random drawing on the third Thursday in February.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than students interested in attending.

III. Wait List

At the conclusion of the public random drawing, Rocketship will notify the families of all applicants to inform them of their acceptance status. All students who were not granted admission due to capacity will 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. Once on the wait list, the student will remain until he/she is offered a spot in the school or the parent/guardian confirms in writing that the student no longer wishes to remain on the wait list. The wait list will not carry over from year to year.

If families from the wait list are offered a position, they must accept that position within two weeks. If a family declines or fails to respond within two weeks from the date of the offer, the child may be removed from the wait list or placed at the bottom of the wait list. Once a student accepts an offer, he/she will be removed from any wait lists of Rocketship schools that he/she ranked lower during the application process.

If a former Rocketship student who is withdrawn from a school seeks to re-enroll in the same school, and that school is at capacity for the student’s grade level, that student shall be added to the wait list in the same manner as any other student seeking enrollment.

IV. Enrollment

During the application process, parents are expected to correctly identify their child’s age and grade level in both the current (where applicable) and upcoming school year. Upon acceptance to Rocketship, all students will be enrolled in the next consecutive grade level that follows their current grade level, and in accordance with any statutory age requirements. Schools will not make any retention or promotion decisions during the enrollment process. Parents are not permitted to unilaterally make any retention or promotion decisions for their child during the application process.

A student who has a documented history of a criminal offense, a juvenile court adjudication, or who has been expelled from another institution may be admitted on a case-by-case basis at the sole discretion of the school Principal.

No student may concurrently attend a private school that charges the student’s family for tuition.
V. Registration Process
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 (i.e. birth certificate);
- Proof of residency in the State of Texas (i.e. driver’s license, copy of a lease, utility bill showing address of residence);
- Highest level of education completed.

These forms will be processed by front office managers using our registration tracking software, and imported into our Student Information System. The approximate deadline for enrollment paperwork will be 3 weeks after lottery results are made public, and 7-14 days after application submission for students who apply after the lottery takes place.

Rocketship feels strongly that success for students requires a commitment, from both students and parents, to the school’s mission and vision. During the registration process, all parents/guardians will be asked to sign a commitment letter indicating that they intend to enroll in a Rocketship school and that they understand Rocketship philosophy, program, and volunteer policies. Students will not be denied admission or dis-enrolled for a parent/guardian’s failure to sign the commitment letter. The completion of volunteer hours shall not impact a family’s application or wait list status, admissions preference, or acceptance or enrollment status.
Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

N/A The Certificate of Occupancy for our 1st campus is expected by July 31, 2022.
Attachment 29: Evidence that Facility has been Secured¹

If the applicant currently owns the facility, has a lease, or has an MOU or other proof of intent to secure a specific facility, provide proof of the commitment.

December 6, 2019

Re: 3520 E. Berry Street, Fort Worth, TX

To Whom it May Concern,

This letter shall serve as confirmation that Launchpad Development Company, through its affiliate LLC, has opened an escrow for the purchase of the above referenced property from the current owner. Attached are title company records confirming the deposit of earnest money required by the purchase contract.

Please contact the undersigned with any questions at [REDACTED], or at (602) 478-1789.

Cordially,

Laura Kozel

VP, Capital Finance, Rocketship Education
**PROPRIETARY MATERIAL**

3 pages have been withheld

**PLEASE NOTE:** The responsive information contains proprietary information that can only be made available to you for viewing in person. Because the information indicates that it is proprietary, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the proprietary information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.
Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (August 2021-August 2022).

<table>
<thead>
<tr>
<th>Category</th>
<th>Owned by CMO vs. Rocketship Texas</th>
<th>Person on Point</th>
<th>Milestone</th>
<th>Start Date</th>
<th>End Date</th>
<th>Collaborator 1</th>
<th>Collaborator 2</th>
<th>Collaborator 2</th>
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<td>Business Operations Manager (BOM)</td>
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<td>we don’t know the move in date yet</td>
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<td>Fire Dept Walkthrough for AfterSchool</td>
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<td>we don’t know move in date yet, but ASAP once we move in</td>
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<td>Digital Marketing Manager</td>
<td>As-needed collateral production (recruiting flyers, school signage, etc.)</td>
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<td>Family Recruitment</td>
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<td>Education Organizer</td>
<td>Organize and engage families; work with core group of parent leaders who have formed a Parent Organizing Committee (POC)</td>
<td>Ongoing Ongoing</td>
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<tr>
<td>Family Recruitment</td>
<td>Rocketship Texas</td>
<td>Education Organizer</td>
<td>Support POC in their role founding each school, engaging elected leaders and stakeholders, and moving to action to achieve critical objectives</td>
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<td>Community engagement</td>
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<td>Fundraising</td>
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<td>as soon as we have access to the building</td>
<td>we have access to the building</td>
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<td>8/2/2022 8/8/2022</td>
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<td>Business Operations Manager (BOM)</td>
<td>Classroom Set up Complete</td>
<td>Aug 2022 Aug 2022</td>
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<td>Finance</td>
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<td>Final board approved budget (revisions)</td>
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<td>CMO</td>
<td>Assessment Operations Associate</td>
<td>Hold region specific site lead PD for BOY assessments</td>
<td>Jul 2022 Sep 2022</td>
<td>Schools Achievement</td>
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<td>Decorations &amp; Rocketize</td>
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<td>School Food: Determine if we are eligible for CEP</td>
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<td>First aid training and CPR certification completed for all school leaders (principal, assistant principals, office managers, business operations managers, support staff). Please record this online on the Operations Training/Certification Log google doc.</td>
<td>Jul 2022 Jul 2022</td>
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<td></td>
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<td>Assessments</td>
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<td>Business Operations Manager (BOM)</td>
<td>Food handler training completed by all food handlers. Please record this online on the Operations Training/Certification Log google doc.</td>
<td>Jul 2022 Jul 2022</td>
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<td>Finance</td>
<td>CMO</td>
<td>Director of Finance</td>
<td>Second CSP claim against start-up activities (Apr 1 - June 30)</td>
<td>Jul 2022 Jul 2022</td>
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<td>IT</td>
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<td>Chromebooks set up and testing</td>
<td>Jul 2022 Aug 2022</td>
<td>Regional Director Business Operations Manager (BOM)</td>
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<td>Schools</td>
<td>CMO</td>
<td>HRBP</td>
<td>Deliver HR Training During PD (SL, Teacher, PD)</td>
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<td>Schools Talent</td>
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<td>Schools</td>
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<td>Principal</td>
<td>Deliver Teacher PD</td>
<td>Jul 2022 1st day of school</td>
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<td>Schools</td>
<td>Rocketship Texas</td>
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<td>Teacher home visits begin with summer PD</td>
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<td>Create teacher training for assessments</td>
<td>Jun 2022 Aug 2022</td>
<td>Schools PEIMS Coordinator</td>
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<td>Rocketship Texas</td>
<td>Associate Director, ISE</td>
<td>Determine ISE Specialist Schedules</td>
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<td>Operations</td>
<td>Rocketship Texas</td>
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<td>Call Waste for semi-daily trash pickup once furniture arrives</td>
<td>Jun 2022 Jun 2022</td>
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<td>Operations</td>
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<td>Sorting curriculum</td>
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<td>Deliver and Install Furniture</td>
<td>Jun 2022 Jul 2022</td>
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<td>Business Operations Manager (BOM)</td>
<td>Lamerssors</td>
<td>Jun 2022</td>
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<td>Finance</td>
<td>CMO</td>
<td>Director of Finance</td>
<td>3rd budget check-in (revision) based on key drivers: recruitment &amp; facility, make revisions as necessary</td>
<td>Jun 2022 Jul 2022 Finance</td>
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<td>Schools</td>
<td>Rocketship Texas</td>
<td>PEIMS Coordinator</td>
<td>Create teacher training for data systems</td>
<td>Jun 2022 Aug 2022 Assessment Operations Associate Analytics Manager</td>
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<td>Talent</td>
<td>Rocketship Texas</td>
<td>PEIMS Coordinator</td>
<td>Work with Assessments to determine needs for data systems needs</td>
<td>Jun 2022 Sep 2022</td>
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<td>Special Education</td>
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<td>Curriculum Procurement</td>
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<td>Title</td>
<td>Tasks</td>
<td>Start Date</td>
<td>End Date</td>
<td>Department</td>
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<td>-------------------------------</td>
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<td>Marketing</td>
<td>CMO</td>
<td>Core recruitment collateral (postcards, cultivation presentation)</td>
<td>Sep 2021</td>
<td>Oct 2021</td>
<td>GCE</td>
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<td>CMO</td>
<td>PEIMS Coordinator Work with SIS and Compliance to determine needs for PEIMS reporting and related compliance requirements</td>
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<td>Compliance SIS</td>
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<td>Oct 2021</td>
<td>GCE S&amp;S</td>
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<td>HR</td>
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<td>Lottery results are made public</td>
<td>2/22/2022</td>
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<td>Talent Superintendent</td>
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<td>Enrollment packets from lottery due</td>
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<td>Facilities</td>
<td>CMO</td>
<td>VP Capital Finance Entitlements &amp; Permitting</td>
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<td>CMO</td>
<td>VP Capital Finance Building Completion</td>
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</table>
Attachment 31: Financial Plan Workbook

Using the template provided on the Subchapter D application page, complete the Financial Plan Workbook. Once complete, applicants are instructed to submit this attachment as follows:

**Hard Copy:** Print a hard copy of only the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook; and

**Electronic Submission:** The entire Financial Plan Workbook will be submitted electronically as an Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of $6,424 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

**Note:** When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter school is projecting.

Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years. Actual funding depends on the number of eligible charters, the award of a successful competitive charter application, and the continuation of funds from the United States Department of Education. **Pending applicant eligibility and availability of federal funds, the application provides for up to $900,000 in federal CSP funding.** The applicant must include and budget with these funds when completing the Financial Workbook. In the notes section of each tab, please designate the allowable use of CSP funds in the appropriate row.

If awarded, funds will not be available to the sponsoring entity until the contract for the charter school has been executed, a county-district number has been assigned, and a grant has been negotiated.

After these steps are complete, federal funds may only be accessed after a request for reimbursement has been submitted. Generally, federal funds may not be received until
after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.
### Rocketship Public Schools

**FINANCIAL PLAN WORKBOOK SUMMARY**

#### Start-Up

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<tr>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<td>2023</td>
<td>$175,000</td>
<td>$850,000</td>
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<td>2024</td>
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<td>$547,459</td>
<td>$1,278,864</td>
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<td>2025</td>
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<td>$2,378,865</td>
<td>$4,083,057</td>
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<td>$1,200,000</td>
<td>$2,850,726</td>
<td>$3,576,813</td>
<td>$5,726,733</td>
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</table>

#### REVENUE

- **Total State Revenues**
  - Year 0: $3,351,415
  - Year 1: $8,331,923
  - Year 2: $18,075,371
  - Year 3: $22,369,295
- **Federal Revenues**
  - **Charter School Program (CSP) Start-Up Grant**
    - Year 0: $175,000
    - Year 1: $850,000
    - Year 2: $1,100,000
    - Year 3: $1,400,000
  - **Other Federal Revenues**
    - Year 0: $20,000
    - Year 1: $547,459
    - Year 2: $1,278,864
    - Year 3: $2,683,057
    - Year 4: $3,284,062
- **Total Federal Revenues**
  - Year 0: $195,000
  - Year 1: $1,397,459
  - Year 2: $2,378,865
  - Year 3: $4,083,057
  - Year 4: $3,284,062
- **Total Local and Other Revenue**
  - Year 0: $1,200,000
  - Year 1: $2,850,726
  - Year 2: $3,576,813
  - Year 3: $5,726,733
  - Year 4: $3,662,194

**TOTAL REVENUE**

- Year 0: $1,395,000
- Year 1: $7,599,600
- Year 2: $14,287,601
- Year 3: $27,885,161
- Year 4: $29,315,551

#### EXPENSES

- **Personnel, Payroll Taxes, and Benefits Expenses**
  - **Total Administrative Staff Personnel Costs**
    - Year 0: $485,250
    - Year 1: $1,021,750
    - Year 2: $1,671,270
    - Year 3: $2,402,284
    - Year 4: $2,533,103
  - **Total Instructional Personnel Costs**
    - Year 0: $104,500
    - Year 1: $1,319,250
    - Year 2: $3,182,910
    - Year 3: $6,829,186
    - Year 4: $8,265,749
  - **Total Non-Instructional Personnel Costs**
    - Year 0: $225,000
    - Year 1: $386,500
    - Year 2: $543,660
    - Year 3: $859,370
    - Year 4: $922,826
  - **Total Payroll Taxes and Benefits**
    - Year 0: $485,250
    - Year 1: $1,021,750
    - Year 2: $1,671,270
    - Year 3: $2,402,284
    - Year 4: $2,533,103
  - **Total Personnel, Payroll Taxes, and Benefits Expenses**
    - Year 0: $890,511
    - Year 1: $3,414,012
    - Year 2: $6,756,476
    - Year 3: $12,630,704
    - Year 4: $14,672,026

- **Non-Payroll Related Expenses**
  - **Total Contracted Services**
    - Year 0: $104,500
    - Year 1: $870,526
    - Year 2: $1,960,956
    - Year 3: $4,202,408
    - Year 4: $4,952,478
  - **Total School Operations**
    - Year 0: $153,475
    - Year 1: $1,267,123
    - Year 2: $2,336,022
    - Year 3: $4,658,035
    - Year 4: $4,503,284
  - **Total Facilities Operations and Maintenance**
    - Year 0: $18,000
    - Year 1: $1,165,275
    - Year 2: $2,344,106
    - Year 3: $4,695,880
    - Year 4: $4,646,367
  - **Reserves / Contingencies**
    - Year 0: $180,261
    - Year 1: $686,512
    - Year 2: $1,358,636
    - Year 3: $2,539,864
    - Year 4: $2,950,347
  - **Total Non-Payroll Related Expenses**
    - Year 0: $375,975
    - Year 1: $4,102,924
    - Year 2: $7,465,084
    - Year 3: $15,163,123
    - Year 4: $14,584,169

**TOTAL EXPENSES**

- Year 0: $1,266,486
- Year 1: $7,516,936
- Year 2: $14,221,561
- Year 3: $27,793,827
- Year 4: $29,256,195

**NET OPERATING INCOME (before depreciation)**

- Year 0: $128,514
- Year 1: $82,664
- Year 2: $66,040
- Year 3: $91,334
- Year 4: $59,356

#### STUDENT ENROLLMENT

- **Projected Student Enrollment**
  - Year 0: 350
  - Year 1: 850
  - Year 2: 1,844
  - Year 3: 2,234
- **Revenue Per Pupil**
  - Year 0: $21,744
  - Year 1: $16,809
  - Year 2: $15,122
  - Year 3: $13,125
- **Expenses Per Pupil**
  - Year 0: $21,508
  - Year 1: $16,731
  - Year 2: $15,073
  - Year 3: $13,099
<table>
<thead>
<tr>
<th>Year 5</th>
<th>2027</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>$</td>
<td>24,767,972</td>
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<td>4,744,636</td>
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<td>$</td>
<td>4,574,464</td>
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<td>$</td>
<td>626,652</td>
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<td>$</td>
<td>15,224,574</td>
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<td>$</td>
<td>31,393,038</td>
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<tr>
<td>$</td>
<td>69,017</td>
</tr>
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<td>$</td>
<td>2,473</td>
</tr>
<tr>
<td>$</td>
<td>12,722</td>
</tr>
<tr>
<td>$</td>
<td>12,694</td>
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</tbody>
</table>
# New Charter School Application Financial Plan Workbook Instructions

## General Instructions and Notes
- **Colors for tabs and cells may be different on MAC computers and Apple products.**
- Complete all four tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users, the BLUE tabs are Budget, Financial Plan Workbook Summary, SOF, and Payment Formula Example. All other tabs are GREEN data entry tabs.
- Formula driven cells are locked and should remain locked. Enter information into the WHITE cells ONLY.
- For MAC users, the GRAY cells may appear blue.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All Notes and Notes and Descriptions of Assumptions cells are editable. Adding as much detail as possible in these columns is encouraged. All Notes and Notes and Descriptions of Assumptions should be verifiable with support documents if requested by TEA.

## School Info Tab
- Enter the Lead Applicant’s name, email address, and phone number.
- In the row Start-Up (Year 0) Fiscal Year End, enter the fiscal year the proposed charter school will be in for its startup year.
- In the row Year One Fiscal Year End, enter the fiscal year the school will be in for its first operational year.
- In the row Fiscal Year End Date, use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row Total School Year Minutes, enter the number of minutes the proposed charter school will be open for operation.

## Enrollment Tab
- Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.

**ENROLLMENT Section**
- Enter the anticipated enrollment for the proposed school by grade and year in the WHITE cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.

- Enter the anticipated average daily attendance (ADA) percentage by year.
- **WARNING** - Enter conservative and realistic enrollment numbers. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance, then your projections may be invalid. Additionally, your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.

**STUDENT POPULATION Section**
- Enter the anticipated number of students for each population designation by year in the WHITE cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total enrollment entered.

**TRANSPORATION Section**
- Enter the anticipated transporation allotments for the specified programs.

## Personnel Tab
- Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.
- Column C - Enter the position description.
- Column D - Select the category for the position entered in column C from the drop down list box. Categories listed in the drop down box align with the Start-Up, Y1, & Assumptions and Budget tabs.

**PLEASE NOTE** - Before selecting a category, be sure to review the Budget tab to see where each category falls in terms of the Personnel section.
- Column E - Enter the starting salary for each position.
- Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.
- Column M - Enter any notes related to each position. Notes must include the portion of the salary amount that will be paid from the CSP grant funds.
• Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.
Start-Up, Y1, & Assumptions Tab

- Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.
- Column C - All line descriptions are locked and are to remain locked except those WHITE and labeled Custom. Custom cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
  **PLEASE NOTE** - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.
- Enter any notes and descriptions of assumptions that need further explanation. **Notes must include the amounts that will be paid from CSP grant funds.**

Budget Tab

- ALL revenues and expenses are automatically calculated based on the Enrollment, Personnel, and Start-Up, Y1, & Assumptions tabs.
- No data should be entered on this tab.

Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the Enrollment, Personnel, and Start-Up, Y1, & Assumptions tabs.
- No data should be entered on this tab.

SOF Tab

- Summary of Finances (SOF) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.
<table>
<thead>
<tr>
<th>Lead Applicant Name:</th>
<th>SaJade Miller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Email:</td>
<td></td>
</tr>
<tr>
<td>Contact Phone:</td>
<td>817-937-1677</td>
</tr>
<tr>
<td>Start-Up (Year 0) Fiscal Year End:</td>
<td>2022</td>
</tr>
<tr>
<td>Year One Fiscal Year End:</td>
<td>2023</td>
</tr>
<tr>
<td>Fiscal Year End Date:</td>
<td>June 30</td>
</tr>
<tr>
<td>Total School Year Minutes:</td>
<td>75,600</td>
</tr>
</tbody>
</table>
ENTER PROPOSED SCHOOL NAME
## General Instructions and Notes

### ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2023</td>
<td>2024</td>
<td>2025</td>
<td>2026</td>
<td>2027</td>
</tr>
<tr>
<td>Pre-Kindergarten</td>
<td>37.50</td>
<td>75.00</td>
<td>150.00</td>
<td>162.50</td>
<td>175.00</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>104.00</td>
<td>208.00</td>
<td>416.00</td>
<td>416.00</td>
<td>416.00</td>
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<tr>
<td>1st Grade</td>
<td>104.00</td>
<td>208.00</td>
<td>416.00</td>
<td>416.00</td>
<td>416.00</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>104.00</td>
<td>208.00</td>
<td>416.00</td>
<td>416.00</td>
<td>416.00</td>
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<tr>
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<td>151.00</td>
<td>302.00</td>
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<td>396.00</td>
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<td>4th Grade</td>
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<td>144.00</td>
<td>288.00</td>
<td>376.00</td>
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<td>5th Grade</td>
<td>-</td>
<td>-</td>
<td>139.00</td>
<td>278.00</td>
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</tr>
<tr>
<td>6th Grade</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7th Grade</td>
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<td>-</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>8th Grade</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>9th Grade</td>
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</tr>
<tr>
<td>10th Grade</td>
<td>-</td>
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</tr>
<tr>
<td>11th Grade</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12th Grade</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Number of All Students Enrolled (Average Membership)</td>
<td>349.50</td>
<td>850.00</td>
<td>1,844.00</td>
<td>2,233.50</td>
<td>2,473.00</td>
</tr>
<tr>
<td>Average Daily Attendance (ADA)</td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Average Daily Attendance (ADA)</td>
<td>314.55</td>
<td>782.00</td>
<td>1,696.48</td>
<td>2,099.49</td>
<td>2,324.62</td>
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<tr>
<td>Percent change YOY</td>
<td>149%</td>
<td>117%</td>
<td>24%</td>
<td>11%</td>
<td>-</td>
</tr>
</tbody>
</table>

### STUDENT POPULATION

#### Data for the following fiscal years must be based on reasonable estimates and projections.

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<thead>
<tr>
<th>Special Education Data:</th>
<th>2023</th>
<th>EYS 2023</th>
<th>2024</th>
<th>EYS 2024</th>
<th>2025</th>
<th>EYS 2025</th>
<th>2026</th>
<th>EYS 2026</th>
<th>2027</th>
<th>EYS 2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Enrolled in Homebound</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Number Enrolled in Hospital Class</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Number Enrolled in Speech Therapy</td>
<td>7.00</td>
<td>17.00</td>
<td>-</td>
<td>37.00</td>
<td>-</td>
<td>44.00</td>
<td>-</td>
<td>49.00</td>
<td>-</td>
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<tr>
<td>Number Enrolled in Resource Room</td>
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<td>8.00</td>
<td>-</td>
<td>18.00</td>
<td>-</td>
<td>22.00</td>
<td>-</td>
<td>25.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Number Enrolled in Self-Contained Mild/Mod/Sev</td>
<td>3.00</td>
<td>8.00</td>
<td>-</td>
<td>18.00</td>
<td>-</td>
<td>22.00</td>
<td>-</td>
<td>25.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Number Enrolled in Full-Time Early Childhood</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Number Enrolled in Off-Home Campus</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>Number Enrolled in VAC</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Number Enrolled from State Schools</td>
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<td>-</td>
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<tr>
<td>Number Enrolled in Residential Care &amp; Treatment</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>Number Enrolled in Mainstream</td>
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<td>110.00</td>
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<td>133.00</td>
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<td>Special Education Student Count (SPED)</td>
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<td>-</td>
<td>83.00</td>
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<td>183.00</td>
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<td>221.00</td>
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<tr>
<td>Special Education Student Count %</td>
<td>9.44%</td>
<td>9.76%</td>
<td>9.92%</td>
<td>9.89%</td>
<td>9.95%</td>
<td>0%</td>
<td>21%</td>
<td>0%</td>
<td>11%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Percent change YOY | 152% | 0% | 120% | 0% | 21% | 0% | 11% | 0% |
### Career and Technology (C&T) Data:

<table>
<thead>
<tr>
<th></th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
<th>2028</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Enrolled in One-hour Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Enrolled in Two-hour Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Enrolled in Three-hour Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Enrolled in Four-hour Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Enrolled in Five-hour Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Enrolled in Six-hour Class</td>
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<td></td>
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<tr>
<td>Career &amp; Technology Students Enrolled</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>% of Career &amp; Technology Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Percent change YOY</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Dyslexia, Pregnancy Related, & Bilingual/ESL Data:

Data for the following fiscal years must be based on reasonable estimates and projections.

<table>
<thead>
<tr>
<th></th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Dyslexia Students Enrolled</td>
<td>7.00</td>
<td>21.00</td>
<td>49.00</td>
<td>58.00</td>
<td>65.00</td>
</tr>
<tr>
<td>% of Dyslexia Students Enrolled</td>
<td>2.00%</td>
<td>2.47%</td>
<td>2.66%</td>
<td>2.60%</td>
<td>2.63%</td>
</tr>
<tr>
<td>Number of Pregnancy Related Students</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>% of Pregnancy Related Students Enrolled</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Number of Students Enrolled in Bilingual LEP</td>
<td>174.00</td>
<td>378.00</td>
<td>774.00</td>
<td>930.00</td>
<td>1,022.00</td>
</tr>
<tr>
<td>Number of Students Enrolled in Bilingual LEP Dual Language One-way/Two-way</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Number of Students Enrolled in Bilingual Non LEP Dual Language One-way/Two-way</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Number of Students Enrolled in Bilingual LEP/Non LEP</td>
<td>174.00</td>
<td>378.00</td>
<td>774.00</td>
<td>930.00</td>
<td>1,022.00</td>
</tr>
<tr>
<td>% of Students Enrolled in Bilingual LEP</td>
<td>50%</td>
<td>44.47%</td>
<td>41.97%</td>
<td>41.64%</td>
<td>41.33%</td>
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### TRANSPORTATION

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<th>2024</th>
<th>2025</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Regular Program Transportation Allotment</td>
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<td>Percent change YOY</td>
<td></td>
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</table>
# Personnel Salary Budget Summary

## Position Category
- **Campus-Based Staff**
- **Regional Staff**
- **Personnel**

### Position Descriptions
- **Superintendent**
- **Associate Principals**
- **Principal**
- **Business Operations Manager**
- **Office Manager**
- **Teachers**
- **Teaching Assistants**
- **Specialty Teachers**
- **Therapists & Counselors**
- **Specialty Teachers**
- **Speech Language Pathologists**
- **Psychologists**
- **Social Workers**
- **Rehab Service Professionals**
- **Other-Non-Instructional**
- **Other-Administrative**

### Annual Salary Information

<table>
<thead>
<tr>
<th>Position</th>
<th>Category</th>
<th>Starting Salary</th>
<th># of FTEs Year 0</th>
<th># of FTEs Year 1</th>
<th># of FTEs Year 2</th>
<th># of FTEs Year 3</th>
<th># of FTEs Year 4</th>
<th># of FTEs Year 5</th>
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<td>Family Recruitment Mgr</td>
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### Notes
- **102 0000%**
- **104 0400%**
- **106 1208%**
- **108 2432%**
- **2022**
- **2023**
- **2024**
- **2025**
- **2026**
- **2027**

### Total Salary Information
- **$710,250**
- **$2,727,500**
- **$5,397,840**
- **$10,090,840**
- **$11,721,679**
- **$12,917,204**
- **$1,743,300**
- **9.8**
- **47.8**
- **95.8**
- **181.6**
- **208.5**
- **226.5**

---

**Page 1 of 1**
## Pokemon Public Schools

### REVENUE AND EXPENSE ASSUMPTIONS

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<th>Year</th>
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<th>2023</th>
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<td><strong>TOTAL STATE REVENUES</strong></td>
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<td>$3,951,415</td>
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<td><strong>FEDERAL REVENUES</strong></td>
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<td>Other Federal Revenues</td>
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<tr>
<td><strong>TOTAL LOCAL &amp; OTHER REVENUES</strong></td>
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<tr>
<td><strong>TOTAL REVENUE</strong></td>
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<td>$7,599,415</td>
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### EXPENSES

#### ADMINISTRATIVE STAFF PERSONNEL COSTS

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<tr>
<td>Executive Management</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Instructional Management</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CFO / Director of Finance</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Operation / Business Manager</td>
<td>38,000</td>
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</tr>
<tr>
<td>Administrative Staff</td>
<td>41,000</td>
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<tr>
<td>Other - Administrative</td>
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#### INSTRUCTIONAL PERSONNEL COSTS

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</thead>
<tbody>
<tr>
<td>Teachers - Regular</td>
<td>-</td>
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</tr>
<tr>
<td>Teachers - SPED</td>
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</tr>
<tr>
<td>Substitute Teachers</td>
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</tr>
<tr>
<td>Teaching Assistants</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Specialty Teachers</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Aides</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Therapists &amp; Counselors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other - Instructional</td>
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<td><strong>$1,319,250</strong></td>
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#### NON-INSTRUCTIONAL PERSONNEL COSTS

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<td>Nurse</td>
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<tr>
<td>Librarian</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Custodian</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Security</td>
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<td>-</td>
</tr>
<tr>
<td>Other - Non-instructional</td>
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<td><strong>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</strong></td>
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### TOTAL PERSONNEL EXPENSES

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<td>State Unemployment</td>
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<td>23,994</td>
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<td>14,729</td>
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<tr>
<td><strong>For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.</strong></td>
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</tr>
<tr>
<td><strong>Notes and Descriptions of Assumptions for Year 0</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Include in the notes the amounts from the CSP grant</em></td>
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<tr>
<td><strong>Notes and Descriptions of Assumptions for Year 1 through Year 5</strong></td>
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<tr>
<td><em>Include in the notes the amounts from the CSP grant</em></td>
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*Source: Rocketship Public Schools, 2021 Budget Narrative and CSP Addendum*
## Rocketship Public Schools

### Revenue and Expense Assumptions

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<th>BUDGET</th>
<th>Start-Up Year 0</th>
<th>Year 1</th>
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<tr>
<td>Retirement Contribution</td>
<td>0.00%</td>
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<tr>
<td>Custom Fringe #2</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>TOTAL PAYROLL TAXES AND BENEFITS</strong></td>
<td>$180,261</td>
<td>$686,512</td>
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| TOTAL PERSONNEL, TAX & BENEFIT EXPENSES | $695,511 | $3,264,012 |

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<tr>
<th>ASSUMPTIONS</th>
<th>Start-Up Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td>Life Insurance</td>
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<td>0.00%</td>
<td>0.00%</td>
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<tr>
<td>Retirement Contribution</td>
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<td>0.00%</td>
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<tr>
<td>Custom Fringe #2</td>
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<tr>
<td><strong>TOTAL PAYROLL TAXES AND BENEFITS</strong></td>
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<td>$686,512</td>
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*Note: The CSP grant amounts are included in the notes.*
## Rocketship Public Schools
### REVENUE AND EXPENSE ASSUMPTIONS

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<th>Start-Up 2022</th>
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<th>Year 3 2025</th>
<th>Year 4 2026</th>
<th>Year 5 2027</th>
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<tr>
<td>Total</td>
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<td>23.76%</td>
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**SCHOOL OPERATIONS**

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<th>Year 5 2027</th>
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<td>Telephone</td>
<td>99,176</td>
<td>204,000</td>
<td>148.61%</td>
<td>116.94%</td>
<td>23.76%</td>
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<tr>
<td>Technology</td>
<td>13,137</td>
<td>103,240</td>
<td>78.20%</td>
<td>77.90%</td>
<td>24.80%</td>
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<tr>
<td>Student Testing &amp; Assessment</td>
<td>18,237</td>
<td>148.61%</td>
<td>116.94%</td>
<td>23.76%</td>
<td>10.72%</td>
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</tr>
<tr>
<td>Field Trips</td>
<td>11,133</td>
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<td>116.94%</td>
<td>23.76%</td>
<td>10.72%</td>
<td></td>
</tr>
<tr>
<td>Student Services - other</td>
<td>75,137</td>
<td>148.61%</td>
<td>116.94%</td>
<td>23.76%</td>
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<td>20.00%</td>
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<td>0.00%</td>
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</tbody>
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Notes and Descriptions of Assumptions for Start-Up Year

- **Include job advertisement expenses and marketing brochures.**
- **Include costs for traveling to schools and for instructional development.**
- **Funding is a centralized support service provided by Rocketship Education (CMO). Covered by Management Company Fee (line 85).**

Notes and Descriptions of Assumptions for Year 1 through Year 5

- **Include in the notes the amounts from the CSP grant.**
- **Reflects audit fee estimate; accounting services are provided as part of the management company fee.**
- **Reflects audit fee estimate; accounting services are provided as part of the management company fee.**
- **See Student Recruitment and Enrollment section.**
- **See Student Recruitment and Enrollment section.**
- **Management Company Fee (line 83).**
- **Management Company Fee (line 83).**
- **Management Company Fee (line 83).**
- **Management Company Fee (line 83).**
- **Management Company Fee (line 83).**

Network services are described in narrative.

Lower level health needs are typically provided by the trained existing staff including the office manager.

Lower level health needs are typically provided by the trained existing staff including the office manager.

Prime and other contract services are described in narrative. These services are provided as part of the management company fee.

The trained existing staff including the office manager.

The trained existing staff including the office manager.
# Rocketship Public Schools

## REVENUE AND EXPENSE ASSUMPTIONS

<table>
<thead>
<tr>
<th>BUDGET</th>
<th>ASSUMPTIONS</th>
<th>Notes and Descriptions of Assumptions for Start-Up Year</th>
<th>Notes and Descriptions of Assumptions for Year 1 through Year 5</th>
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<tr>
<td><strong>After School Program</strong></td>
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<td><strong>Year 0</strong></td>
<td><strong>Year 1</strong></td>
<td><strong>Year 2</strong></td>
<td><strong>Year 3</strong></td>
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<td>2023</td>
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<td>2025</td>
</tr>
<tr>
<td>150,000</td>
<td>150,000</td>
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<tr>
<td><strong>Custom Operations #1</strong></td>
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<td></td>
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<tr>
<td>0.00%</td>
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<tr>
<td><strong>Custom Operations #2</strong></td>
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<td>0.00%</td>
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<td><strong>TOTAL SCHOOL OPERATIONS</strong></td>
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<td><strong>Year 0</strong></td>
<td><strong>Year 1</strong></td>
<td><strong>Year 2</strong></td>
<td><strong>Year 3</strong></td>
</tr>
<tr>
<td>150,000</td>
<td>150,000</td>
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</tr>
<tr>
<td><strong>Facility Operation &amp; Maintenance</strong></td>
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<td></td>
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<td>Insurance</td>
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<td>Building and Land Rent / Lease</td>
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<td>Repairs &amp; Maintenance</td>
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<td>Security Services</td>
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<td>0.00%</td>
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</tr>
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<td>0.00%</td>
<td>0.00%</td>
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<td><strong>TOTAL FACILITY OPERATION &amp; MAINTENANCE</strong></td>
<td>18,000</td>
<td>1,165,275</td>
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<td><strong>Reserves / Contingencies</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>100,000</td>
<td>800,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,071,486</td>
<td>7,366,936</td>
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<tr>
<td><strong>Net Operating Income (before Depreciation)</strong></td>
<td>323,514</td>
<td>232,664</td>
<td></td>
</tr>
<tr>
<td><strong>Depreciation &amp; Amortization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Net Operating Income (including Depreciation)</strong></td>
<td>323,514</td>
<td>232,664</td>
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</table>
## Rocketship Public Schools
### PROJECTED BUDGET / OPERATING PLAN

### SUMMARY

<table>
<thead>
<tr>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>2023</td>
<td>2024</td>
<td>2025</td>
<td>2026</td>
<td>2027</td>
</tr>
</tbody>
</table>

- **Total Revenue**: 1,395,000
- **Total Expenses**: 1,266,486
- **Net Operating Income (before Depreciation)**: 128,514

### REVENUE

#### TOTAL STATE REVENUES
- 3,351,415
- 8,331,923
- 18,075,371
- 22,369,295
- 24,767,972

#### FEDERAL REVENUES
- **Charter School Program (CSP) Start-Up Grant**: 175,000
- **Other Federal Revenues**: 20,000

#### TOTAL FEDERAL REVENUES
- 195,000
- 1,397,459
- 2,378,865
- 4,083,057
- 3,284,062
- 3,615,752

#### TOTAL LOCAL & OTHER REVENUES
- 1,200,000
- $2,850,726
- 3,576,813
- 5,726,733
- 3,662,194
- 3,078,330

#### TOTAL REVENUE
- $1,395,000
- $7,599,600
- $14,287,601
- $27,885,161
- $29,315,551
- $31,462,055

### EXPENSES

#### ADMINISTRATIVE STAFF PERSONNEL COSTS

<table>
<thead>
<tr>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>2023</td>
<td>2024</td>
<td>2025</td>
<td>2026</td>
<td>2027</td>
</tr>
</tbody>
</table>

- **Executive Management**: 150,000
- **Instructional Management**: 195,000
- **CFO / Director of Finance**: -
- **Operation / Business Manager**: 39,000
- **Administrative Staff**: 41,250
- **Other - Administrative**: 60,000

#### TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS
- 485,250
- $1,021,750
- $1,671,270
- $2,402,284
- $2,533,103
- $2,752,625

#### INSTRUCTIONAL PERSONNEL COSTS

<table>
<thead>
<tr>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>2023</td>
<td>2024</td>
<td>2025</td>
<td>2026</td>
<td>2027</td>
</tr>
</tbody>
</table>

- **Teachers - Regular**: -
- **Teachers - SPED**: -
- **Substitute Teachers**: -
- **Teaching Assistants**: -
- **Specialty Teachers**: -
- **Aides**: -
- **Therapists & Counselors**: -
- **Other - Instructional**: -

#### TOTAL INSTRUCTIONAL PERSONNEL COSTS
- 1,319,250
- $3,182,910
- $6,829,186
- $8,265,749
- $9,128,150

#### NON-INSTRUCTIONAL PERSONNEL COSTS

<table>
<thead>
<tr>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>2023</td>
<td>2024</td>
<td>2025</td>
<td>2026</td>
<td>2027</td>
</tr>
</tbody>
</table>

- **Nurse**: -
- **Librarian**: -
- **Custodian**: -
- **Security**: -

### Revenue Per Pupil
- 21,744.21
- 16,808.94
- 15,122.10
- 13,125.39
- 12,722.22

### Expenses Per Pupil
- 21,507.68
- 16,731.25
- 15,072.57
- 13,098.81
- 12,694.31
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<thead>
<tr>
<th></th>
<th>Start-Up Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td>Other - Non-Instructional</td>
<td>$225,000</td>
<td>$386,500</td>
<td>$543,660</td>
<td>$859,370</td>
<td>$922,826</td>
<td>$1,036,429</td>
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<td>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</td>
<td>$710,250</td>
<td>$2,727,500</td>
<td>$5,397,840</td>
<td>$10,090,840</td>
<td>$11,721,679</td>
<td>$12,917,204</td>
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<tr>
<td>TOTAL PERSONNEL EXPENSES</td>
<td>$225,000</td>
<td>$386,500</td>
<td>$543,660</td>
<td>$859,370</td>
<td>$922,826</td>
<td>$1,036,429</td>
</tr>
<tr>
<td>Year 0</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
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</tr>
<tr>
<td>-------</td>
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<tr>
<td>2022</td>
<td>2023</td>
<td>2024</td>
<td>2025</td>
<td>2026</td>
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</table>

**PAYROLL TAXES AND BENEFITS**

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<th>Description</th>
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<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
</tr>
</thead>
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<td>169,105</td>
<td>334,666</td>
<td>625,632</td>
<td>726,744</td>
<td>800,867</td>
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<td>Medicare</td>
<td>10,299</td>
<td>39,549</td>
<td>78,269</td>
<td>146,317</td>
<td>169,964</td>
<td>187,299</td>
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<td>State Unemployment</td>
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<td>25,366</td>
<td>50,200</td>
<td>93,845</td>
<td>109,012</td>
<td>120,130</td>
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<td>14,729</td>
<td>39,148</td>
<td>54,491</td>
<td>63,297</td>
<td>69,753</td>
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<td>121,451</td>
<td>227,044</td>
<td>263,738</td>
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<td>151,363</td>
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**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

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<th>2025</th>
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<th>2027</th>
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<td>1,798,181</td>
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<td>Custom Contracted Services #3</td>
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<td>1,960,956</td>
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<td>4,952,478</td>
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<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
</tr>
<tr>
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<td>Board Expenses</td>
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<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Classroom / Teaching Supplies &amp; Materials</td>
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<td>18,220</td>
<td>45,297</td>
<td>98,267</td>
<td>121,611</td>
<td>134,651</td>
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<tr>
<td>Special Ed Supplies &amp; Materials</td>
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<td>41,562</td>
<td>90,166</td>
<td>111,586</td>
<td>123,551</td>
</tr>
<tr>
<td>Textbooks / Workbooks</td>
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<td>274,109</td>
<td>563,294</td>
<td>491,756</td>
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<tr>
<td>Supplies &amp; Materials other</td>
<td>4,200</td>
<td>22,110</td>
<td>42,724</td>
<td>82,519</td>
<td>88,213</td>
<td>91,654</td>
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<tr>
<td>Equipment / Furniture</td>
<td>-</td>
<td>99,176</td>
<td>116,332</td>
<td>236,443</td>
<td>59,111</td>
<td>61,357</td>
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<tr>
<td>Telephone</td>
<td>10,475</td>
<td>24,249</td>
<td>43,212</td>
<td>76,614</td>
<td>87,953</td>
<td>95,429</td>
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<tr>
<td>Technology</td>
<td>4,800</td>
<td>210,845</td>
<td>333,768</td>
<td>682,221</td>
<td>497,339</td>
<td>518,725</td>
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<tr>
<td>Student Testing &amp; Assessment</td>
<td>-</td>
<td>21,306</td>
<td>52,969</td>
<td>114,911</td>
<td>142,209</td>
<td>157,458</td>
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<td>Field Trips</td>
<td>-</td>
<td>32,340</td>
<td>80,400</td>
<td>174,421</td>
<td>215,856</td>
<td>239,002</td>
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<tr>
<td>Transportation (student)</td>
<td>-</td>
<td>180,099</td>
<td>400,000</td>
<td>800,000</td>
<td>800,000</td>
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<tr>
<td>Student Services - other</td>
<td>-</td>
<td>75,728</td>
<td>188,267</td>
<td>408,428</td>
<td>505,453</td>
<td>559,653</td>
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<td>Office Expense</td>
<td>14,000</td>
<td>104,631</td>
<td>200,368</td>
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<td>447,186</td>
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<td>Staff Development</td>
<td>30,000</td>
<td>48,895</td>
<td>92,265</td>
<td>178,809</td>
<td>182,922</td>
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<td>Staff Recruitment</td>
<td>20,000</td>
<td>50,000</td>
<td>60,000</td>
<td>72,000</td>
<td>84,600</td>
<td>103,680</td>
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<td>School Meals / Lunch</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Travel (Staff)</td>
<td>25,000</td>
<td>25,000</td>
<td>30,000</td>
<td>36,000</td>
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<td>51,840</td>
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<td>Fundraising</td>
<td>-</td>
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<td>After School Program</td>
<td>-</td>
<td>150,000</td>
<td>300,000</td>
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<tr>
<td>Custom Operations #1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Custom Operations #2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>TOTAL SCHOOL OPERATIONS</td>
<td>$153,475</td>
<td>$1,267,123</td>
<td>$2,336,022</td>
<td>$4,658,035</td>
<td>$4,503,284</td>
<td>$4,744,636</td>
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</table>

<table>
<thead>
<tr>
<th>FACILITY OPERATION &amp; MAINTENANCE</th>
<th>Start-Up</th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance</td>
<td>-</td>
<td>9,675</td>
<td>24,053</td>
<td>52,181</td>
<td>64,577</td>
<td>71,501</td>
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<td>Janitorial Services</td>
<td>-</td>
<td>147,800</td>
<td>299,443</td>
<td>602,479</td>
<td>612,119</td>
<td>617,628</td>
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<tr>
<td>Building and Land Rent / Lease</td>
<td>18,000</td>
<td>865,000</td>
<td>1,730,000</td>
<td>3,460,000</td>
<td>3,373,500</td>
<td>3,289,163</td>
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<tr>
<td>Repairs &amp; Maintenance</td>
<td>-</td>
<td>30,000</td>
<td>65,010</td>
<td>130,020</td>
<td>144,972</td>
<td>144,972</td>
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<tr>
<td>Security Services</td>
<td>-</td>
<td>5,000</td>
<td>10,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
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<tr>
<td>Utilities</td>
<td>-</td>
<td>101,500</td>
<td>203,000</td>
<td>406,000</td>
<td>406,000</td>
<td>406,000</td>
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<tr>
<td>Internet</td>
<td>-</td>
<td>6,300</td>
<td>12,600</td>
<td>25,200</td>
<td>25,200</td>
<td>25,200</td>
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<tr>
<td>Custom Facilities Operations #1</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>Custom Facilities Operations #2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
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<tr>
<td>TOTAL FACILITY OPERATION &amp; MAINTENANCE</td>
<td>$18,000</td>
<td>$1,165,275</td>
<td>$2,344,106</td>
<td>$4,695,880</td>
<td>$4,646,367</td>
<td>$4,574,464</td>
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</table>

<table>
<thead>
<tr>
<th>RESERVES / CONTINGENCIES</th>
<th>Start-Up</th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVES / CONTINGENCIES</td>
<td>100,000</td>
<td>800,000</td>
<td>824,000</td>
<td>1,606,800</td>
<td>482,040</td>
<td>626,652</td>
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</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>$1,266,486</td>
<td>$7,516,936</td>
<td>$14,221,561</td>
<td>$27,793,827</td>
<td>$29,256,195</td>
<td>$31,393,038</td>
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</table>

<table>
<thead>
<tr>
<th>NET OPERATING INCOME (before Depreciation)</th>
<th>Start-Up</th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET OPERATING INCOME (before Depreciation)</td>
<td>$128,514</td>
<td>$82,664</td>
<td>$66,040</td>
<td>$91,334</td>
<td>$59,356</td>
<td>$69,017</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEPRECIATION &amp; AMORTIZATION</th>
<th>Start-Up</th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPRECIATION &amp; AMORTIZATION</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NET OPERATING INCOME (including Depreciation)</th>
<th>Start-Up</th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET OPERATING INCOME (including Depreciation)</td>
<td>$128,514</td>
<td>$82,664</td>
<td>$66,040</td>
<td>$91,334</td>
<td>$59,356</td>
<td>$69,017</td>
<td></td>
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</table>
## Rocketship Public Schools
### ESTIMATE OF STATE AID ENTITLEMENT

<table>
<thead>
<tr>
<th>Summary of Finance Description</th>
<th>Weight or Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Instructions and Notes</td>
<td>314.550</td>
</tr>
<tr>
<td>Prior Year Refined ADA</td>
<td>0.000</td>
</tr>
<tr>
<td>SPECIAL EDUCATION FTE</td>
<td></td>
</tr>
<tr>
<td>Homebound (Code 01)</td>
<td>5.0</td>
</tr>
<tr>
<td>Hospital Class (Code 02)</td>
<td>3.0</td>
</tr>
<tr>
<td>Speech Therapy (Code 00)</td>
<td>5.0</td>
</tr>
<tr>
<td>Resource Room (Code 41 &amp; 42)</td>
<td>3.0</td>
</tr>
<tr>
<td>Self-contained Mild/Mod/Severe (Code 43 &amp; 44)</td>
<td>3.0</td>
</tr>
<tr>
<td>Full Time Early Childhood (Code 45)</td>
<td>3.0</td>
</tr>
<tr>
<td>Off-home Campus (Codes 91-98)</td>
<td>2.7</td>
</tr>
<tr>
<td>VAC (Code 08)</td>
<td>2.3</td>
</tr>
<tr>
<td>State School Students (Code 30)</td>
<td>2.8</td>
</tr>
<tr>
<td>Residential Care &amp; Treatment (Code 81-89)</td>
<td>4.0</td>
</tr>
<tr>
<td>Total Special Education FTE</td>
<td>2.836</td>
</tr>
<tr>
<td>Total Special Education Weighted FTE</td>
<td>9.032</td>
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</table>

<table>
<thead>
<tr>
<th>EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Homebound (Code 01)</td>
<td>5.0</td>
</tr>
<tr>
<td>Hospital Class (Code 02)</td>
<td>3.0</td>
</tr>
<tr>
<td>Speech Therapy (Code 00)</td>
<td>5.0</td>
</tr>
<tr>
<td>Resource Room (Code 41 &amp; 42)</td>
<td>3.0</td>
</tr>
<tr>
<td>Self-contained Mild/Mod/Severe (Code 43 &amp; 44)</td>
<td>3.0</td>
</tr>
<tr>
<td>Full Time Early Childhood (Code 45)</td>
<td>3.0</td>
</tr>
<tr>
<td>Off-home Campus (Codes 91-98)</td>
<td>2.7</td>
</tr>
<tr>
<td>VAC (Code 08)</td>
<td>2.3</td>
</tr>
<tr>
<td>State School Students (Code 30)</td>
<td>2.8</td>
</tr>
<tr>
<td>Residential Care &amp; Treatment (Code 81-89)</td>
<td>4.0</td>
</tr>
<tr>
<td>Total ESY Special Education FTE</td>
<td>0.000</td>
</tr>
<tr>
<td>Total ESY Special Education Weighted FTE</td>
<td>0.000</td>
</tr>
</tbody>
</table>

<p>| Mainstream ADA                                     | 1.15           | 18.000                      |
| Regular Career &amp; Technology FTEs                   | 1.35           | 0.000                      |
| Advanced Career &amp; Technology Education FTEs        | $ 50           | 0.000                      |
| P-TECH                                             | $ 50           | 0.000                      |
| New Tech Network                                   | $ 50           | 0.000                      |
| Regular Program ADA                                | 311.714        |
| Dyslexia                                           | 0.10           | 7.000                      |
| Public Education Grant                             | 0.10           | 0.000                      |
| Early Education                                    | 0.10           | 33.750                     |
| State Compensatory Education Enrollment            | 0.25           | 360.000                    |
| Pregnancy Related FTEs                            | 2.41           | 0.000                      |
| Non-Economically Disadvantaged students without disability living in a residential treatment facility whose parents do not reside in district | 0.20 | 0.000 |
| Bilingual LEP ADA                                  | 0.10           | 156.600                    |
| Bilingual LEP Dual Language One-Way, Two-Way       | 0.15           | 0.000                      |
| Bilingual Non LEP Dual Language One-Way, Two-Way   | 0.05           | 0.000                      |
| Adjusted GYA                                       | 1.4347         |
| Total Weighted Average Daily Attendance (WADA)      | 489.7284       |
| State Average Funding Components                   |                |</p>
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Capita Rate</td>
<td>$ 476.710</td>
</tr>
<tr>
<td>District Basic Allotment (DBA)</td>
<td>$ 6,159.00</td>
</tr>
<tr>
<td>ASF ADA</td>
<td>$ 3,294.69</td>
</tr>
<tr>
<td>District Tax Rate Level 1 (DTR1)</td>
<td>$ 0.057112</td>
</tr>
<tr>
<td>Level 1 Entitlement</td>
<td>$ 98.56</td>
</tr>
<tr>
<td>District Tax Rate Level 2 (DTR2)</td>
<td>$ 0.024659</td>
</tr>
<tr>
<td>Level 2 Entitlement</td>
<td>$ 49.28</td>
</tr>
<tr>
<td>Interest &amp; Sinking Rate</td>
<td>$ -</td>
</tr>
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<td>EDA Guaranteed Yield (GY)</td>
<td>$ 38.58</td>
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**Program Intent Codes - TIER I Allotments**

<table>
<thead>
<tr>
<th>Program Intent Code</th>
<th>Amount</th>
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<tbody>
<tr>
<td>11-Regular Program Allotment TEC 48.051</td>
<td>$ 1,919,849</td>
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<tr>
<td>Small and Mid-size Allotment TEC 48.101</td>
<td>$ 332,794</td>
</tr>
<tr>
<td>25-Bilingual Education Allotment TEC 48.105 (spend 55% of amount)</td>
<td>$ 16</td>
</tr>
<tr>
<td>99-New Instructional Facility Allotment</td>
<td>$ -</td>
</tr>
<tr>
<td>11-Public Education Grant TEC 48.107</td>
<td>$ -</td>
</tr>
<tr>
<td>36-Early Education Allotment TEC 48.108 (spend 100% of amount)</td>
<td>$ 20,787</td>
</tr>
<tr>
<td>37-Dyslexia Allotment TEC 48.103 (spend 100% of amount)</td>
<td>$ 2,306</td>
</tr>
<tr>
<td>School Safety Allotment TEC 42.168</td>
<td>$ 3,057</td>
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</table>

**Special Education Detail:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Regular Special Education</td>
<td>$ 55,627</td>
</tr>
<tr>
<td>Mainstream</td>
<td>$ 127,491</td>
</tr>
<tr>
<td>Residential Care and Treatment</td>
<td>$ -</td>
</tr>
<tr>
<td>State Schools</td>
<td>$ -</td>
</tr>
<tr>
<td>Non Public Contracts</td>
<td>$ -</td>
</tr>
<tr>
<td>Extended Year Special Education</td>
<td>$ -</td>
</tr>
<tr>
<td>23-Special Education Adjusted Allotment TEC 48.102 (spend 55% of amount)</td>
<td>$ 183,118</td>
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**Career & Technology Detail:**

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Regular Career &amp; Technology (CTE) Allotment</td>
<td>$ -</td>
</tr>
<tr>
<td>Advanced CTE Allotment</td>
<td>$ -</td>
</tr>
<tr>
<td>P-TECH</td>
<td>$ -</td>
</tr>
<tr>
<td>New Tech Network</td>
<td>$ -</td>
</tr>
<tr>
<td>22-Career and Technology Allotment TEC 48.106 (spend 55% of amount)</td>
<td>$ -</td>
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**State Compensatory Education Detail:**

<table>
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<th>Description</th>
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<tbody>
<tr>
<td>State Compensatory Allotment</td>
<td>$ 554,310</td>
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<tr>
<td>Pregnancy Related</td>
<td>$ -</td>
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<tr>
<td>Non-Economically Disadvantaged students without disability living in a residential treatment facility whose parents do not reside in district</td>
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<tr>
<td>24-Compensatory Education Allotment TEC 48.104 (spend 55% of amount)</td>
<td>$ 554,310</td>
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**Transportation Detail:**

<table>
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<th>Description</th>
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<tbody>
<tr>
<td>Regular</td>
<td>$ -</td>
</tr>
<tr>
<td>Private</td>
<td>$ -</td>
</tr>
<tr>
<td>Special Education</td>
<td>$ -</td>
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<tr>
<td>Career &amp; Technology Education</td>
<td>$ -</td>
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<tr>
<td>99-Transportation Allotment TEC 48.151</td>
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</table>

**TIER II**

<table>
<thead>
<tr>
<th>TIER II Level 1</th>
<th>Amount</th>
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<tr>
<td></td>
<td>$ 275,666</td>
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<tr>
<td>Tier II Level 2</td>
<td>$</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
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<tr>
<td>TOTAL TIER II</td>
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</table>

**OTHER PROGRAMS**

<table>
<thead>
<tr>
<th>Charter has at least an acceptable academic performance rating?</th>
<th>yes</th>
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<tbody>
<tr>
<td>Charter Schools Facility Funding TEC 12.106(d)</td>
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</table>

<table>
<thead>
<tr>
<th>TOTAL OTHER PROGRAMS</th>
<th>$</th>
<th>-</th>
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</table>

<table>
<thead>
<tr>
<th>TOTAL STATE AID</th>
<th>$</th>
<th>3,351,415</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available School Fund (ASF)</td>
<td>$</td>
<td>-</td>
</tr>
<tr>
<td>Foundation School Fund (FSF)</td>
<td>$</td>
<td>3,351,415</td>
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</table>
# Rocketship Public Schools

## PAYMENT FORMULA EXAMPLE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total State Aid</td>
<td>$3,351,415</td>
</tr>
<tr>
<td>Adjustments to Allotments</td>
<td>$-</td>
</tr>
<tr>
<td>Less Total Paid to Date</td>
<td>$-</td>
</tr>
<tr>
<td>FSP Remaining Balance</td>
<td>$3,351,415</td>
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</table>

## Estimated Payments Schedule

<table>
<thead>
<tr>
<th>Payment Month</th>
<th># of Remaining Payments</th>
<th>% of Unpaid Balance</th>
<th>Estimated Payments Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>12</td>
<td>8.3%</td>
<td>$278,167</td>
</tr>
<tr>
<td>October</td>
<td>11</td>
<td>9.1%</td>
<td>$279,666</td>
</tr>
<tr>
<td>November</td>
<td>10</td>
<td>10.1%</td>
<td>$282,152</td>
</tr>
<tr>
<td>December</td>
<td>9</td>
<td>11.1%</td>
<td>$278,769</td>
</tr>
<tr>
<td>January</td>
<td>8</td>
<td>12.4%</td>
<td>$276,850</td>
</tr>
<tr>
<td>February</td>
<td>7</td>
<td>14.4%</td>
<td>$281,637</td>
</tr>
<tr>
<td>March</td>
<td>6</td>
<td>16.6%</td>
<td>$277,913</td>
</tr>
<tr>
<td>April</td>
<td>5</td>
<td>19.9%</td>
<td>$277,856</td>
</tr>
<tr>
<td>May</td>
<td>4</td>
<td>25.1%</td>
<td>$280,720</td>
</tr>
<tr>
<td>June</td>
<td>3</td>
<td>33.2%</td>
<td>$278,112</td>
</tr>
<tr>
<td>July</td>
<td>2</td>
<td>49.7%</td>
<td>$278,108</td>
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<tr>
<td>August</td>
<td>1</td>
<td>100.0%</td>
<td>$281,466</td>
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</table>

**Total Payments** $3,351,415
### Rocketship Public Schools
#### FINANCIAL PLAN WORKBOOK SUMMARY

<table>
<thead>
<tr>
<th></th>
<th>Start-Up Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td></td>
<td></td>
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<tr>
<td>Total State Revenues</td>
<td>3,351,415</td>
<td>8,331,923</td>
<td>18,075,371</td>
<td>22,369,295</td>
<td>24,767,972</td>
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<td>Federal Revenues</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Charter School Program (CSP) Start-Up Grant</td>
<td>175,000</td>
<td>850,000</td>
<td>1,100,000</td>
<td>1,400,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Federal Revenues</td>
<td>20,000</td>
<td>547,459</td>
<td>1,278,864</td>
<td>2,683,057</td>
<td>3,284,062</td>
<td>3,615,752</td>
</tr>
<tr>
<td>Total Federal Revenues</td>
<td>195,000</td>
<td>1,397,459</td>
<td>2,378,865</td>
<td>4,083,057</td>
<td>3,284,062</td>
<td>3,615,752</td>
</tr>
<tr>
<td>Total Local and Other Revenue</td>
<td>1,200,000</td>
<td>2,850,726</td>
<td>3,576,813</td>
<td>5,726,733</td>
<td>3,662,194</td>
<td>3,078,330</td>
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<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>1,395,000</td>
<td>7,599,600</td>
<td>14,287,601</td>
<td>27,885,161</td>
<td>29,315,551</td>
<td>31,462,055</td>
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</tbody>
</table>

| **EXPENSES**     |                 |         |         |         |         |         |
| Personel, Payroll Taxes, and Benefits Expenses |         |         |         |         |         |         |
| Total Administrative Staff Personnel Costs | 485,250     | 1,021,750 | 1,671,270 | 2,402,284 | 2,533,103 | 2,752,625 |
| Total Instructional Personnel Costs | -           | 1,319,250 | 3,182,910 | 6,829,186 | 8,265,749 | 9,128,150 |
| Total Non-Instructional Personnel Costs | 225,000     | 386,500  | 543,660  | 859,370  | 922,826  | 1,036,429 |
| Total Payroll Taxes and Benefits | 180,261     | 686,512  | 1,358,636 | 2,539,864 | 2,950,347 | 3,251,260 |
| **TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES** | 890,511     | 3,414,012 | 6,754,476 | 12,630,704 | 14,672,026 | 16,168,464 |

| Non-Payroll Related Expenses |         |         |         |         |         |         |
| Total Contracted Services | 104,500    | 870,526  | 1,960,956 | 4,202,408 | 4,952,478 | 5,278,821 |
| Total School Operations | 153,475     | 1,267,123 | 2,336,022 | 4,658,035 | 4,503,284 | 4,744,636 |
| Total Facilities Operations and Maintenance | 18,000      | 1,165,275 | 2,344,106 | 4,695,880 | 4,646,367 | 4,574,464 |
| Reserves / Contingencies | 100,000     | 800,000  | 824,000  | 1,606,800 | 482,040  | 626,652 |
| **TOTAL NON-PAYROLL RELATED EXPENSES** | 375,975     | 4,102,914 | 7,465,084 | 15,163,123 | 14,584,169 | 15,224,574 |

| Total Expenses | 1,266,486   | 7,516,936 | 14,221,561 | 27,793,827 | 29,256,195 | 31,393,038 |

| **NET OPERATING INCOME (before depreciation)** |         |         |         |         |         |         |
| Projected Student Enrollment |         |         |         |         |         |         |
| Revenue Per Pupil | 128,514    | 82,664   | 66,040   | 91,334   | 59,356   | 69,017   |
| Expenses Per Pupil |         |         |         |         |         |         |
## Financial Plan Workbook Summary

### Rocketship Public Schools

#### Start-Up Year 0

<table>
<thead>
<tr>
<th></th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REVENUE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total State Revenues</td>
<td>$3,460,793</td>
<td>$8,603,847</td>
<td>$18,665,287</td>
<td>$23,099,349</td>
<td>$25,576,311</td>
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<td>Federal Revenues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Charter School Program (CSP) Start-Up Grant</td>
<td>$175,000</td>
<td>$850,000</td>
<td>$1,100,000</td>
<td>$1,400,000</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Other Federal Revenues</td>
<td>$20,000</td>
<td>$547,459</td>
<td>$1,278,864</td>
<td>$2,683,057</td>
<td>$3,284,062</td>
<td>$3,615,752</td>
</tr>
<tr>
<td>Total Federal Revenues</td>
<td>$195,000</td>
<td>$1,397,459</td>
<td>$2,378,865</td>
<td>$4,083,057</td>
<td>$3,284,062</td>
<td>$3,615,752</td>
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<tr>
<td>Total Local and Other Revenue</td>
<td>$1,200,000</td>
<td>$2,741,348</td>
<td>$3,317,989</td>
<td>$5,170,145</td>
<td>$3,017,632</td>
<td>$2,426,833</td>
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<td>TOTAL REVENUE</td>
<td>$1,395,000</td>
<td>$7,599,600</td>
<td>$14,300,701</td>
<td>$27,918,489</td>
<td>$29,401,043</td>
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<td>EXPENSES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Administrative Staff Personnel Costs</td>
<td>$485,250</td>
<td>$1,021,750</td>
<td>$1,671,270</td>
<td>$2,402,284</td>
<td>$2,533,103</td>
<td>$2,752,625</td>
</tr>
<tr>
<td>Total Instructional Personnel Costs</td>
<td>$225,000</td>
<td>$386,500</td>
<td>$543,660</td>
<td>$859,370</td>
<td>$922,826</td>
<td>$1,036,429</td>
</tr>
<tr>
<td>Total Non-Instructional Personnel Costs</td>
<td>$180,261</td>
<td>$686,512</td>
<td>$1,358,636</td>
<td>$2,539,864</td>
<td>$2,950,347</td>
<td>$3,251,260</td>
</tr>
<tr>
<td>Total Payroll Taxes and Benefits</td>
<td>$890,511</td>
<td>$3,414,012</td>
<td>$6,756,476</td>
<td>$12,630,704</td>
<td>$14,672,026</td>
<td>$16,168,464</td>
</tr>
<tr>
<td>TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES</td>
<td>$1,266,486</td>
<td>$7,516,936</td>
<td>$14,221,561</td>
<td>$27,793,827</td>
<td>$29,256,195</td>
<td>$31,393,038</td>
</tr>
<tr>
<td>NON-PAYROLL RELATED EXPENSES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Contracted Services</td>
<td>$104,500</td>
<td>$870,526</td>
<td>$1,960,956</td>
<td>$4,202,408</td>
<td>$4,952,478</td>
<td>$5,278,821</td>
</tr>
<tr>
<td>Total School Operations</td>
<td>$153,475</td>
<td>$1,267,123</td>
<td>$2,336,022</td>
<td>$4,658,035</td>
<td>$4,503,284</td>
<td>$4,744,636</td>
</tr>
<tr>
<td>Total Facilities Operations and Maintenance</td>
<td>$18,000</td>
<td>$1,165,275</td>
<td>$2,344,106</td>
<td>$4,695,880</td>
<td>$4,646,367</td>
<td>$4,574,464</td>
</tr>
<tr>
<td>Reserves / Contingencies</td>
<td>$100,000</td>
<td>$800,000</td>
<td>$824,000</td>
<td>$1,606,800</td>
<td>$482,040</td>
<td>$626,652</td>
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<tr>
<td>TOTAL NON-PAYROLL RELATED EXPENSES</td>
<td>$375,975</td>
<td>$4,102,924</td>
<td>$7,465,084</td>
<td>$15,163,123</td>
<td>$14,584,169</td>
<td>$15,224,574</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>$1,266,486</td>
<td>$7,516,936</td>
<td>$14,221,561</td>
<td>$27,793,827</td>
<td>$29,256,195</td>
<td>$31,393,038</td>
</tr>
<tr>
<td>NET OPERATING INCOME (before depreciation)</td>
<td>$128,514</td>
<td>$82,664</td>
<td>$79,140</td>
<td>$124,662</td>
<td>$144,848</td>
<td>$225,858</td>
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</tbody>
</table>

### Student Enrollment

- **Projected Student Enrollment**: 350, 850, 1,844, 2,234, 2,473
- **Revenue Per Pupil**: $21,744, $16,824, $15,140, $13,164, $12,786
- **Expenses Per Pupil**: $21,508, $16,731, $15,073, $13,099, $12,694

CURED DURING REMEDY PERIOD
General Instructions and Notes

- Colors for tabs and cells may be different on MAC computers and Apple products.
- Complete all four tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users, the BLUE tabs are Budget, Financial Plan Workbook Summary, SOF, and Payment Formula Example. All other tabs are GREEN data entry tabs.
- Formula driven cells are locked and should remain locked. Enter information into the WHITE cells ONLY.
- For MAC users, the GRAY cells may appear blue.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All Notes and Notes and Descriptions of Assumptions cells are editable. Adding as much detail as possible in these columns is encouraged. All Notes and Notes and Descriptions of Assumptions should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter the Lead Applicant's name, email address, and phone number.
- In the row Start-Up (Year 0) Fiscal Year End, enter the fiscal year the proposed charter school will be in for it's startup year.
- In the row Year One Fiscal Year End, enter the fiscal year the school will be in for its first operational year.
- In the row Fiscal Year End Date, use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row Total School Year Minutes, enter the number of minutes the proposed charter school will be open for operation.

Enrollment Tab

- Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.

ENROLLMENT Section

- Enter the anticipated enrollment for the proposed school by grade and year in the WHITE cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.
- Enter the anticipated average daily attendance (ADA) percentage by year.
- **WARNING** - Enter conservative and realistic enrollment numbers. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance, then your projections may be invalid. Additionally, your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.

STUDENT POPULATION Section

- Enter the anticipated number of students for each population designation by year in the WHITE cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total enrollment entered.

TRANSPORATION Section

- Enter the anticipated transporation allotments for the specified programs.

Personnel Tab

- Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.
- Column C - Enter the position description.
- Column D - Select the category for the position entered in column C from the drop down list box. Categories listed in the drop down box align with the Start-Up, Y1, & Assumptions and Budget tabs.
- **PLEASE NOTE** - Before selecting a category, be sure to review the Budget tab to see where each category falls in terms of the Personnel section.
- Column E - Enter the starting salary for each position.
- Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.
- Column M - Enter any notes related to each position. Notes must include the portion of the salary amount that will be paid from the CSP grant funds.
• Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.
Start-Up, Y1, & Assumptions Tab

- Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.
- Column C - All line descriptions are locked and are to remain locked except those WHITE and labeled Custom. Custom cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
  ** PLEASE NOTE** - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.
- Enter any notes and descriptions of assumptions that need further explanation. **Notes must include the amounts that will be paid from CSP grant funds.**

Budget Tab

- ALL revenues and expenses are automatically calculated based on the Enrollment, Personnel, and Start-Up, Y1, & Assumptions tabs.
- No data should be entered on this tab.

Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the Enrollment, Personnel, and Start-Up, Y1, & Assumptions tabs.
- No data should be entered on this tab.

SOF Tab

- Summary of Finances (SOF) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.
# Rocketship Public Schools

## NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

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<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead Applicant Name:</strong></td>
<td>SaJade Miller</td>
</tr>
<tr>
<td><strong>Contact Email:</strong></td>
<td><a href="mailto:sjmiller@rsed.org">sjmiller@rsed.org</a></td>
</tr>
<tr>
<td><strong>Contact Phone:</strong></td>
<td>817-937-1677</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start-Up (Year 0) Fiscal Year End:</strong></td>
<td>2022 Enter the 4-digit year (XXXX)</td>
</tr>
<tr>
<td><strong>Year One Fiscal Year End:</strong></td>
<td>2023 Enter the 4-digit year (XXXX)</td>
</tr>
<tr>
<td><strong>Fiscal Year End Date:</strong></td>
<td>June 30 Select date</td>
</tr>
<tr>
<td><strong>Total School Year Minutes:</strong></td>
<td>75,600 Enter the number of minutes (e.g., 75,600)</td>
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</table>
### General Instructions and Notes

**ENROLLMENT**

- Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)
  
<table>
<thead>
<tr>
<th>Year</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>37.50</td>
<td>75.00</td>
<td>150.00</td>
<td>162.50</td>
<td>175.00</td>
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<tr>
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<td>208.00</td>
<td>416.00</td>
<td>416.00</td>
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<tr>
<td>1st Grade</td>
<td>104.00</td>
<td>208.00</td>
<td>416.00</td>
<td>416.00</td>
<td>416.00</td>
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<tr>
<td>2nd Grade</td>
<td>104.00</td>
<td>208.00</td>
<td>416.00</td>
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<td>302.00</td>
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<td>288.00</td>
<td>376.00</td>
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<td>5th Grade</td>
<td>-</td>
<td>-</td>
<td>139.00</td>
<td>278.00</td>
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<tr>
<td>6th Grade</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>7th Grade</td>
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<td>8th Grade</td>
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<td>9th Grade</td>
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</tr>
<tr>
<td>10th Grade</td>
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<tr>
<td>11th Grade</td>
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<tr>
<td>12th Grade</td>
<td>-</td>
<td>-</td>
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</table>

- Total Number of All Students Enrolled (Average Membership)
  
<table>
<thead>
<tr>
<th>Year</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
</tr>
</thead>
<tbody>
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<td>Total Number of All Students Enrolled</td>
<td>349.50</td>
<td>850.00</td>
<td>1,844.00</td>
<td>2,233.50</td>
<td>2,473.00</td>
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</table>

### Average Daily Attendance (ADA)

- Average Daily Attendance (ADA) %
  
<table>
<thead>
<tr>
<th>Year</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Daily Attendance (ADA) %</td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
<td>94%</td>
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<tr>
<td>Average Daily Attendance (ADA)</td>
<td>314.55</td>
<td>782.00</td>
<td>1,696.48</td>
<td>2,099.49</td>
<td>2,324.62</td>
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</tbody>
</table>

### Percent change YOY

- Percent change YOY 149% 117% 24% 11%

### Student Population

**Special Education Data:**

<table>
<thead>
<tr>
<th>Year</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
<th>2028</th>
<th>2029</th>
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</thead>
<tbody>
<tr>
<td>Number Enrolled in Homebound</td>
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<td>-</td>
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<td>-</td>
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<tr>
<td>Number Enrolled in Hospital Class</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Number Enrolled in Speech Therapy</td>
<td>7.00</td>
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<td>-</td>
<td>37.00</td>
<td>-</td>
<td>44.00</td>
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<tr>
<td>Number Enrolled in Resource Room</td>
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<td>8.00</td>
<td>-</td>
<td>18.00</td>
<td>-</td>
<td>22.00</td>
<td>-</td>
</tr>
<tr>
<td>Number Enrolled in Self-Contained Mild/Mod/Sev</td>
<td>3.00</td>
<td>8.00</td>
<td>-</td>
<td>18.00</td>
<td>-</td>
<td>22.00</td>
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<td>183.00</td>
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<td>9.76%</td>
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<td>9.89%</td>
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- Percent change YOY 152% 0% 120% 0% 21% 0% 11%

---

**Data for the following fiscal years must be based on reasonable estimates and projections.**
### Career and Technology (C&T) Data:

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<tr>
<th></th>
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<th>2026</th>
<th>2027</th>
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<tbody>
<tr>
<td>Number Enrolled in One-hour Class</td>
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<td>Number Enrolled in Four-hour Class</td>
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<tr>
<td>Number Enrolled in Five-hour Class</td>
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<tr>
<td>Number Enrolled in Six-hour Class</td>
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<tr>
<td>% of Career &amp; Technology Students</td>
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### Dyslexia, Pregnancy Related, & Bilingual/ESL Data:

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<td>% of Pregnancy Related Students Enrolled</td>
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### Transportation

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<tr>
<td>Special Education Program Transportation Allotment</td>
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<td>Transportation Total</td>
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Data for the following fiscal years must be based on reasonable estimates and projections.
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<tr>
<th>Position Description</th>
<th>Position Category (Categories align with the categories on the Five Year Budget)</th>
<th>Year Count</th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td># of FTEs</td>
<td># of FTEs</td>
<td># of FTEs</td>
<td># of FTEs</td>
<td># of FTEs</td>
<td># of FTEs</td>
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<td>CAMPUS-BASED STAFF</td>
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<td>3.0</td>
<td>4.0</td>
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<td>$30,000</td>
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<td>1.0</td>
<td>1.0</td>
<td>$60,000</td>
</tr>
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<td>1.0</td>
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<td>Total</td>
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<td></td>
<td>$1,743,300</td>
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</table>

**Notes:**
- **Starting Salary:** The starting salary for each role.
- **# of FTEs:** The number of Full-Time Equivalents for each year.
- **Yearly Raise %:** The percentage of raise for each year.

**Total of Salaries:**
- **Year 0:** The total salary for Year 0.
- **Year 1:** The total salary for Year 1.
- **Year 2:** The total salary for Year 2.
- **Year 3:** The total salary for Year 3.
- **Year 4:** The total salary for Year 4.
- **Year 5:** The total salary for Year 5.

**Salary Categories:**
- **Therapists & Counselors**
- **Other - Non-Instructional**
- **Operation / Business Manager**
- **Instructional Management**
- **Specialty Teachers**
- **Other - Administrative**
- **Regional Staff**
- **Personnel**

**Salary Ranges:**
- **$28,000**
- **$30,000**
- **$29,300**
- **$30,000**
- **$60,000**
- **$105,000**
- **$78,000**
- **$60,000**
- **$55,000**
- **$70,000**

**Salary Increase:**
- **20%**
- **50%**
- **100%**
- **200%**
- **400%**
### Rocketship Public Schools

#### Revenue and Expense Assumptions

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<th>Revenues</th>
<th>Start-Up Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td>Charter School Program (CSP) Start-Up Grant</td>
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<td>$850,000</td>
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<td>$133,600</td>
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<table>
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<th>Expenses</th>
<th>Start-Up Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td>Administrative Staff Personnel Costs</td>
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<td>Non-Instructional Personnel Costs</td>
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<tr>
<td>Total Non-Instructional Personnel Costs</td>
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#### Payroll Taxes and Benefits

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<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
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<td>1.45%</td>
<td>1.45%</td>
<td>1.45%</td>
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<tr>
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<td>1.14%</td>
<td>1.14%</td>
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<td>Worker’s Compensation Insurance</td>
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<td>0.54%</td>
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<tr>
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<td>2.25%</td>
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<td>Contractor Other Tax #2</td>
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<td>1.30%</td>
<td>1.30%</td>
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<tr>
<td>Health Insurance</td>
<td>80,258</td>
<td>368,208</td>
<td>11.30%</td>
<td>11.30%</td>
<td>11.30%</td>
<td>11.30%</td>
<td>11.30%</td>
</tr>
<tr>
<td>Dental Insurance</td>
<td></td>
<td></td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Vision Insurance</td>
<td></td>
<td></td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Source: Rocketship Education (CMO). Covered by the Management Company Fee (line 83).

Notes and Descriptions of Assumptions for Start-Up Year:

- **Federal includes NSLP, Title I**, **II and IV as detailed in the Budget Narrative and CSP Addendum**
- **Philanthropy**
- **Includes CSP start up funding**
- **Health Insurance assumption of 11.3%**
- **Philanthropy, facility funding, after-school care, child nutrition, and a true-up to state revenue as detailed in the Budget Narrative**
- **detailed in the Budget Narrative and CSP Addendum**
- **Excluded in Health Insurance assumption of 11.3%**
- **Excluded in Health Insurance assumption of 11.3%**
- **Excluded in Health Insurance assumption of 11.3%**
- **Excluded in Health Insurance assumption of 11.3%**
- **Excluded in Health Insurance assumption of 11.3%**

For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.

Start-Up Year 0

Enter the % change below in which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.

- **Inflation**
- **Payroll Tax and Benefits**
- **Personnel Expenses that line item should represent.**

Start-Up Year 1 through Year 5

*Include in the notes the amounts from the CSP grant*
### Rocketship Public Schools

**REVENUE AND EXPENSE ASSUMPTIONS**

<table>
<thead>
<tr>
<th>BUDGET</th>
<th>ASSUMPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start-Up Year 0</strong></td>
<td><strong>Start-Up Year 0</strong></td>
</tr>
<tr>
<td>2022</td>
<td>2023</td>
</tr>
<tr>
<td>180,261</td>
<td>686,512</td>
</tr>
<tr>
<td><strong>Notes and Descriptions of Assumptions for Start-Up Year</strong></td>
<td></td>
</tr>
<tr>
<td><em>Include in the notes the amounts from the CSP grant</em></td>
<td></td>
</tr>
</tbody>
</table>

| **Notes and Descriptions of Assumptions for Year 1 through Year 5** |
| *Include in the notes the amounts from the CSP grant* |

**Notes and Descriptions of Assumptions for Start-Up Year**

- **Life Insurance**
  - Start-Up Year 0: 0.00%
  - Start-Up Year 1: 0.00%
  - Start-Up Year 2: 0.00%
  - Start-Up Year 3: 0.00%
  - Start-Up Year 4: 0.00%
  - Start-Up Year 5: 0.00%

- **Retirement Contribution**
  - Start-Up Year 0: 0.00%
  - Start-Up Year 1: 0.00%
  - Start-Up Year 2: 0.00%
  - Start-Up Year 3: 0.00%
  - Start-Up Year 4: 0.00%
  - Start-Up Year 5: 0.00%

- **Custom Fringe #1**
  - Start-Up Year 0: 1.00%
  - Start-Up Year 1: 1.00%
  - Start-Up Year 2: 1.00%
  - Start-Up Year 3: 1.00%
  - Start-Up Year 4: 1.00%
  - Start-Up Year 5: 1.00%

- **Custom Fringe #2**
  - Start-Up Year 0: 0.00%
  - Start-Up Year 1: 0.00%
  - Start-Up Year 2: 0.00%
  - Start-Up Year 3: 0.00%
  - Start-Up Year 4: 0.00%
  - Start-Up Year 5: 0.00%

**Total Payroll Taxes and Benefits**

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<thead>
<tr>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>180,261</td>
<td>686,512</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Personnel, Tax & Benefit Expenses**

<table>
<thead>
<tr>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>695,511</td>
<td>3,264,012</td>
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*Include in the notes the amounts from the CSP grant*
### BUDGET

#### CONTRACTER SERVICES

<table>
<thead>
<tr>
<th>Service</th>
<th>Start-Up Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting / Audit</td>
<td>48,000</td>
<td>48,000</td>
<td>25.00%</td>
<td>40.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Legal</td>
<td>39,000</td>
<td>39,000</td>
<td>38.00%</td>
<td>50.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Management Company Fee</td>
<td>17,500</td>
<td>462,861</td>
<td>125.60%</td>
<td>108.00%</td>
<td>15.10%</td>
<td>10.90%</td>
</tr>
<tr>
<td>Nurse Services</td>
<td>-</td>
<td>20,000</td>
<td>148.61%</td>
<td>116.94%</td>
<td>23.76%</td>
<td>10.72%</td>
</tr>
<tr>
<td>Food Service / School Lunch</td>
<td>-</td>
<td>249,712</td>
<td>149.30%</td>
<td>138.00%</td>
<td>22.10%</td>
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</tr>
<tr>
<td>Payroll Services</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Special Ed Services</td>
<td>-</td>
<td>40,951</td>
<td>148.61%</td>
<td>116.94%</td>
<td>23.76%</td>
<td>10.72%</td>
</tr>
<tr>
<td>Total</td>
<td>$104,500</td>
<td>$780,526</td>
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#### SCHOOL OPERATIONS

<table>
<thead>
<tr>
<th>Category</th>
<th>Start-Up Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Expenses</td>
<td>5,000</td>
<td>5,000</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Classroom / Teaching Supplies &amp; Materials</td>
<td>-</td>
<td>18,220</td>
<td>148.61%</td>
<td>116.94%</td>
<td>23.76%</td>
<td>10.72%</td>
</tr>
<tr>
<td>Textbooks / Workbooks</td>
<td>-</td>
<td>157,806</td>
<td>73.70%</td>
<td>105.90%</td>
<td>-12.70%</td>
<td>5.40%</td>
</tr>
<tr>
<td>Supplies &amp; Materials other</td>
<td>4,200</td>
<td>2,210</td>
<td>91.02%</td>
<td>95.20%</td>
<td>6.90%</td>
<td>3.90%</td>
</tr>
<tr>
<td>Equipment / Furniture</td>
<td>-</td>
<td>99,371</td>
<td>17.50%</td>
<td>102.90%</td>
<td>-75.00%</td>
<td>3.80%</td>
</tr>
<tr>
<td>Telephone</td>
<td>10,475</td>
<td>24,150</td>
<td>78.20%</td>
<td>72.20%</td>
<td>14.80%</td>
<td>8.50%</td>
</tr>
<tr>
<td>Technology</td>
<td>4,800</td>
<td>210,845</td>
<td>58.30%</td>
<td>104.40%</td>
<td>-27.10%</td>
<td>4.30%</td>
</tr>
<tr>
<td>Student Testing &amp; Assessment</td>
<td>-</td>
<td>21,205</td>
<td>148.61%</td>
<td>116.94%</td>
<td>23.76%</td>
<td>10.72%</td>
</tr>
<tr>
<td>Field Trips</td>
<td>-</td>
<td>12,140</td>
<td>148.61%</td>
<td>116.94%</td>
<td>23.76%</td>
<td>10.72%</td>
</tr>
<tr>
<td>Student Services - other</td>
<td>-</td>
<td>75,110</td>
<td>148.61%</td>
<td>116.94%</td>
<td>23.76%</td>
<td>10.72%</td>
</tr>
<tr>
<td>Office Expense</td>
<td>14,000</td>
<td>104,631</td>
<td>91.50%</td>
<td>101.10%</td>
<td>4.60%</td>
<td>6.10%</td>
</tr>
<tr>
<td>Staff Development</td>
<td>30,000</td>
<td>48,890</td>
<td>88.70%</td>
<td>93.80%</td>
<td>3.20%</td>
<td>1.30%</td>
</tr>
<tr>
<td>Staff Recruitment</td>
<td>20,000</td>
<td>25,000</td>
<td>20.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>20.00%</td>
</tr>
<tr>
<td>Student Recruitment / Marketing</td>
<td>46,000</td>
<td>50,000</td>
<td>20.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>20.00%</td>
</tr>
<tr>
<td>Travel (Staff)</td>
<td>25,000</td>
<td>25,000</td>
<td>20.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>20.00%</td>
</tr>
<tr>
<td>Fundraising</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

---

**Notes and Descriptions of Assumptions for Start-Up Year 0**

- **Accounting / Audit**: Includes audit fees at $99K, $284 per student and includes office supplies, copiers, and printing.
- **Legal**: Includes costs for traveling to schools and for supplemental nurse services.
- **Management Company Fee**: Assumes $49 per student (all enrollment) and includes curriculum, class supplies, assessments, and teacher stipends.
- **Nurse Services**: Assumes 100% participation in universal breakfast program at a cost of $3.03 per meal.
- **Payroll Services**: Includes director and officer insurance.
- **Special Ed Services**: Includes student chromebooks, staff laptops, classroom iPads, and technology infrastructure in class.
- **Technology**: Includes student chromebooks, staff laptops, classroom iPads, and technology infrastructure in class.
- **Student Testing & Assessment**: Includes copier leases, printing, supplies, proctoring, assessment technology, materials, and student booklets.
- **Office Expense**: Includes proctoring, assessment technology, materials, and student booklets.
- **Staff Development**: Includes job advertisement expenses and marketing materials.
- **Staff Recruitment**: Includes costs for traveling to schools and for supplemental development.
- **Travel (Staff)**: Includes costs for traveling to schools and for supplemental development.
- **Fundraising**: Includes a centralized support service provided by Rocketship Education (CMO). Covered by Management Company Fee (line 83).

---

**Notes and Descriptions of Assumptions for Start-Up Year 1 through Year 5**

- **Payroll Services**: Includes job advertisement expenses and marketing materials.
- **Special Ed Services**: Includes costs for traveling to schools and for supplemental development.
- **Technology**: Includes costs for traveling to schools and for supplemental development.
- **Student Testing & Assessment**: Includes costs for traveling to schools and for supplemental development.
- **Fundraising**: Includes a centralized support service provided by Rocketship Education (CMO). Covered by Management Company Fee (line 83).
## After School Program
- **2022:** $150,000
- **2023:** $100,000

## Custom Operations #1
- **2022:** $0.00
- **2023:** $0.00
- **2024:** $0.00
- **2025:** $0.00
- **2026:** $0.00
- **2027:** $0.00

## Custom Operations #2
- **2022:** $0.00
- **2023:** $0.00
- **2024:** $0.00
- **2025:** $0.00
- **2026:** $0.00
- **2027:** $0.00

### TOTAL SCHOOL OPERATIONS
- **2022:** $153,475
- **2023:** $1,267,123

### Notes and Descriptions of Assumptions for Start-Up Year
- Include in the notes the amounts from the CSP grant

### Notes and Descriptions of Assumptions for Year 1 through Year 5
- Include in the notes the amounts from the CSP grant

## Facility Operation & Maintenance

<table>
<thead>
<tr>
<th>Facility Operation &amp; Maintenance</th>
<th>Start-Up Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance</td>
<td>9,675</td>
<td>148.61%</td>
<td>110.94%</td>
<td>23.76%</td>
<td>10.72%</td>
<td></td>
</tr>
<tr>
<td>Janitorial Services</td>
<td>147,800</td>
<td>102.00%</td>
<td>103.00%</td>
<td>3.84%</td>
<td>0.90%</td>
<td></td>
</tr>
<tr>
<td>Building and Land Rent / Lease</td>
<td>18,000</td>
<td>100.00%</td>
<td>100.00%</td>
<td>-2.50%</td>
<td>-2.50%</td>
<td></td>
</tr>
<tr>
<td>Repairs &amp; Maintenance</td>
<td>6,300</td>
<td>102.60%</td>
<td>101.20%</td>
<td>1.60%</td>
<td>0.90%</td>
<td></td>
</tr>
<tr>
<td>Janitorial Services</td>
<td>147,800</td>
<td>102.00%</td>
<td>103.00%</td>
<td>3.84%</td>
<td>0.90%</td>
<td></td>
</tr>
<tr>
<td>Janitorial Services</td>
<td>147,800</td>
<td>102.00%</td>
<td>103.00%</td>
<td>3.84%</td>
<td>0.90%</td>
<td></td>
</tr>
<tr>
<td>Building and Land Rent / Lease</td>
<td>18,000</td>
<td>100.00%</td>
<td>100.00%</td>
<td>-2.50%</td>
<td>-2.50%</td>
<td></td>
</tr>
<tr>
<td>Repairs &amp; Maintenance</td>
<td>6,300</td>
<td>116.70%</td>
<td>100.00%</td>
<td>11.50%</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>Janitorial Services</td>
<td>147,800</td>
<td>102.00%</td>
<td>103.00%</td>
<td>3.84%</td>
<td>0.90%</td>
<td></td>
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<tr>
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<td>147,800</td>
<td>102.00%</td>
<td>103.00%</td>
<td>3.84%</td>
<td>0.90%</td>
<td></td>
</tr>
<tr>
<td>Building and Land Rent / Lease</td>
<td>18,000</td>
<td>100.00%</td>
<td>100.00%</td>
<td>-2.50%</td>
<td>-2.50%</td>
<td></td>
</tr>
<tr>
<td>Repairs &amp; Maintenance</td>
<td>6,300</td>
<td>116.70%</td>
<td>100.00%</td>
<td>11.50%</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>9,675</td>
<td>148.61%</td>
<td>110.94%</td>
<td>23.76%</td>
<td>10.72%</td>
<td></td>
</tr>
<tr>
<td>Janitorial Services</td>
<td>147,800</td>
<td>102.00%</td>
<td>103.00%</td>
<td>3.84%</td>
<td>0.90%</td>
<td></td>
</tr>
<tr>
<td>Building and Land Rent / Lease</td>
<td>18,000</td>
<td>100.00%</td>
<td>100.00%</td>
<td>-2.50%</td>
<td>-2.50%</td>
<td></td>
</tr>
<tr>
<td>Repairs &amp; Maintenance</td>
<td>6,300</td>
<td>116.70%</td>
<td>100.00%</td>
<td>11.50%</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>Building cost at $865 per school Y1-Y3, reducing to $780K/yr with permanent financing after Y4; detail provided in Facility section</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TOTAL FACILITY OPERATION & MAINTENANCE
- **2022:** $18,000
- **2023:** $1,165,275

### Reserves / Contingencies
- **2022:** $100,000
- **2023:** $800,000

### Total Expenses
- **2022:** $1,071,486
- **2023:** $7,366,936

### NET Operating Income (before Depreciation)
- **2022:** $323,514
- **2023:** $232,664

### Depreciation & Amortization
- **2022:** $0.00
- **2023:** $0.00
- **2024:** $0.00
- **2025:** $0.00
- **2026:** $0.00
- **2027:** $0.00

### NET Operating Income (including Depreciation)
- **2022:** $323,514
- **2023:** $232,664
# PROJECTED BUDGET / OPERATING PLAN

**Rocketship Public Schools**

<table>
<thead>
<tr>
<th></th>
<th>Start-Up</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2022</td>
<td>2023</td>
<td>2024</td>
<td>2025</td>
<td>2026</td>
<td>2027</td>
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<tr>
<td><strong>SUMMARY</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Total Revenue</td>
<td>1,395,000</td>
<td>7,599,600</td>
<td>14,300,701</td>
<td>27,918,489</td>
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<td>31,618,896</td>
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<tr>
<td>Total Expenses</td>
<td>1,266,486</td>
<td>7,516,936</td>
<td>14,221,561</td>
<td>27,793,827</td>
<td>29,256,195</td>
<td>31,393,038</td>
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<tr>
<td>Net Operating Income</td>
<td>128,514</td>
<td>82,664</td>
<td>79,140</td>
<td>124,662</td>
<td>144,848</td>
<td>225,858</td>
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<td>(before Depreciation)</td>
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<tr>
<td>Revenue Per Pupil</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Expenses Per Pupil</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td></td>
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<td>TOTAL STATE REVENUES</td>
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<td>3,460,793</td>
<td>8,603,847</td>
<td>18,665,287</td>
<td>23,099,349</td>
<td>25,576,311</td>
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<td></td>
</tr>
<tr>
<td>Charter School Program (CSP) Start-Up Grant</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Federal Revenues</td>
<td>20,000</td>
<td>547,459</td>
<td>1,278,864</td>
<td>2,683,057</td>
<td>3,284,062</td>
<td>3,615,752</td>
</tr>
<tr>
<td>TOTAL FEDERAL REVENUES</td>
<td>195,000</td>
<td>1,397,459</td>
<td>2,378,865</td>
<td>4,083,057</td>
<td>3,284,062</td>
<td>3,615,752</td>
</tr>
<tr>
<td>TOTAL LOCAL &amp; OTHER REVENUES</td>
<td>$1,200,000</td>
<td>$2,741,348</td>
<td>$3,317,989</td>
<td>$5,170,145</td>
<td>$3,017,632</td>
<td>$2,426,833</td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>$1,395,000</td>
<td>$7,599,600</td>
<td>$14,300,701</td>
<td>$27,918,489</td>
<td>$29,401,043</td>
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**TOTAL PERSONNEL COSTS**

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<td>1,730,000</td>
<td>3,460,000</td>
<td>3,373,500</td>
<td>3,289,163</td>
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<tr>
<td>Repairs &amp; Maintenance</td>
<td>-</td>
<td>30,000</td>
<td>65,010</td>
<td>130,020</td>
<td>144,972</td>
<td>144,972</td>
</tr>
<tr>
<td>Security Services</td>
<td>-</td>
<td>5,000</td>
<td>10,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td>Utilities</td>
<td>-</td>
<td>101,500</td>
<td>203,000</td>
<td>406,000</td>
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</tr>
<tr>
<td>Internet</td>
<td>-</td>
<td>6,300</td>
<td>12,600</td>
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<td>25,200</td>
</tr>
<tr>
<td>Custom Facilities Operations #1</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>Custom Facilities Operations #2</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
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<tr>
<td><strong>TOTAL FACILITY OPERATION &amp; MAINTENANCE</strong></td>
<td>$18,000</td>
<td>$1,165,275</td>
<td>$2,344,106</td>
<td>$4,695,880</td>
<td>$4,646,367</td>
<td>$4,574,464</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Start-Up</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>RESERVES / CONTINGENCIES</strong></td>
<td></td>
<td></td>
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<tr>
<td>Board Expenses</td>
<td>100,000</td>
<td>800,000</td>
<td>824,000</td>
<td>1,606,800</td>
<td>482,040</td>
<td>626,652</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>$1,266,486</td>
<td>$7,516,936</td>
<td>$14,221,561</td>
<td>$27,793,827</td>
<td>$29,256,195</td>
<td>$31,393,038</td>
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<table>
<thead>
<tr>
<th></th>
<th>Start-Up</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NET OPERATING INCOME (before Depreciation)</strong></td>
<td>$128,514</td>
<td>$82,664</td>
<td>$79,140</td>
<td>$124,662</td>
<td>$144,848</td>
<td>$225,858</td>
</tr>
<tr>
<td><strong>DEPRECIATION &amp; AMORTIZATION</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>NET OPERATING INCOME (including Depreciation)</strong></td>
<td>$128,514</td>
<td>$82,664</td>
<td>$79,140</td>
<td>$124,662</td>
<td>$144,848</td>
<td>$225,858</td>
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</table>
### Summary of Finance Description

<table>
<thead>
<tr>
<th>Description</th>
<th>Weight or Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Instructions and Notes</td>
<td>314.550</td>
</tr>
<tr>
<td>Prior Year Refined ADA</td>
<td>0.000</td>
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</tbody>
</table>

### SPECIAL EDUCATION FTE

<table>
<thead>
<tr>
<th>Description</th>
<th>Weight or Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homebound (Code 01)</td>
<td>5.0 0.000</td>
</tr>
<tr>
<td>Hospital Class (Code 02)</td>
<td>3.0 0.000</td>
</tr>
<tr>
<td>Speech Therapy (Code 00)</td>
<td>5.0 0.263</td>
</tr>
<tr>
<td>Resource Room (Code 41 &amp; 42)</td>
<td>3.0 1.287</td>
</tr>
<tr>
<td>Self-contained Mild/Mod/Severe (Code 43 &amp; 44)</td>
<td>3.0 1.287</td>
</tr>
<tr>
<td>Full Time Early Childhood (Code 45)</td>
<td>3.0 0.000</td>
</tr>
<tr>
<td>Off-home Campus (Codes 91-98)</td>
<td>2.7 0.000</td>
</tr>
<tr>
<td>VAC (Code 08)</td>
<td>2.3 0.000</td>
</tr>
<tr>
<td>State School Students (Code 30)</td>
<td>2.8 0.000</td>
</tr>
<tr>
<td>Residential Care &amp; Treatment (Code 81-89)</td>
<td>4.0 0.000</td>
</tr>
</tbody>
</table>

Total Special Education FTE: 2.836
Total Special Education Weighted FTE: 9.032

### EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE

<table>
<thead>
<tr>
<th>Description</th>
<th>Weight or Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homebound (Code 01)</td>
<td>5.0 0.000</td>
</tr>
<tr>
<td>Hospital Class (Code 02)</td>
<td>3.0 0.000</td>
</tr>
<tr>
<td>Speech Therapy (Code 00)</td>
<td>5.0 0.000</td>
</tr>
<tr>
<td>Resource Room (Code 41 &amp; 42)</td>
<td>3.0 0.000</td>
</tr>
<tr>
<td>Self-contained Mild/Mod/Severe (Code 43 &amp; 44)</td>
<td>3.0 0.000</td>
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<tr>
<td>Full Time Early Childhood (Code 45)</td>
<td>3.0 0.000</td>
</tr>
<tr>
<td>Off-home Campus (Codes 91-98)</td>
<td>2.7 0.000</td>
</tr>
<tr>
<td>VAC (Code 08)</td>
<td>2.3 0.000</td>
</tr>
<tr>
<td>State School Students (Code 30)</td>
<td>2.8 0.000</td>
</tr>
<tr>
<td>Residential Care &amp; Treatment (Code 81-89)</td>
<td>4.0 0.000</td>
</tr>
</tbody>
</table>

Total ESY Special Education FTE: 0.000
Total ESY Special Education Weighted FTE: 0.000

### Mainstream ADA

<table>
<thead>
<tr>
<th>Description</th>
<th>Weight or Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Career &amp; Technology FTEs</td>
<td>1.35 0.000</td>
</tr>
<tr>
<td>Advanced Career &amp; Technology Education FTEs</td>
<td>$ 50 0.000</td>
</tr>
<tr>
<td>P-TECH</td>
<td>$ 50 0.000</td>
</tr>
<tr>
<td>New Tech Network</td>
<td>$ 50 0.000</td>
</tr>
</tbody>
</table>

Regular Program ADA: 1.15 18.000

### State Average Funding Components

<table>
<thead>
<tr>
<th>Description</th>
<th>Weight or Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyslexia</td>
<td>0.10 7.000</td>
</tr>
<tr>
<td>Public Education Grant</td>
<td>0.10 0.000</td>
</tr>
<tr>
<td>Early Education</td>
<td>0.10 33.750</td>
</tr>
<tr>
<td>State Compensatory Education Enrollment</td>
<td>0.25 360.000</td>
</tr>
<tr>
<td>Pregnancy Related FTEs</td>
<td>2.41 0.000</td>
</tr>
</tbody>
</table>

Non-Economically Disadvantaged students without disability living in a residential treatment facility whose parents do not reside in district: 0.20 0.000

Bilingual LEP ADA: 0.20 156.600
Bilingual LEP Dual Language One-Way, Two-Way: 0.15 0.000
Bilingual Non LEP Dual Language One-Way, Two-Way: 0.05 0.000
Adjusted GYA: 1.4347

Total Weighted Average Daily Attendance (WADA): 505.7114
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Capita Rate</td>
<td>$476.710</td>
</tr>
<tr>
<td>District Basic Allotment (DBA)</td>
<td>$6,159.00</td>
</tr>
<tr>
<td>ASF ADA</td>
<td>$3,294.69</td>
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<tr>
<td>District Tax Rate Level 1 (DTR1)</td>
<td>$0.057112</td>
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<tr>
<td>Level 1 Entitlement</td>
<td>$98.56</td>
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<tr>
<td>District Tax Rate Level 2 (DTR2)</td>
<td>$0.024659</td>
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<tr>
<td>Level 2 Entitlement</td>
<td>$49.28</td>
</tr>
<tr>
<td>Interest &amp; Sinking Rate</td>
<td>$-</td>
</tr>
<tr>
<td>EDA Guaranteed Yield (GY)</td>
<td>$38.58</td>
</tr>
</tbody>
</table>

### Program Intent Codes - TIER I Allotments

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-Regular Program Allotment</td>
<td>TEC 48.051</td>
<td>$1,919,849</td>
</tr>
<tr>
<td>Small and Mid-size Allotment</td>
<td>TEC 48.101</td>
<td>$332,794</td>
</tr>
<tr>
<td>25-Bilingual Education Allotment</td>
<td>TEC 48.105 (spend 55% of amount)</td>
<td>$96,450</td>
</tr>
<tr>
<td>99-New Instructional Facility Allotment</td>
<td></td>
<td>$-</td>
</tr>
<tr>
<td>11-Public Education Grant TEC</td>
<td>48.107</td>
<td>$-</td>
</tr>
<tr>
<td>36-Early Education Allotment</td>
<td>TEC 48.108 (spend 100% of amount)</td>
<td>$20,787</td>
</tr>
<tr>
<td>37-Dyslexia Allotment</td>
<td>TEC 48.103 (spend 100% of amount)</td>
<td>$4,311</td>
</tr>
<tr>
<td>School Safety Allotment</td>
<td>TEC 42.168</td>
<td>$3,057</td>
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</tbody>
</table>

#### Special Education Detail:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Special Education</td>
<td>$55,627</td>
</tr>
<tr>
<td>Mainstream</td>
<td>$127,491</td>
</tr>
<tr>
<td>Residential Care and Treatment</td>
<td>$-</td>
</tr>
<tr>
<td>State Schools</td>
<td>$-</td>
</tr>
<tr>
<td>Non Public Contracts</td>
<td>$-</td>
</tr>
<tr>
<td>Extended Year Special Education</td>
<td>$-</td>
</tr>
</tbody>
</table>

**23-Special Education Adjusted Allotment TEC 48.102** (spend 55% of amount) $183,118

#### Career & Technology Detail:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Regular Career &amp; Technology (CTE) Allotment</td>
<td>$-</td>
</tr>
<tr>
<td>Advanced CTE Allotment</td>
<td>$-</td>
</tr>
<tr>
<td>P-TECH</td>
<td>$-</td>
</tr>
<tr>
<td>New Tech Network</td>
<td>$-</td>
</tr>
</tbody>
</table>

**22-Career and Technology Allotment TEC 48.106** (spend 55% of amount) $-}

#### State Compensatory Education Detail:

<table>
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<th>Description</th>
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<tbody>
<tr>
<td>State Compensatory Allotment</td>
<td>$554,310</td>
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<tr>
<td>Pregnancy Related</td>
<td>$-</td>
</tr>
<tr>
<td>Non-Economically Disadvantaged students without disability living in a</td>
<td>$-</td>
</tr>
<tr>
<td>residential treatment facility whose parents do not reside in district</td>
<td></td>
</tr>
</tbody>
</table>

**24-Compensatory Education Allotment TEC 48.104** (spend 55% of amount) $554,310

#### Transportation Detail:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Regular</td>
<td>$-</td>
</tr>
<tr>
<td>Private</td>
<td>$-</td>
</tr>
<tr>
<td>Special Education</td>
<td>$-</td>
</tr>
<tr>
<td>Career &amp; Technology Education</td>
<td>$-</td>
</tr>
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</table>

**99-Transportation Allotment TEC 48.151** $-}

**TOTAL COST OF TIER I / STATE SHARE OF TIER I** $3,114,676

### TIER II

<table>
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<tr>
<th>Code</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Tier II Level 1</td>
<td>$284,663</td>
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<tr>
<td>Tier II Level 2</td>
<td>$   61,454</td>
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<tr>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td>TOTAL TIER II</td>
<td>$ 346,117</td>
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</tbody>
</table>

**OTHER PROGRAMS**

| Charter has at least an acceptable academic performance rating? | yes |
| Charter Schools Facility Funding TEC 12.106(d) | $ 0.000 |

| TOTAL OTHER PROGRAMS | $ - |
| TOTAL STATE AID      | $ 3,460,793 |

| Available School Fund (ASF) | $ - |
| Foundation School Fund (FSF) | $ 3,460,793 |
# Rocketship Public Schools

## PAYMENT FORMULA EXAMPLE

<table>
<thead>
<tr>
<th>Total State Aid</th>
<th>$3,460,793</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustments to Allotments</td>
<td>$-</td>
</tr>
<tr>
<td>Less Total Paid to Date</td>
<td>$-</td>
</tr>
<tr>
<td>FSP Remaining Balance</td>
<td>$3,460,793</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Payment Month</th>
<th># of Remaining Payments</th>
<th>% of Unpaid Balance</th>
<th>Estimated Payments Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>12</td>
<td>8.3%</td>
<td>$287,246</td>
</tr>
<tr>
<td>October</td>
<td>11</td>
<td>9.1%</td>
<td>$288,793</td>
</tr>
<tr>
<td>November</td>
<td>10</td>
<td>10.1%</td>
<td>$291,360</td>
</tr>
<tr>
<td>December</td>
<td>9</td>
<td>11.1%</td>
<td>$287,867</td>
</tr>
<tr>
<td>January</td>
<td>8</td>
<td>12.4%</td>
<td>$285,885</td>
</tr>
<tr>
<td>February</td>
<td>7</td>
<td>14.4%</td>
<td>$290,828</td>
</tr>
<tr>
<td>March</td>
<td>6</td>
<td>16.6%</td>
<td>$286,983</td>
</tr>
<tr>
<td>April</td>
<td>5</td>
<td>19.9%</td>
<td>$286,924</td>
</tr>
<tr>
<td>May</td>
<td>4</td>
<td>25.1%</td>
<td>$289,881</td>
</tr>
<tr>
<td>June</td>
<td>3</td>
<td>33.2%</td>
<td>$287,188</td>
</tr>
<tr>
<td>July</td>
<td>2</td>
<td>49.7%</td>
<td>$287,185</td>
</tr>
<tr>
<td>August</td>
<td>1</td>
<td>100.0%</td>
<td>$290,652</td>
</tr>
</tbody>
</table>

Total Payments: $3,460,793

---

PAYMENT FORMULA EXAMPLE

Rocketship Public Schools

Total State Aid $3,460,793

Adjustments to Allotments $-

Less Total Paid to Date $-

FSP Remaining Balance $3,460,793

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<thead>
<tr>
<th>Payment Month</th>
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Total Payments $3,460,793

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PAYMENT FORMULA EXAMPLE

Rocketship Public Schools

Total State Aid $3,460,793

Adjustments to Allotments $-

Less Total Paid to Date $-

FSP Remaining Balance $3,460,793

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<td>July</td>
<td>2</td>
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</tr>
<tr>
<td>August</td>
<td>1</td>
<td>100.0%</td>
<td>$290,652</td>
</tr>
</tbody>
</table>

Total Payments $3,460,793

---

PAYMENT FORMULA EXAMPLE

Rocketship Public Schools

Total State Aid $3,460,793

Adjustments to Allotments $-

Less Total Paid to Date $-

FSP Remaining Balance $3,460,793

<table>
<thead>
<tr>
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</tr>
<tr>
<td>November</td>
<td>10</td>
<td>10.1%</td>
<td>$291,360</td>
</tr>
<tr>
<td>December</td>
<td>9</td>
<td>11.1%</td>
<td>$287,867</td>
</tr>
<tr>
<td>January</td>
<td>8</td>
<td>12.4%</td>
<td>$285,885</td>
</tr>
<tr>
<td>February</td>
<td>7</td>
<td>14.4%</td>
<td>$290,828</td>
</tr>
<tr>
<td>March</td>
<td>6</td>
<td>16.6%</td>
<td>$286,983</td>
</tr>
<tr>
<td>April</td>
<td>5</td>
<td>19.9%</td>
<td>$286,924</td>
</tr>
<tr>
<td>May</td>
<td>4</td>
<td>25.1%</td>
<td>$289,881</td>
</tr>
<tr>
<td>June</td>
<td>3</td>
<td>33.2%</td>
<td>$287,188</td>
</tr>
<tr>
<td>July</td>
<td>2</td>
<td>49.7%</td>
<td>$287,185</td>
</tr>
<tr>
<td>August</td>
<td>1</td>
<td>100.0%</td>
<td>$290,652</td>
</tr>
</tbody>
</table>

Total Payments $3,460,793
### Rocketship Public Schools

**FINANCIAL PLAN WORKBOOK SUMMARY**

<table>
<thead>
<tr>
<th></th>
<th>Start-Up</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total State Revenues</td>
<td>$3,460,793</td>
<td>$8,603,847</td>
<td>$18,665,287</td>
<td>$23,099,349</td>
<td>$25,576,311</td>
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</tr>
<tr>
<td>Charter School Program (CSP) Start-Up Grant</td>
<td>$175,000</td>
<td>$850,000</td>
<td>$1,100,000</td>
<td>$1,400,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Federal Revenues</td>
<td>$20,000</td>
<td>$547,459</td>
<td>$1,278,864</td>
<td>$2,683,057</td>
<td>$3,284,062</td>
<td>$3,615,752</td>
</tr>
<tr>
<td>Total Federal Revenues</td>
<td>$195,000</td>
<td>$1,397,459</td>
<td>$2,378,865</td>
<td>$4,083,057</td>
<td>$3,284,062</td>
<td>$3,615,752</td>
</tr>
<tr>
<td>Total Local and Other Revenue</td>
<td>$1,200,000</td>
<td>$2,741,348</td>
<td>$3,317,989</td>
<td>$5,170,145</td>
<td>$3,017,632</td>
<td>$2,426,833</td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$1,395,000</td>
<td>$7,599,600</td>
<td>$14,300,701</td>
<td>$27,918,489</td>
<td>$29,401,043</td>
<td>$31,618,896</td>
</tr>
<tr>
<td><strong>EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel, Payroll Taxes, and Benefits Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Administrative Staff Personnel Costs</td>
<td>$485,250</td>
<td>$1,021,750</td>
<td>$1,671,270</td>
<td>$2,402,284</td>
<td>$2,533,103</td>
<td>$2,752,625</td>
</tr>
<tr>
<td>Total Instructional Personnel Costs</td>
<td>$225,000</td>
<td>$386,500</td>
<td>$543,660</td>
<td>$859,370</td>
<td>$922,826</td>
<td>$1,036,429</td>
</tr>
<tr>
<td>Total Non-Instructional Personnel Costs</td>
<td>$180,261</td>
<td>$686,512</td>
<td>$1,358,636</td>
<td>$2,539,864</td>
<td>$2,950,347</td>
<td>$3,251,260</td>
</tr>
<tr>
<td>Total Payroll Taxes and Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES</strong></td>
<td>$890,575</td>
<td>$3,414,012</td>
<td>$6,756,476</td>
<td>$12,630,704</td>
<td>$14,672,026</td>
<td>$16,168,464</td>
</tr>
<tr>
<td>Non-Payroll Related Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Contracted Services</td>
<td>$104,500</td>
<td>$870,526</td>
<td>$1,960,956</td>
<td>$4,202,408</td>
<td>$4,952,478</td>
<td>$5,278,821</td>
</tr>
<tr>
<td>Total School Operations</td>
<td>$153,475</td>
<td>$1,267,123</td>
<td>$2,336,022</td>
<td>$4,658,035</td>
<td>$4,503,284</td>
<td>$4,744,636</td>
</tr>
<tr>
<td>Total Facilities Operations and Maintenance</td>
<td>$18,000</td>
<td>$1,165,275</td>
<td>$2,344,106</td>
<td>$4,695,880</td>
<td>$4,646,367</td>
<td>$4,574,464</td>
</tr>
<tr>
<td>Reserves / Contingencies</td>
<td>$100,000</td>
<td>$800,000</td>
<td>$824,000</td>
<td>$1,606,800</td>
<td>$482,040</td>
<td>$626,652</td>
</tr>
<tr>
<td><strong>TOTAL NON-PAYROLL RELATED EXPENSES</strong></td>
<td>$375,975</td>
<td>$4,102,924</td>
<td>$7,465,084</td>
<td>$15,163,123</td>
<td>$14,584,169</td>
<td>$15,224,574</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>$1,266,486</td>
<td>$7,516,936</td>
<td>$14,221,561</td>
<td>$27,793,827</td>
<td>$29,256,195</td>
<td>$31,393,038</td>
</tr>
<tr>
<td><strong>NET OPERATING INCOME (before depreciation)</strong></td>
<td>$128,514</td>
<td>$82,664</td>
<td>$79,140</td>
<td>$124,662</td>
<td>$144,848</td>
<td>$225,858</td>
</tr>
<tr>
<td><strong>STUDENT ENROLLMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected Student Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue Per Pupil</td>
<td>$21,744</td>
<td>$16,824</td>
<td>$15,140</td>
<td>$13,164</td>
<td>$12,786</td>
<td></td>
</tr>
<tr>
<td>Expenses Per Pupil</td>
<td>$21,508</td>
<td>$16,731</td>
<td>$15,073</td>
<td>$13,099</td>
<td>$12,694</td>
<td></td>
</tr>
</tbody>
</table>
Attachment 32: Budget Narrative

Provide a detailed budget narrative. Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.

Pending applicant eligibility and availability of federal funds, the application provides for up to $900,000 in federal CSP funding. The applicant must include and budget with these funds when completing the budget narrative.

Applicants who would be unable to meet the definition of a charter school, as defined in ESSA, Section 4310(2) are ineligible to receive CSP funds through this application. Consequently, any applicant who would be ineligible should NOT budget the funds outlined above.

For purposes of this grant, the term charter school means a public school that:

a. in accordance with TEC, Chapter 12, is exempt from significant State or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;

b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

c. operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;

d. provides a program of elementary or secondary education, or both;

e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;

f. does not charge tuition

Budget Narrative\(^1\)

**ENROLLMENT**

**Growth Path:** As discussed in the **Targeted Community and Anticipated Student Population** and the **Mission, Vision, and Overview of School Design** sections, we are proposing opening four campuses, starting with one campus in 2022-23, a second in 2023-24, and two more in 2024-25.

**Enrollment:** Our Year 1 enrollment estimate (with PK students counted as 0.5 in accordance with guidance provided in the **Attachment 31 Financial Plan Workbook**) is 349.5 students, growing to 2,473 students across four campuses in Year 5.

**Table 1.** Total Enrollment by Campus and Year (PK as 0.5)

<table>
<thead>
<tr>
<th>Campus</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry</td>
<td>349.5</td>
<td>448.5</td>
<td>542.5</td>
<td>644.0</td>
<td>644.0</td>
</tr>
<tr>
<td>Campus 2</td>
<td>401.5</td>
<td>498.5</td>
<td>592.5</td>
<td>644.0</td>
<td></td>
</tr>
<tr>
<td>Campus 3</td>
<td>401.5</td>
<td>498.5</td>
<td>592.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus 4</td>
<td>401.5</td>
<td>498.5</td>
<td>592.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>349.5</td>
<td>850.0</td>
<td>1,844.0</td>
<td>2,233.5</td>
<td>2,473.0</td>
</tr>
</tbody>
</table>

This is based on the following campus-level enrollment projections:

**Table 2.** Campus-level Enrollment Projections (PK displayed as 1)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Projected Number of Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>At capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C1: 75</td>
<td>C2: 75</td>
<td>C3: 75</td>
<td>C4: 75</td>
<td>C1: 100</td>
<td>C2: 100</td>
</tr>
<tr>
<td>EE3</td>
<td></td>
<td>C1: 75</td>
<td>C2: 75</td>
<td>C3: 75</td>
<td>C4: 75</td>
<td>C1: 100</td>
<td>C2: 100</td>
</tr>
<tr>
<td>PK 4(^2)</td>
<td></td>
<td>C1: 75</td>
<td>C2: 75</td>
<td>C3: 75</td>
<td>C4: 75</td>
<td>C1: 100</td>
<td>C2: 100</td>
</tr>
</tbody>
</table>


\(^2\) PK numbers in this table reflect actual projected enrollment; PK numbers in the Financial Plan Workbook reflect only ½ of actual enrollment, per instructions contained therein.
<table>
<thead>
<tr>
<th>Grade</th>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>104</td>
<td>104</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>104</td>
<td>104</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>104</td>
<td>104</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>99</td>
<td>52</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>-</td>
<td>94</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>89</td>
</tr>
<tr>
<td>6-12</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Total</td>
<td>387</td>
<td>486</td>
<td>486</td>
<td>486</td>
</tr>
</tbody>
</table>

**Average Daily Attendance (ADA):** While our goal is to maintain an ADA rate of 95% or higher, in-line with FWISD (ADA of 95.1%)⁴, we have conservatively budgeted for an ADA of 90% in Year 1 as Rocketship is new to these communities, rising to 94% by year 4. The historical average at Rocketship schools is around 95%. The detailed

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³ Similar to the previous note, discrepancies in total enrollment between the Financial Plan Workbook and what is shown here are due to entering PK as ½ in the workbook per instructions.

description of the enrollment plan is provided in the Enrollment Projections section of the application.

Special Populations Enrollment: As detailed in the Targeted Community and Anticipated Student Population section, we projected our student demographics based on those of elementary schools within a 3-mile radius for our first campus (see Figure 1), where a site has been identified, and for campuses 2-4, we projected demographics based on those of elementary schools located within our primary attendance boundary (see Figure 2).

Table 3. Demographic Projections by Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>Econ. Disadv.</th>
<th>ELs</th>
<th>SPED</th>
<th>Dyslexia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry</td>
<td>93.1%</td>
<td>45.0%</td>
<td>8.5%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Campuses 2-4</td>
<td>80.9%</td>
<td>36.3%</td>
<td>9.5%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Per the TEA’s guidance in the Gen 26 Frequently Asked Questions, we counted PK students who are classified as special education, bi-lingual/ESL, and compensatory education as 1 in the Financial Plan Workbook. Using full enrollment (PK at 1) and the demographic assumptions above, we projected the following enrollment assumptions for our special populations.

Table 4. Special Populations Enrollment Projections by Year

<table>
<thead>
<tr>
<th>Campus</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry</td>
<td>387</td>
<td>486</td>
<td>580</td>
<td>694</td>
<td>694</td>
</tr>
<tr>
<td>Berry</td>
<td>387</td>
<td>486</td>
<td>580</td>
<td>694</td>
<td>694</td>
</tr>
<tr>
<td>Campus 2</td>
<td>439</td>
<td>536</td>
<td>630</td>
<td>694</td>
<td>694</td>
</tr>
<tr>
<td>Campus 3</td>
<td>439</td>
<td>536</td>
<td>630</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus 4</td>
<td>439</td>
<td>536</td>
<td>630</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campuses 2-4</td>
<td>439</td>
<td>1,414</td>
<td>1,702</td>
<td>1,954</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus</th>
<th>SPED (%)</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry</td>
<td>8.5%</td>
<td>33</td>
<td>41</td>
<td>49</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td>Campuses 2-4</td>
<td>9.5%</td>
<td>42</td>
<td>134</td>
<td>162</td>
<td>187</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>83</td>
<td>183</td>
<td>221</td>
<td>246</td>
<td></td>
</tr>
</tbody>
</table>

---

% Total Enroll (PK at 1)  9%  9%  9%  9%  9%
% Total Enroll (PK at 0.5)  9% 10% 10% 10% 10%

Total Dyslexia Student Enrollment by Year (PK counted as 1)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Dyslexia (%)</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry</td>
<td>1.8%</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Campus 2-4</td>
<td>2.7%</td>
<td>12</td>
<td>39</td>
<td>46</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>21</td>
<td>49</td>
<td>58</td>
<td>65</td>
<td></td>
</tr>
</tbody>
</table>
% Total Enroll (PK at 1)  1.8%  2.3%  2.5%  2.4%  2.5%
% Total Enroll (PK at 0.5)  2.0%  2.5%  2.7%  2.6%  2.6%

Total Bilingual Education Enrollment by Year (PK counted as 1)

<table>
<thead>
<tr>
<th>Campus</th>
<th>ELs (%)</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry</td>
<td>45.0%</td>
<td>174</td>
<td>219</td>
<td>261</td>
<td>311</td>
<td>311</td>
</tr>
<tr>
<td>Campus 2-4</td>
<td>36.3%</td>
<td>159</td>
<td>513</td>
<td>618</td>
<td>709</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>174</td>
<td>378</td>
<td>774</td>
<td>930</td>
<td>1,022</td>
<td></td>
</tr>
</tbody>
</table>
% Total Enroll (PK at 1)  45%  41%  39%  39%  39%
% Total Enroll (PK at 0.5)  50%  44%  42%  42%  41%

Total Compensatory Education Enrollment by Year (PK counted as 1)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Econ. Disadv. (%)</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry</td>
<td>93.1%</td>
<td>360</td>
<td>452</td>
<td>540</td>
<td>646</td>
<td>646</td>
</tr>
<tr>
<td>Campus 2-4</td>
<td>80.9%</td>
<td>355</td>
<td>1,144</td>
<td>1,377</td>
<td>1,581</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>360</td>
<td>808</td>
<td>1,684</td>
<td>2,023</td>
<td>2,227</td>
<td></td>
</tr>
</tbody>
</table>
% Total Enroll (PK at 1)  93%  87%  84%  84%  84%
% Total Enroll (PK at 0.5)  103%  95%  91%  91%  90%

Note, the Financial Plan Workbook displays percentages for these student sub-groups that are calculated using 0.5 PK enrollment in the denominator; given that special populations enrollments include PK as 1, this inflates the projected percentages of our special populations (shown in the table above as “% Total Enroll (PK at 0.5)”). Actual projected percentages by year are shown in the table above as “% Total Enroll (PK at 1)”.

Special Education Data: Determination of Student Count for Instructional Arrangements. In order to project a count of students with disabilities to an
instructional arrangement (Attachment 31, “Enrollment”), we reviewed the most current Special Education FTE Detail Reports published on the TEA website to identify the number of students identified for each instructional arrangement for the occupied districts. This data was used to determine the percent of students in each instructional arrangement. For those instructional arrangements that we deemed most likely to be served, based upon the published data and our experience working with students (see Support for Special Population section), we then applied the following formula to determine the projected student count for each instructional arrangement:

\[ A = B \times C \times D \]

Where:
- \( A \) = Projected student count for instructional arrangement
- \( B \) = Percent of students in instructional arrangement
- \( C \) = Anticipated average percent of students, see Table 4 above
- \( D \) = Total Number of All Students Enrolled

Importantly, in using the above methodology, we relied upon the best available data published by the TEA for the occupied districts and premised our approach on the assumption that the percentages calculated are reflective of the student population from which we are most likely to draw our enrollment.

**REVENUE**

Year 1 Revenue is projected at $7.6M with $3.4M from State funds based on enrollment of 349.5 students and ADA of 314.55 (PK at 0.5).

**Total Federal Revenue:** Federal funding is projected at $1.4M and includes Title funding, IDEA-B, the National School Lunch Program, and Startup Grant (Department of Education Charter School Program-CSP). Our assumptions are informed by our experience operating 20 charter schools across four states and conversations with Texas operators including Uplift Education, IDEA, KIPP, and YES Prep.

*Charter School Program (CSP) Start-Up Grant:* We project $825K of reimbursable start-up expenses through the first year of operations for the first campus and $900K for schools 2-4 via the CSP Start-Up Grant. We are requesting CSP funding via the Texas administered CSP program (see CSP Addendum). To be conservative, we have assumed a lower amount ($825K) for our first campus to align with funding currently available to the CMO via its existing grant from the US
Department of Education should we not receive funding via the Texas administered program. \(^6\)

**Other Federal Revenues:** We assume $619 per economically disadvantaged student for Title I funding, $62 per economically disadvantaged student for Title II, $10,000 per school for Title IV and $2,000 per SPED student. National School Lunch Program funding is calculated assuming 93% of our students will be classified as “free” or “reduced.”

**Local & Other Revenues:** Local & Other Revenues of $2.9M include committed philanthropy of $2.4M in Year 1.

**Table 5.** Local & Other Revenues by Year and Source

<table>
<thead>
<tr>
<th>Total Local &amp; Other Revenue by Source (thousands)</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundraising</td>
<td>1,200</td>
<td>2,400</td>
<td>2,700</td>
<td>4,050</td>
<td>1,900</td>
<td>1,200</td>
<td>13,450</td>
</tr>
<tr>
<td>Facility funding</td>
<td></td>
<td>91</td>
<td>212</td>
<td>423</td>
<td></td>
<td></td>
<td>725</td>
</tr>
<tr>
<td>After-school grants</td>
<td>75</td>
<td>150</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td></td>
<td>1,125</td>
</tr>
<tr>
<td>Child nutrition (state)</td>
<td>28</td>
<td>65</td>
<td>137</td>
<td>169</td>
<td>186</td>
<td></td>
<td>585</td>
</tr>
<tr>
<td>True-up state revenue</td>
<td>348</td>
<td>662</td>
<td>1,149</td>
<td>1,082</td>
<td>969</td>
<td></td>
<td>4,210</td>
</tr>
<tr>
<td>Total Local &amp; Other</td>
<td>1,200</td>
<td>2,851</td>
<td>3,577</td>
<td>5,727</td>
<td>3,662</td>
<td>3,078</td>
<td>20,095</td>
</tr>
</tbody>
</table>

**Fundraising:** As discussed in the **Financial Planning** section, we have already secured $12.9M in commitments to support our first five years in Tarrant County. This includes a commitment of $10.7M from Fort Worth Education Partnership and $2.2M from the Charter School Growth Fund (CSGF) (see **Attachment 33**). We also have well over $2.5M in the pipeline from local foundations that have expressed interest in supporting our growth following charter approval and as such feel confident in our ability to raise the remaining $550K. \(^7\)

**Facility funding:** We intend to apply for all available facility related funding support, commencing in Year 2 of school operations. We anticipate applying for programs such as the new instructional facility NIFA funding ($1000 per student in first two

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\(^6\) As we mention in the **CSP Addendum**, Rocketship Texas is the entity requesting approval and would be the sole governing entity for the schools. The CMO has an existing $12.58M CSP grant via the US Department of Education that is set to expire on 9/30/22, but includes $825K for our first campus in Texas. Should Rocketship Texas be approved for the Texas CSP program, the CMO will immediately withdraw and forfeit these funds. Should we not receive a grant via the Texas administered program, the CMO will apply for additional CSP funds through the USDOE.

\(^7\) A best practice in development is to have 3-4x the fundraise goal in the pipeline.
years), which could provide up to $1.6M, but have more conservatively included $0.7M of funding in the 5 year period.

**After-school grants:** We intend to apply for after school funding programs such as the Texas After School Centers Education ACE program and have assumed $75K per School. If a grant is not awarded, we will supplement such need with philanthropy.

*Child nutrition (state):* We assume additional nutrition funding for programming such as NSLP supported after school nutrition care.

**True-up to state revenue:** We noticed a few discrepancies in the Gen 26 Financial Plan workbook with the state funding formula when comparing it to TEA’s 2020-21 Estimate of State Aid Template, including:

- **Bilingual Education Allotment:** Cell D65 on the “SOF” tab of the Gen 26 Financial Plan Workbook shows the total for the Bilingual Education Allotment as “16” for Y1, which is equivalent to our Bilingual Weighted ADA, rather than $96,450 (15.660 Bilingual ADA x $6,159 per ADA = $96,450).

**Table 6. Bilingual Education Allotment Calculation by Year**

<table>
<thead>
<tr>
<th>Bilingual Education Allotment Calculation by Year</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td># Students Enrolled in Bilingual LEP</td>
<td>174</td>
<td>378</td>
<td>774</td>
<td>930</td>
<td>1,022</td>
</tr>
<tr>
<td>x ADA</td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>x Bilingual/ESL (LEP only) weight</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Bilingual Weighted ADA</td>
<td>15.660</td>
<td>34.776</td>
<td>71.208</td>
<td>87.420</td>
<td>96.068</td>
</tr>
<tr>
<td>x District Basic Allotment</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
</tr>
<tr>
<td>Bilingual Education Allotment</td>
<td>$96,450</td>
<td>$214,185</td>
<td>$438,570</td>
<td>$538,420</td>
<td>$591,683</td>
</tr>
</tbody>
</table>

- **Early Education Allotment:** Per HB3, The Early Education Allotment provides an additional 0.10 weight for each student in ADA in grades K-3 and who is economically disadvantaged or Limited English Proficient (LEP) and a student who is both economically disadvantaged and limited English proficiency generates a funding weight of 0.2. For Y1, this is equivalent to $238,353, which is in alignment with the Charter Estimate of State Aid Template. However, the “SOF” tab in the Gen 26 Financial Workbook only shows a total of $20,787 (cell D68).

---


Table 8. Weighted Demographics by Year

<table>
<thead>
<tr>
<th>Weighted Demographics by Year</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment (PK at 1) From Table 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>387</td>
<td>925</td>
<td>1,994</td>
<td>2,396</td>
<td>2,648</td>
</tr>
<tr>
<td>Econ. Disadvantaged Enroll</td>
<td>360</td>
<td>808</td>
<td>1,684</td>
<td>2,023</td>
<td>2,227</td>
</tr>
<tr>
<td>Bilingual/ESL Enroll</td>
<td>174</td>
<td>378</td>
<td>774</td>
<td>930</td>
<td>1,022</td>
</tr>
<tr>
<td>% Econ. Disadvantaged (=Ec. Dis. Enroll/Total Enroll)</td>
<td>93.0%</td>
<td>87.4%</td>
<td>84.5%</td>
<td>84.4%</td>
<td>84.1%</td>
</tr>
<tr>
<td>% Bilingual/ESL Enroll (=Bilingual Enroll/Total Enroll)</td>
<td>45.0%</td>
<td>40.9%</td>
<td>38.8%</td>
<td>38.8%</td>
<td>38.6%</td>
</tr>
</tbody>
</table>

Table 8. Early Education Allotment Calculation by Year

<table>
<thead>
<tr>
<th>Early Education Allotment Calculation by Year</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td># K-3 Students x</td>
<td>312</td>
<td>775</td>
<td>1,550</td>
<td>1,644</td>
<td>1,644</td>
</tr>
<tr>
<td>(% Econ. Disadvantaged)</td>
<td>93.0%</td>
<td>87.4%</td>
<td>84.5%</td>
<td>84.4%</td>
<td>84.1%</td>
</tr>
<tr>
<td>+ % Bilingual/ESL (LEP only))</td>
<td>45.0%</td>
<td>40.9%</td>
<td>38.8%</td>
<td>38.8%</td>
<td>38.6%</td>
</tr>
<tr>
<td># K-3 Students Econ. Disadvantaged or LEP (students who are both counted twice)</td>
<td>430</td>
<td>994</td>
<td>1,910</td>
<td>2,026</td>
<td>2,018</td>
</tr>
<tr>
<td>x ADA</td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>x Early Education Weight</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>x District Basic Allotment</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
</tr>
<tr>
<td>Early Education Allotment</td>
<td>$238,353</td>
<td>$563,228</td>
<td>$1,082,259</td>
<td>$1,172,945</td>
<td>$1,168,313</td>
</tr>
</tbody>
</table>

- Dyslexia or Related Disorder Allotment: HB3 created a dyslexia allotment with a weight of 0.1 for each student identified as having Dyslexia or a related disorder.\(^{10}\) For Y1, this is equivalent to $4,311 (7 Dyslexic students x $615.90

\(^{10}\) Ibid.
per dyslexic student), which is in alignment with the Charter Estimate of State Aid Template. However, the “SOF” tab in the Gen 26 Financial Workbook only shows a total of $2,306 (cell D69).

Table 9. Dyslexia or Related Disorder Allotment Calculation by Year

<table>
<thead>
<tr>
<th></th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td># Dyslexic Students</td>
<td>7</td>
<td>21</td>
<td>49</td>
<td>58</td>
<td>65</td>
</tr>
<tr>
<td>x Dyslexia weight</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>x District Basic Allotment</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
</tr>
<tr>
<td>Dyslexia Allotment</td>
<td>$4,311</td>
<td>$12,934</td>
<td>$30,179</td>
<td>$35,722</td>
<td>$40,034</td>
</tr>
</tbody>
</table>

- **Tier II**: Since the formula for Tier II is driven by WADA, which is tied to the Total Cost of Tier I (which includes the three allotments discussed above), there are also discrepancies in Tier II funding.
  - Tier II Level 1 = Level 1 Entitlement x WADA x DTR1 x 100
  - Tier II Level 2 = Level 2 Entitlement x WADA x DTR2 x 100
  - where WADA = Total Cost of Tier I/DBA

For Y1, this is equivalent to:
  - Tier II Level 1 = $98.56 x 540.549 x $0.057 x 100
  - Tier II Level 2 = $49.28 x 540.549 x $0.025 x 100
  - where

- Total Cost of Tier I = $3,329,243 (based on corrections from the 2020-21 Estimate of State Aid Template cited above)
- WADA = $3,329,243/$6,159 = 540.549

For a total Tier II amount of $369,960 in Y1. However the “SOF” tab in the Gen 26 Financial Workbook only shows a total of $335,178 (cell D100).

Table 10. Tier II Calculation by Year

<table>
<thead>
<tr>
<th></th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>WADA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Cost of Tier I</td>
<td>$3,329,243</td>
<td>$8,105,915</td>
<td>$17,331,861</td>
<td>$21,182,470</td>
<td>$23,304,562</td>
</tr>
<tr>
<td>/ DBA</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
</tr>
<tr>
<td>WADA</td>
<td>540.549</td>
<td>1,316.109</td>
<td>2,814.071</td>
<td>3,439.271</td>
<td>3,783.822</td>
</tr>
<tr>
<td>Tier II Level 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1 Entitlement</td>
<td>$98.56</td>
<td>$98.56</td>
<td>$98.56</td>
<td>$98.56</td>
<td>$98.56</td>
</tr>
</tbody>
</table>
These were the only discrepancies between the Gen 26 Financial Workbook and the Charter Estimate of State Aid Template. Thus, in order to true up our anticipated state revenue, we found the difference between total state aid based on these changes from the Charter Estimate of State Aid Template with that in the Gen 26 Financial Workbook and added it to “Local and Other Revenue” (see table below).

**Table 10. State Revenue True Up by Year**

<table>
<thead>
<tr>
<th>State Revenue True Up (thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Total State Aid based on changes</td>
</tr>
<tr>
<td>from Charter Estimate of State Aid Template</td>
</tr>
<tr>
<td>- Total State Aid per Gen 26 Financial Workbook</td>
</tr>
<tr>
<td>True Up</td>
</tr>
</tbody>
</table>

**COSTS**

**Salaries and Benefits:** Personnel in Year 1 of operation includes 35 charter school-based staff members and 10 regional support staff, as detailed on the Personnel tab in the Financial Plan Workbook and the Attachment 22 Staffing
Chart. We assume contributions for Social Security, TRS State Minimum Contribution, TRS Public Education Employee Contribution, Medicare, State Unemployment, and Worker’s Compensation insurance. Health insurance plan, dental plan, vision plan and benefits are modeled at 11.3% of salaries based on the cost Rocketship currently pays for benefit services at existing schools of approximately $7,800 per covered employee. Rocketship provides staff with a selection of health HMO and PPO health plans, two tiers of dental and vision, life insurance with supplemental coverage, short term disability, employee assistance plan, and commuting benefits. Additional contributions to retirement benefits (403(b)), above TRS, of 1% are included (Startup-Up, Y1, & Assumptions, row 68). Year 1 salary expense is $2.7M. Taxes and benefits are estimated at $0.7M.

**Contracted Services:** Such services in Year 1 are estimated at $0.8M include audit and legal of $87K, food service of lunch and breakfast of $249K, nurse support of $20K and network services or management company fee of $452K. The management company fee (Startup-Up, Y1, & Assumptions, row 83 is calculated based on 10% of school revenue, excluding food services and philanthropy and covers national based network services.

**School Operations:** School operation expenses in Year 1 are estimated at $1.3M. The Year 1 cost estimates are based on Rocketship’s experience operating and starting-up of schools in multiple regions and are detailed below.

- **Board** expenses are estimated at $5K per year (remains constant through Year 5)
- **Classroom/Teaching** supplies are estimated at $18K, $52 per student and includes teacher room setup and supplies
- **Special Education** materials are estimated at $17K, $49 per student (all enrollment) and includes curriculum, class supplies, assessments, goal books and a stipend for contracted service, if needed
- **Textbook/Workbooks** are estimated at $157K, $452 per student and includes libraries, curriculum, online learning programs, and general instructional material (see **Curriculum and Instruction**)
- **Supplies/Materials** costs are estimated at $22K, $63 per student and includes general classroom materials
- **Furniture/Equipment** is estimated at $99K, $284 per student and includes classroom and office fixtures, desks, chairs
- **Telephone/Internet** costs are estimated at $24K
- **Technology** is estimated at $210K, $603 per student and includes student chromebooks, classroom ipads, staff laptops and technology set up and classroom infrastructure
- **Student Testing & Assessment** is estimated at $21K, $61 per student (see **Strategies for Assessment of Learning and Data-Driven Instruction**)
- **Field Trips** are estimated at $32K, $93 per student
- **Transportation** costs are estimated at $180K per school in year 1 growing to $200K per school by year 5 (see Transportation section)
- **Other Student Services** are estimated at $75K, $217 per student and includes safety materials, uniforms, substitutes, and education consultants
- **Office Expenses** are estimated at $104K, $299 per student and includes office supplies copiers and printing
- **Staff Development** costs are estimated at $49K, over $2,100 per Teacher; note that development and training is provided for all levels of staff and for school leaders, not only for Teachers, as well as for the PEIMS Coordinator. Training includes 3 weeks of summer professional development, ongoing internal support through the school year, and partnering with outside organizations for training, each as described in the Professional Development and Evaluation section of the application.
- **Staff Recruitment** costs are estimated at $25K in Year 1 and include job advertisement expenses and marketing merchandise
- **Student Recruitment/Marketing** costs are estimated at $50K in Year 1 (see Student Recruitment and Enrollment section)
- **Staff Travel** costs are estimated at $25K, and include costs for traveling to schools and for professional development

**Facility Operation & Maintenance** expenses in Year 1 are estimated at $1.2M. Rent for the first campus in Year 1 is the most significant cost at $865K. We expect per school lease costs to decline to $780K per campus, once the school transitions to permanent financing as described in the Facility Acquisition section of the application. The remainder of costs include:
  - **Insurance** costs of $9K, ~$28 per student
  - **Janitorial Services** costs of $147K for the campus
  - **Repairs & Maintenance** costs of $30K per school
  - **Utilities Costs** of $101K per school, including gas/electric, waste, and water

**CONTINGENCY**

**Contingency**: Contingency funds are included in Year 1 and in each subsequent year of the budget plan. In Year 1, a contingency of $800K is included (or 12.2% of expense). The contingency in Year 1 could be used to meet unanticipated needs such as additional recruiting for enrollment needs, any enrollment or attendance gaps during start up, additional educational or support staff, added supplies or educational materials, or facility related costs. $4.4M of contingency is included and funded over the 5 year period. Over the 5 years, this would allot $1.1M per school for unanticipated financial needs. As described in the Financial Planning section of the application, these contingency amounts will be a component of the $12.9M secured grant commitment, (Attachment 33).
Cash Flow Contingency: In addition to the committed local philanthropy described above, other measures that Rocketship can pursue include: additional cash flow if needed sourced from network level available cash in the form of a grant to the Fort Worth schools, short term lines of credit either with relationships cultivated locally from our board members or with existing relationships with national banks Wells Fargo or BBT, or network based national philanthropy from prior supporters. If enrollment is lower, we would carefully review our staffing and regional personnel model and determine any needed reductions until enrollment is raised to target levels. We would also review expenditures on supplies, technology, materials, with appropriate review and approval from the Board for any such staffing or non-compensation reductions.

OTHER

Year 2 to 5 projections: After year 1, we forecast growth from 1 to 4 schools growing enrollment from 349.5 in Year 1 to 2,473 students in Year 5 (PK counted as 0.5). Revenue increases from $7.6M in Year 1 to $31.5M in Year 5. Campus-based personnel are projected to grow to 215 individuals by Year 5, regional staff is expected to grow from 10 to 11.5. Expenses are projected to increase each year either based on enrollment growth, staff growth, or as an additional school is opened. Expenses during the 5-year period increases from $7.5M Year 1 to $31.4M in Year 5.

Borrowed Funds: Rocketship does not currently intend to employ borrowed funds for the Rocketship Fort Worth schools.
Budget Narrative\(^1\)

**ENROLLMENT**

Growth Path: As discussed in the **Targeted Community and Anticipated Student Population** and the **Mission, Vision, and Overview of School Design** sections, we are proposing opening four campuses, starting with one campus in 2022-23, a second in 2023-24, and two more in 2024-25.

**Enrollment:** Our Year 1 enrollment estimate (with PK students counted as 0.5 in accordance with guidance provided in the **Attachment 31 Financial Plan Workbook**) is 349.5 students, growing to 2,473 students across four campuses in Year 5.

**Table 1. Total Enrollment by Campus and Year (PK as 0.5)**

<table>
<thead>
<tr>
<th>Campus</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry</td>
<td>349.5</td>
<td>448.5</td>
<td>542.5</td>
<td>644.0</td>
<td>644.0</td>
</tr>
<tr>
<td>Campus 2</td>
<td></td>
<td>401.5</td>
<td>498.5</td>
<td>592.5</td>
<td>644.0</td>
</tr>
<tr>
<td>Campus 3</td>
<td></td>
<td></td>
<td>401.5</td>
<td>498.5</td>
<td>592.5</td>
</tr>
<tr>
<td>Campus 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>401.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>349.5</td>
<td>850.0</td>
<td>1,844.0</td>
<td>2,233.5</td>
<td>2,473.0</td>
</tr>
</tbody>
</table>

This is based on the following campus-level enrollment projections:

**Table 2. Campus-level Enrollment Projections (PK displayed as 1)**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>At capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE3</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>PK 4(^2)</td>
<td>C1: 75</td>
<td>C2: 75</td>
<td>C3: 75</td>
<td>C4: 75</td>
<td>C1: 100</td>
<td>C2: 100</td>
</tr>
</tbody>
</table>


\(^2\) PK numbers in this table reflect actual projected enrollment; PK numbers in the Financial Plan Workbook reflect only ½ of actual enrollment, per instructions contained therein.

Rocketship Public Schools
Average Daily Attendance (ADA): While our goal is to maintain an ADA rate of 95% or higher, in-line with FWISD (ADA of 95.1%), we have conservatively budgeted for an ADA of 90% in Year 1 as Rocketship is new to these communities, rising to 94% by year 4. The historical average at Rocketship schools is around 95%. The detailed

---

3 Similar to the previous note, discrepancies in total enrollment between the Financial Plan Workbook and what is shown here are due to entering PK as ½ in the workbook per instructions.


Rocketship Public Schools

909
description of the enrollment plan is provided in the Enrollment Projections section of the application.

Special Populations Enrollment: As detailed in the Targeted Community and Anticipated Student Population section, we projected our student demographics based on those of elementary schools within a 3-mile radius for our first campus (see Figure 1), where a site has been identified, and for campuses 2-4, we projected demographics based on those of elementary schools located within our primary attendance boundary (see Figure 2).

Table 3. Demographic Projections by Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>Econ. Disadv.</th>
<th>ELs</th>
<th>SPED</th>
<th>Dyslexia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry</td>
<td>93.1%</td>
<td>45.0%</td>
<td>8.5%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Campuses 2-4</td>
<td>80.9%</td>
<td>36.3%</td>
<td>9.5%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Per the TEA’s guidance in the Gen 26 Frequently Asked Questions, we counted PK students who are classified as special education, bilingual/ESL, and compensatory education as 1 in the Financial Plan Workbook. Using full enrollment (PK at 1) and the demographic assumptions above, we projected the following enrollment assumptions for our special populations.

Table 4. Special Populations Enrollment Projections by Year

<table>
<thead>
<tr>
<th>Campus</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry</td>
<td>387</td>
<td>486</td>
<td>580</td>
<td>694</td>
<td>694</td>
</tr>
<tr>
<td>Berry</td>
<td>387</td>
<td>486</td>
<td>580</td>
<td>694</td>
<td>694</td>
</tr>
<tr>
<td>Campus 2</td>
<td>439</td>
<td>536</td>
<td>630</td>
<td>694</td>
<td></td>
</tr>
<tr>
<td>Campus 3</td>
<td>439</td>
<td>536</td>
<td>630</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus 4</td>
<td>439</td>
<td>536</td>
<td>630</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campuses 2-4</td>
<td>439</td>
<td>1,414</td>
<td>1,702</td>
<td>1,954</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus</th>
<th>SPED (%)</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry</td>
<td>8.5%</td>
<td>33</td>
<td>41</td>
<td>49</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td>Campuses 2-4</td>
<td>9.5%</td>
<td>42</td>
<td>134</td>
<td>162</td>
<td>187</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>33</td>
<td>83</td>
<td>183</td>
<td>221</td>
<td>246</td>
</tr>
</tbody>
</table>

---

5 Gen 26 Frequently Asked Questions, Finance #10 available at [https://tea.texas.gov/sites/default/files/Generation%2026%20Application%20FAQ.pdf](https://tea.texas.gov/sites/default/files/Generation%2026%20Application%20FAQ.pdf)

Rocketship Public Schools
### Total Dyslexia Student Enrollment by Year (PK counted as 1)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Dyslexia (%)</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry</td>
<td>1.8%</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Campus 2-4</td>
<td>2.7%</td>
<td>12</td>
<td>39</td>
<td>46</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>7</td>
<td>21</td>
<td>49</td>
<td>58</td>
<td>65</td>
</tr>
</tbody>
</table>

### Total Bilingual Education Enrollment by Year (PK counted as 1)

<table>
<thead>
<tr>
<th>Campus</th>
<th>ELs (%)</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry</td>
<td>45.0%</td>
<td>174</td>
<td>219</td>
<td>261</td>
<td>311</td>
<td>311</td>
</tr>
<tr>
<td>Campus 2-4</td>
<td>36.3%</td>
<td>159</td>
<td>513</td>
<td>618</td>
<td>709</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>174</td>
<td>378</td>
<td>774</td>
<td>930</td>
<td>1,022</td>
</tr>
</tbody>
</table>

### Total Compensatory Education Enrollment by Year (PK counted as 1)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Econ. Disadv. (%)</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry</td>
<td>93.1%</td>
<td>360</td>
<td>452</td>
<td>540</td>
<td>646</td>
<td>646</td>
</tr>
<tr>
<td>Campus 2-4</td>
<td>80.9%</td>
<td>355</td>
<td>1,144</td>
<td>1,377</td>
<td>1,581</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>360</td>
<td>808</td>
<td>1,684</td>
<td>2,023</td>
<td>2,227</td>
</tr>
</tbody>
</table>

Note, the Financial Plan Workbook displays percentages for these student sub-groups that are calculated using 0.5 PK enrollment in the denominator; given that special populations enrollments include PK as 1, this inflates the projected percentages of our special populations (shown in the table above as “% Total Enroll (PK at 0.5)”). Actual projected percentages by year are shown in the table above as “% Total Enroll (PK at 1)”.

**Special Education Data: Determination of Student Count for Instructional Arrangements.** In order to project a count of students with disabilities to an
instructional arrangement (Attachment 31, “Enrollment”), we reviewed the most current Special Education FTE Detail Reports published on the TEA website to identify the number of students identified for each instructional arrangement for the occupied districts. This data was used to determine the percent of students in each instructional arrangement. For those instructional arrangements that we deemed most likely to be served, based upon the published data and our experience working with students (see Support for Special Population section), we then applied the following formula to determine the projected student count for each instructional arrangement:

\[ A = B \times C \times D \]

Where:
- \( A \) = Projected student count for instructional arrangement
- \( B \) = Percent of students in instructional arrangement
- \( C \) = Anticipated average percent of students, see Table 4 above
- \( D \) = Total Number of All Students Enrolled

Importantly, in using the above methodology, we relied upon the best available data published by the TEA for the occupied districts and premised our approach on the assumption that the percentages calculated are reflective of the student population from which we are most likely to draw our enrollment.

**REVENUE**

Year 1 Revenue is projected at $7.6M with $3.5M from State funds based on enrollment of 349.5 students and ADA of 314.55 (PK at 0.5).

**Total Federal Revenue:** Federal funding is projected at $1.4M and includes Title funding, IDEA-B, the National School Lunch Program, and Startup Grant (Department of Education Charter School Program-CSP). Our assumptions are informed by our experience operating 20 charter schools across four states and conversations with Texas operators including Uplift Education, IDEA, KIPP, and YES Prep.

*Charter School Program (CSP) Start-Up Grant:* We project $825K of reimbursable start-up expenses through the first year of operations for the first campus and $900K for schools 2-4 via the CSP Start-Up Grant. We are requesting CSP funding via the Texas administered CSP program (see CSP Addendum). To be conservative, we have assumed a lower amount ($825K) for our first campus to align with funding currently available to the CMO via its existing grant from the US
Department of Education should we not receive funding via the Texas administered program.6

Other Federal Revenues: We assume $619 per economically disadvantaged student for Title I funding, $62 per economically disadvantaged student for Title II, $10,000 per school for Title IV and $2,000 per SPED student. National School Lunch Program funding is calculated assuming 93% of our students will be classified as “free” or “reduced.”

Local & Other Revenues: Local & Other Revenues of $2.7M include committed philanthropy of $2.4M in Year 1.

Table 5. Local & Other Revenues by Year and Source

<table>
<thead>
<tr>
<th>Total Local &amp; Other Revenue by Source (thousands)</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundraising</td>
<td>1,200</td>
<td>2,400</td>
<td>2,700</td>
<td>4,050</td>
<td>1,900</td>
<td>1,200</td>
<td>13,450</td>
</tr>
<tr>
<td>Facility funding</td>
<td></td>
<td></td>
<td>91</td>
<td>212</td>
<td>423</td>
<td></td>
<td>725</td>
</tr>
<tr>
<td>After-school grants</td>
<td>75</td>
<td>150</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td></td>
<td>1,125</td>
</tr>
<tr>
<td>Child nutrition (state)</td>
<td>28</td>
<td>65</td>
<td>137</td>
<td>169</td>
<td>186</td>
<td></td>
<td>585</td>
</tr>
<tr>
<td>True-up state revenue</td>
<td>238</td>
<td>403</td>
<td>593</td>
<td>437</td>
<td>318</td>
<td></td>
<td>1,989</td>
</tr>
<tr>
<td>Total Local &amp; Other</td>
<td>1,200</td>
<td>2,741</td>
<td>3,318</td>
<td>5,170</td>
<td>3,018</td>
<td>2,427</td>
<td>17,874</td>
</tr>
</tbody>
</table>

Fundraising: As discussed in the Financial Planning section, we have already secured $12.9M in commitments to support our first five years in Tarrant County. This includes a commitment of $10.7M from Fort Worth Education Partnership and $2.2M from the Charter School Growth Fund (CSGF) (see Attachment 33). We also have well over $2.5M in the pipeline from local foundations that have expressed interest in supporting our growth following charter approval and as such feel confident in our ability to raise the remaining $550K.7

Facility funding: We intend to apply for all available facility related funding support, commencing in Year 2 of school operations. We anticipate applying for programs such as the new instructional facility NIFA funding ($1000 per student in first two

---

6 As we mention in the CSP Addendum, Rocketship Texas is the entity requesting approval and would be the sole governing entity for the schools. The CMO has an existing $12.58M CSP grant via the US Department of Education that is set to expire on 9/30/22, but includes $825K for our first campus in Texas. Should Rocketship Texas be approved for the Texas CSP program, the CMO will immediately withdraw and forfeit these funds. Should we not receive a grant via the Texas administered program, the CMO will apply for additional CSP funds through the USDOE.

7 A best practice in development is to have 3-4x the fundraise goal in the pipeline.

Rocketship Public Schools
years), which could provide up to $1.6M, but have more conservatively included $0.7M of funding in the 5 year period.

**After-school grants:** We intend to apply for after school funding programs such as the Texas After School Centers Education ACE program and have assumed $75K per School. If a grant is not awarded, we will supplement such need with philanthropy.

**Child nutrition (state):** We assume additional nutrition funding for programming such as NSLP supported after school nutrition care.

**True-up to state revenue:** We noticed a few discrepancies in the Gen 26 Financial Plan workbook with the state funding formula when comparing it to TEA’s 2020-21 Estimate of State Aid Template, including:

- **Early Education Allotment:** Per HB3, The Early Education Allotment (EEA) provides an additional 0.10 weight for each student in ADA in grades K-3 and who is economically disadvantaged or Limited English Proficient (LEP) and a student who is both economically disadvantaged and limited English proficiency generates a funding weight of 0.2. For Y1, this is equivalent to $238,353, which is in alignment with the Charter Estimate of State Aid Template. However, the “SOF” tab in the Gen 26 Financial Workbook only shows a total of $20,787 (cell D68).

### Table 6. Weighted Demographics by Year

<table>
<thead>
<tr>
<th>Weighted Demographics by Year</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>387</td>
<td>925</td>
<td>1,994</td>
<td>2,396</td>
<td>2,648</td>
</tr>
<tr>
<td>Econ. Disadvantaged Enroll</td>
<td>360</td>
<td>808</td>
<td>1,684</td>
<td>2,023</td>
<td>2,227</td>
</tr>
<tr>
<td>Bilingual/ESL Enroll</td>
<td>174</td>
<td>378</td>
<td>774</td>
<td>930</td>
<td>1,022</td>
</tr>
</tbody>
</table>

| % Econ. Disadvantaged (=Ec. Dis. Enroll/Total Enroll) | 93.0% | 87.4% | 84.5% | 84.4% | 84.1% |
| % Bilingual/ESL Enroll (=Bilingual Enroll/Total Enroll) | 45.0% | 40.9% | 38.8% | 38.8% | 38.6% |

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9 Note, the updated (validated) version of the Financial Plan Workbook provided by the TEA Division of Financial Compliance addressed the initial discrepancies we found in the Bilingual Education Allotment and the Dyslexia Allotment, but not the Early Education Allotment (and consequently Tier II) detailed here. Consequently, we continue to include here an amount appropriate for the Early Education Allotment and Tier II.

Table 7. Early Education Allotment Calculation by Year

<table>
<thead>
<tr>
<th></th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td># K-3 Students x</td>
<td>312</td>
<td>775</td>
<td>1,550</td>
<td>1,644</td>
<td>1,644</td>
</tr>
<tr>
<td>(% Econ. Disadvantaged)</td>
<td>93.0%</td>
<td>87.4%</td>
<td>84.5%</td>
<td>84.4%</td>
<td>84.1%</td>
</tr>
<tr>
<td>+ % Bilingual/ESL (LEP only)</td>
<td>45.0%</td>
<td>40.9%</td>
<td>38.8%</td>
<td>38.8%</td>
<td>38.6%</td>
</tr>
<tr>
<td># K-3 Students Econ. Disadvantaged or LEP (students who are both counted twice)</td>
<td>430</td>
<td>994</td>
<td>1,910</td>
<td>2,026</td>
<td>2,018</td>
</tr>
<tr>
<td>x ADA %</td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>x Early Education Weight</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>x District Basic Allotment</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
<td>$6,159</td>
</tr>
<tr>
<td>Early Education Allotment</td>
<td>$238,353</td>
<td>$563,228</td>
<td>$1,082,259</td>
<td>$1,172,945</td>
<td>$1,168,313</td>
</tr>
</tbody>
</table>

- **Tier II**: Since the formula for Tier II is driven by WADA, which is tied to the Total Cost of Tier I (which includes the EEA allotment discussed above), there are also discrepancies in Tier II funding.
  - Tier II Level 1 = Level 1 Entitlement x WADA x DTR1 x 100
  - Tier II Level 2 = Level 2 Entitlement x WADA x DTR2 x 100
  - where WADA = Total Cost of Tier I/DBA

  For Y1, this is equivalent to:
  - Tier II Level 1 = $98.56 x 540.549 x $0.057112 x 100
  - Tier II Level 2 = $49.28 x 540.549 x $0.024659 x 100
  - where
    - Total Cost of Tier I = $3,329,243 (based on corrections from the 2020-21 Estimate of State Aid Template cited above)
    - WADA = $3,329,243/$6,159 = 540.549

  For a total Tier II amount of $369,960 in Y1. However the “SOF” tab in the Gen 26 Financial Workbook (validated version) only shows a total of $346,117 (cell D100).

Table 8. Tier II Calculation by Year

<table>
<thead>
<tr>
<th></th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>WADA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To determine the appropriate amount to true up our anticipated state revenue, we used two methodologies and took the more conservative approach.

First, we found the difference between total state aid based on the Gen 26 Financial Plan Workbook (validated version) and the Charter Estimate of State Aid Template (see Table 9).

Table 9. Methodology #1: State Revenue True Up by Year based on Charter Estimate of State Aid Template

<table>
<thead>
<tr>
<th>Methodology #1: State Revenue True Up (thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-23</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Total State Aid based on changes from Charter Estimate of State Aid Template</td>
</tr>
<tr>
<td>- Total State Aid per Gen 26</td>
</tr>
</tbody>
</table>
Second, we determined the Early Education Allotment (EEA) related revenues included in the Financial Plan Workbook over the five years, based on the percentage change of total state revenues (driven by the percentage change in the Enrollment Tab). We used this to determine the difference between our calculated EEA-related revenues from Tables 7 and 8 from what is assumed in the Financial Plan Workbook [validated version].

Table 10. Methodology #2: State Revenue True Up by Year based on Percent Change YoY of Enrollment

<table>
<thead>
<tr>
<th>Methodology #2: State Revenue True Up (thousands)</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Education Allotment (EEA)</td>
<td>$238</td>
<td>$563</td>
<td>$1,082</td>
<td>$1,173</td>
<td>$1,168</td>
</tr>
<tr>
<td>Tier II (EEA portion only)¹¹</td>
<td>$26</td>
<td>$63</td>
<td>$120</td>
<td>$130</td>
<td>$130</td>
</tr>
<tr>
<td><strong>Calculated EEA-related Total</strong></td>
<td><strong>$265</strong></td>
<td><strong>$626</strong></td>
<td><strong>$1,203</strong></td>
<td><strong>$1,303</strong></td>
<td><strong>$1,298</strong></td>
</tr>
</tbody>
</table>

Projections from Financial Plan Workbook [validated version] (FPW), SOF Worksheet:

| Early Education Allotment (EEA)                | $21    |
| Tier II (EEA portion only)¹²                   | $2     |
| **FPW EEA-related Total**                     | **$23** |

True Up Calculation

| % Change YoY of FPW State Revenues based on % change in the Enrollment Tab | 148.61% | 116.94% | 23.76% | 10.72% |

¹¹ These amounts were calculated using the following formula:

\[ (L1E \times (\text{EEA} \div \text{DBA}) \times \text{DTR1} \times 100 ) + (L2E \times (\text{EEA} + \text{DBA}) \times \text{DTR2} \times 100) \]. For example, the 2022-23 Tier II (EEA portion only amount) was calculated as:

\[ $21,784 = (98.56 \times (238,353 \div 6,159) \times 0.057112 \times 100) + (49.28 \times (238,353 + 6,159) \times 0.024659 \times 100) = $26,487, \text{ or } $26 \]

¹² See note 11 for calculation methodology:

\[ $1,900 = (98.56 \times (20,787 + 6,159) \times 0.057112 \times 100) + (49.28 \times (20,787 + 6,159) \times 0.024659 \times 100) = $2,310, \text{ or } $2 \]
Since the first methodology (Table 9) yielded lower figures, we used these true up amounts to take a more conservative approach.

**COSTS**

**Salaries and Benefits:** Personnel in Year 1 of operation includes 35 charter school-based staff members and 10 regional support staff, as detailed on the Personnel tab in the Financial Plan Workbook and the Attachment 22 Staffing Chart. We assume contributions for Social Security, TRS State Minimum Contribution, TRS Public Education Employee Contribution, Medicare, State Unemployment, and Worker’s Compensation insurance. Health insurance plan, dental plan, vision plan and benefits are modeled at 11.3% of salaries based on the cost Rocketship currently pays for benefit services at existing schools of approximately $7,800 per covered employee. Rocketship provides staff with a selection of health HMO and PPO health plans, two tiers of dental and vision, life insurance with supplemental coverage, short term disability, employee assistance plan, and commuting benefits. Additional contributions to retirement benefits (403(b)), above TRS, of 1% are included (Startup-Up, Y1, & Assumptions, row 68). Year 1 salary expense is $2.7M. Taxes and benefits are estimated at $0.7M.

**Contracted Services:** Such services in Year 1 are estimated at $0.8M include audit and legal of $87K, food service of lunch and breakfast of $249K, nurse support of $20K and network services or management company fee of $452K. The management company fee (Startup-Up, Y1, & Assumptions, row 83 is calculated based on 10% of school revenue, excluding food services and philanthropy and covers national based network services.

**School Operations:** School operation expenses in Year 1 are estimated at $1.3M. The Year 1 cost estimates are based on Rocketship’s experience operating and starting-up of schools in multiple regions and are detailed below.

- **Board** expenses are estimated at $5K per year (remains constant through Year 5)
- **Classroom/Teaching** supplies are estimated at $18K, $52 per student and includes teacher room setup and supplies
- **Special Education** materials are estimated at $17K, $49 per student (all enrollment) and includes curriculum, class supplies, assessments, goal books and a stipend for contracted service, if needed
- **Textbook/Workbooks** are estimated at $157K, $452 per student and includes libraries, curriculum, online learning programs, and general instructional material (see **Curriculum and Instruction**)
- **Supplies/Materials** costs are estimated at $22K, $63 per student and includes general classroom materials
- **Furniture/Equipment** is estimated at $99K, $284 per student and includes classroom and office fixtures, desks, chairs
- **Telephone/Internet** costs are estimated at $24K
- **Technology** is estimated at $210K, $603 per student and includes student chromebooks, classroom ipads, staff laptops and technology set up and classroom infrastructure
- **Student Testing & Assessment** is estimated at $21K, $61 per student (see **Strategies for Assessment of Learning and Data-Driven Instruction**)
- **Field Trips** are estimated at $32K, $93 per student
- **Transportation** costs are estimated at $180K per school in year 1 growing to $200K per school by year 5 (see **Transportation** section)
- **Other Student Services** are estimated at $75K, $217 per student and includes safety materials, uniforms, substitutes, and education consultants
- **Office Expenses** are estimated at $104K, $299 per student and includes office supplies copiers and printing
- **Staff Development** costs are estimated at $49K, over $2,100 per Teacher; note that development and training is provided for all levels of staff and for school leaders, not only for Teachers, as well as for the PEIMS Coordinator. Training includes 3 weeks of summer professional development, ongoing internal support through the school year, and partnering with outside organizations for training, each as described in the **Professional Development and Evaluation** section of the application.
- **Staff Recruitment** costs are estimated at $25K in Year 1 and include job advertisement expenses and marketing merchandise
- **Student Recruitment/Marketing** costs are estimated at $50K in Year 1 (see **Student Recruitment and Enrollment** section)
- **Staff Travel** costs are estimated at $25K, and include costs for traveling to schools and for professional development

**Facility Operation & Maintenance** expenses in Year 1 are estimated at $1.2M. Rent for the first campus in Year 1 is the most significant cost at $865K. We expect per school lease costs to decline to $780K per campus, once the school transitions to permanent financing as described in the **Facility Acquisition** section of the application. The remainder of costs include:
- **Insurance** costs of $9K, ~$28 per student
- **Janitorial Services** costs of $147K for the campus
- **Repairs & Maintenance** costs of $30K per school
- **Utilities Costs** of $101K per school, including gas/electric, waste, and water
CONTINGENCY

Contingency: Contingency funds are included in Year 1 and in each subsequent year of the budget plan. In Year 1, a contingency of $800K is included (or 12.2% of expense). The contingency in Year 1 could be used to meet unanticipated needs such as additional recruiting for enrollment needs, any enrollment or attendance gaps during start up, additional educational or support staff, added supplies or educational materials, or facility related costs. $4.4M of contingency is included and funded over the 5 year period. Over the 5 years, this would allot $1.1M per school for unanticipated financial needs. As described in the Financial Planning section of the application, these contingency amounts will be a component of the $12.9M secured grant commitment, (Attachment 33).

Cash Flow Contingency: In addition to the committed local philanthropy described above, other measures that Rocketship can pursue include: additional cash flow if needed sourced from network level available cash in the form of a grant to the Fort Worth schools, short term lines of credit either with relationships cultivated locally from our board members or with existing relationships with national banks Wells Fargo or BBT, or network based national philanthropy from prior supporters. If enrollment is lower, we would carefully review our staffing and regional personnel model and determine any needed reductions until enrollment is raised to target levels. We would also review expenditures on supplies, technology, materials, with appropriate review and approval from the Board for any such staffing or non-compensation reductions.

OTHER

Year 2 to 5 projections: After year 1, we forecast growth from 1 to 4 schools growing enrollment from 349.5 in Year 1 to 2,473 students in Year 5 (PK counted as 0.5). Revenue increases from $7.6M in Year 1 to $31.5M in Year 5. Campus-based personnel are projected to grow to 215 individuals by Year 5, regional staff is expected to grow from 10 to 11.5. Expenses are projected to increase each year either based on enrollment growth, staff growth, or as an additional school is opened. Expenses during the 5-year period increases from $7.5M Year 1 to $31.4M in Year 5.

Borrowed Funds: Rocketship does not currently intend to employ borrowed funds for the Rocketship Fort Worth schools.
Attachment 33: Evidence of Other Financial Support

Provide evidence of financial support from intended community partners such as:
- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

Applicants having no responsive documents to this attachment shall provide a statement on this attachment attesting, “The applicant has no documents in response to this attachment.”

---

January 14, 2021

Sajade Miller
Rocketship Public Schools Texas

Dear Mr. Miller,

Now is an opportune moment for the addition of Rocketship Texas to the Fort Worth education landscape. The conditions are ripe for a successful Rocketship launch, and Rocketship Texas will bring important and needed contributions to this community, particularly in the areas of strong academic performance, harnessing the extraordinary power of parents who are champions of their child’s education, and catalyzing an even broader movement within the region for high-quality school options.

This letter confirms a grant commitment of $10.7 million to Rocketship Education (d/b/a Rocketship Public Schools) to launch Rocketship Texas in Fort Worth and Tarrant County. The grants have been approved by the Boards of the Walton Family Foundation, Sid Richardson Foundation, Kleinheinz Family Foundation, and the Fort Worth Education Partnership and will support Rocketship Texas’s effort to launch in Fort Worth and Tarrant County and the development of a high-quality network of schools. The grants will fund operating expenses and help directly impact students by providing effective and efficient programs that allow Rocketship’s teachers and school leaders to focus on providing a top-quality education to each and every student the schools serve.

The Fort Worth Education Partnership will provide substantial support to Rocketship in its raising of any remaining funds needed to launch the region from local and national funders.

We look forward to partnering with Rocketship Texas to launch Rocketship in Fort Worth and Tarrant County! The conditions are right for Rocketship to flourish, and the needs are great as well. Frederick Buechner wrote that the place you are called to is “the place where your deep gladness and world’s deep
hunger meet.” We believe that intersection of deep joy and deep need can be found for Rocketship Texas right here in Fort Worth.

Sincerely,

Brent Beasley
Dear Commissioner Mike Morath:

I am writing to offer my support of Rocketship Texas as a proposed new public charter school in Fort Worth and Tarrant County. As part of our efforts to increase access to high-quality public school options in our underserved communities, we are excited to support the Fort Worth community in their recruitment of Rocketship Texas and their pursuit of a Texas charter that has the potential to help elevate the entire ecosystem of public education across Tarrant County.

Since 2008, Charter School Growth Fund has supported Rocketship Public Schools with over $14M of philanthropy to launch and grow high-quality public schools across the country. In June of 2020, we approved an additional $2.2M commitment to support Rocketship Texas.

Over the last twelve years, Rocketship Public Schools has impacted the lives of over 20,000 children in disadvantaged communities across the country. 80% of Rocketship students are classified as economically disadvantaged. Rocketship has a proven track record of accelerating student academic performance and in 2019 (last full testing year), Rocketship students grew 1.4 years in math and 1.3 years in reading. By growing well over a grade level in a single school year, every school year, Rocketship students quickly close the academic gaps that separate them from their more privileged peers. By the time Rocketship students move on to middle school, we observe that they are a full year ahead of their peers in both reading and math. This ability to close academic gaps is needed now more than ever due to the pandemic-driven learning loss that has disproportionately impacted our most vulnerable students.

Rocketship has a model for public school quality and community transformation that rests on three pillars. Personalized learning tailors instruction, content, learning experience, and pace to unleash the potential of every student. Its talent development approach invests in the growth and development of every team member to unleash their full potential in the classroom and beyond. And Rocketship’s focus on “Parent Power” unleashes the power of parents to champion their children’s education, demand political attention, hold leaders accountable, and enable high-quality public schools to thrive in their community.

Rocketship Public Schools’ proven track record of improving educational equity in disadvantaged communities continues to inspire our team. With our recent commitment to support Rocketship Texas, we hope that Rocketship will join our existing Texas portfolio of high-quality public schools including IDEA, KIPP, Uplift, and Great Hearts. We are excited to have the opportunity to support the vision of the community of Fort Worth in their efforts to have Rocketship Texas join their coalition of high-performing public schools working in Tarrant County on behalf of educational equity and choice.

Rocketship Texas is not only striving to narrow the achievement gap by providing an excellent education for our students of color, but it is also working tirelessly to positively contribute to the surrounding Fort Worth community as well. It is with great pleasure that I recommend Rocketship Texas as an additional high-quality public school option in Fort Worth.

Thank you for your consideration. Please feel free to contact me with any further questions at [redacted].

Sincerely,

Kevin Hall
CEO, Charter School Growth Fund
Attachment 34: Audit Reports

Provide copies of the last three years of independent financial audit reports and management letters that were prepared for the sponsoring entity.
Rocketship Public Schools Texas has not operated any schools or otherwise conducted business since its formation. As such, there are no independent financial audit reports or management letters available.

For the last three years of independent financial audit reports and management letters from the CMO, please see Attachment MO5 of the CMO Addendum.
Attachment 35: Internal Financial Statements

Provide the sponsoring entity’s most recent internal financial statements, including balance sheets and income statements.
Rocketship Public Schools Texas has not operated any schools or otherwise conducted business since its formation as reflected in the internal financial statements included in this attachment.

For the latest internal financial statements from the CMO, please see Attachment MO5 of the CMO Addendum.
## Income Statement

**Unaudited Interim Financials**

### Revenues

- **Federal Income**
  - SPED Federal Revenue 0 0
  - Child Nutrition 0 0

- **NCLB**
  - 8291 Title I, Part A, Basic Grants 0 0
  - 8292 Title II, Part A, Teacher Quality 0 0
  - 8293 Title III, Part A, Limited English Proficient 0 0
  - 8294 Title IV 0 0

- **Total NCLB** 0 0
- **Other Federal Programs** 0 0

- **Total Federal Income** 0 0

- **State Revenue Sources**
  - 8012 Education Protection Account Entitlement 0 0
  - 8015 General Block Grant 0 0
  - 8017 LCFF State Aid. DC at risk 0 0
  - 8025 In-Lieu of Property Taxes 0 0

- **Other State Revenues**
  - SPED State 0 0
  - All Other State Revenues 0 0

- **Total Other State Revenues** 0 0

- **Categorical Block Grant** 0 0

- **Total State Revenue Sources** 0 0

- **Other Local Revenues** 0 0
- **Internal Transfers** 0 0
- **Grants and Fundraising** 0 0

- **Total Revenues** 0 0

### Expense

- **Certificated Salaries** 0 0
- **Classified Salaries** 0 0
- **Employee Benefits** 0 0
- **Books and Supplies** 0 0
- **Food Services** 0 0

- **Services and Other Operating Expenses** 0 0
- **Travel & Conferences** 0 0
- **Dues and Insurance** 0 0
- **Rental, Leases, & Repairs** 0 0
- **Management Fee** 0 0
- **Capital Outlay** 0 0
- **Interest Expense** 0 0
- **Miscellaneous Expense** 0 0

- **Total Expense** 0 0

### Net Income

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<td>Accrued Interest</td>
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<tr>
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<tr>
<td><strong>Total Liabilities and Net Assets</strong></td>
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</tbody>
</table>
Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ

Provide the sponsoring entity’s most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. A screen shot of the form will not fulfill this attachment requirement.

For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.
Rocketship Public Schools Texas has had no financial activity to date. Attached, please find documentation for our filing of a 990N, e-postcard.
Dear Keysha:

Enclosed is the organization’s 2019 Exempt Organization return.

Form 990-N (e-Postcard) has been filed electronically. There is no paper equivalent for this form, however, a summary worksheet is provided for review purposes.

In addition, tax-exempt organizations must make available for public inspection a copy of their annual returns for the preceding three years and exemption application, if applicable. An organization generally must furnish filings to anyone who requests them in person or in writing. An exempt organization may meet this requirement by posting all the documents on its website or at another organizations site as part of a database of similar materials. Specific requirements must be met to meet this exception.

A copy of the Form 990-N summary worksheet return is enclosed for your files. We suggest that you retain this copy indefinitely.

When mailing is necessary, we recommend that you use certified mail with postmarked receipts for proof of timely filing.

Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. If there is anything on the return you do not understand, we would be glad to answer your questions.

Copies of each return are provided for your permanent records. Based on IRS guidance, we generally recommend that you keep supporting documentation for a minimum of seven years; and that you keep copies of the tax returns, and records that support basis for items in the tax return, indefinitely.

We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If you have any questions regarding the returns or other services that we can assist you with, please do not hesitate to contact us. Some of our best clients come through referrals from existing clients. If you know of anyone who could benefit from our assistance, we would be pleased to speak to him or her.

Sincerely,

CliftonLarsonAllen LLP
ROCKETSHIP PUBLIC SCHOOLS TEXAS

FORM 990-N INCOME TAX RETURN

FOR YEAR ENDED JUNE 30, 2020
Form 990-N (e-Postcard) Summary
(**THIS IS NOT A FILEABLE FORM - FOR REVIEW PURPOSES ONLY**)

Tax period beginning 07/01/2019 and ending 06/30/2020

Organization’s legal name
ROCKETSHIP PUBLIC SCHOOLS TEXAS

Employer ID number
84-3223079

Other names used by organization (DBA)


Number and street (or P.O. box, if applicable)
845 PROTON ROAD

Room/Suite


Telephone number


City or town, state or country and ZIP + 4
SAN ANTONIO, TX  78258

Web address, if applicable


Check if organization is not a 509(a)(3) supporting organization and its gross receipts meets limits for the tax year  

Check if organization is terminating (going out of business)  


Information regarding principal officer:

Name
KEYSHA BAILEY

Street address
845 PROTON ROAD

City, state or country and ZIP + 4
SAN ANTONIO, TX  78258
Attachment 37: Evidence of Superior Performance and Support

Provide the following:

- Letter(s) of good standing or support from current charter authorizers.

Levels of Government and Our Community

What is the structure of the national, state and local governments and what essential services do they provide to citizens?

How do these different levels of government impact our own community?
Unit Overview

Purpose: Why Study the Levels of Government and Our Community? ................................................................. 2
Goals: Texas Essential Knowledge and Skills ....................................................................................................... 3
Texas Essential Knowledge and Skills: Social Studies Content Knowledge ....................................................... 4
Texas Essential Knowledge and Skills: English Language Arts & Reading Teaching Points .............................. 5
English Language Proficiency Standards, Spotlights, and Strategies ............................................................. 7
Core Vocabulary ................................................................................................................................................... 8
Setting Your Vision for Student Writing and Project Work .................................................................................. 9
Building Your Content Knowledge .................................................................................................................. 10
Book Lists: Getting to Know Your Mentor Texts ............................................................................................... 11
   Social Studies Focused Independent Reading Texts ...................................................................................... 12
Field Trips ......................................................................................................................................................... 13
   Home-School Connections ............................................................................................................................ 13
Unit-at-a-Glance: The Levels of Government and Our Community ................................................................. 14
Daily Lesson Plans ............................................................................................................................................ 16
   Lesson 1
   Lesson 2
   Lesson 3
   Lesson 4
   Lesson 5
   Lesson 6
   Lesson 7
   Lesson 8
   Lesson 9
   Lesson 10
   Lesson 11
   Lesson 12
   Lesson 13
   Lesson 14
   Lesson 15
   Lesson 16
   Lesson 17
   Lesson 18
   Lesson 19
   Lesson 20

Appendix A: Aligned Standards ....................................................................................................................... 96
Purpose: Why Study the Levels of Government and Our Community?

In this third grade social studies thematic unit, students embark on a journey to understand the different levels of government in the United States. Students will also learn about the functions, services, and government officials at each level, and how they impact individual citizens and communities.

Through their study, students will learn about the people who serve as their elected or appointed government officials and the roles and responsibilities of these individuals. Through field work opportunities, like field trips to city hall or interviewing local officials, students may develop a desire to pursue a career in public service in the future.

Students will gather information about the levels of government and government officials who represent them, from a variety of oral, visual, and print materials. They will use the knowledge and experiences to create written and visual materials to share information about the levels of government with their school community.

The unit will culminate with an opportunity for students to present their visual projects to their classmates and families. These visual displays will demonstrate students’ understanding of the national, state and local governments, as well as the impact of the different levels of government on individuals and communities. Through these visual displays, students will have an opportunity to demonstrate an understanding of the current government officials who represent them. Students will end this unit with an understanding that the levels of government are essential to keep citizens safe, healthy and happy.
Goals: Texas Essential Knowledge and Skills

Throughout this unit, students will develop a deep understanding of the different levels of government and the connection to one’s community. As students embark on the social studies thematic unit, they will apply reading and writing habits throughout the lessons. Below are the key goals for this unit:

Social Studies: Students will develop an understanding of the basic structure and functions of various levels of government (national, state and local) and how the different levels of government impact local communities. Through their study of government students will also identify current government officials, explain how they are chosen and their roles and responsibilities. This will help students identify how government officials can make a difference, influence public policy and decision making, and participate in resolving issues that are important to people in their community.

Reading: Students will be immersed in reading nonfiction texts to build deep content knowledge about the different levels of government. They will use their understanding of informational texts to apply nonfiction reading strategies, such as evaluating text features and key details, making connections across texts, and determining the central idea to deepen their understanding of the different levels of government.

Writing: Students will draw upon their nonfiction reading, as they engage in an inquiry process to research selected topics that explore the relationship between government, individuals who serve as government officials, and the impact on local communities. Informational texts will include a clear central idea, using key details and using various text features to drive towards this central idea.
Texas Essential Knowledge and Skills: Social Studies Content Knowledge

This unit develops student understanding of the Texas standards-based key ideas listed below. These are based on the Texas Essential Knowledge and Skills for Social Studies, listed in Appendix A, which are also foundational understandings that will prepare our students for civics and historical studies of diverse communities in third grade and beyond.

This unit focuses on inspiring curiosity about how the government is structured, and the function of each level and branch of government. Returning often to the following key ideas and essential questions, as well as understanding how each lesson introduces or deepens student understanding of these ideas, will help you keep instruction focused on the most important Texas Essential Knowledge and Skills in this unit.

- What is the structure of the national government, who are the government officials, how are they chosen and what services does the national government provide to its constituents?
- What is the structure of the state government, who are the government officials in our state, how are these officials chosen, and what services does our state provide to our community?
- What is the structure of the local government, who are the government officials in our city, and what services does our city provide to our community?
- What connections can we draw between the different levels of government and our community?
Texas Essential Knowledge and Skills: English Language Arts & Reading

Teaching Points

The Reading and Writing teaching points below, aligned to Texas Essential Knowledge and Skills for English Language Arts and Reading, are intended to help your students develop as readers and writers while deepening their understanding of the social studies content in this unit.

Reading Teaching Points:

- Nonfiction readers share what we already know about the topic of the and draw upon their prior knowledge to draw conclusions. They also ask questions to set a purpose for their research. (ELAR.6.A, B)

- Nonfiction readers remember all that they already know about reading nonfiction by referring back to their annotations. They preview the text using the title, table of contents, and section headings to identify the topic they will learn about. (ELAR.7.E, ELAR.9.D.ii)

- Nonfiction readers remember all that they know about reading nonfiction by referring back to their annotations. They keep the topic in mind as they read each section and ask themselves “what is the author teaching me about this topic?” (ELAR.7.E, ELAR.6.F, ELAR.6.G)

- Nonfiction readers think about the important ideas the author is trying to teach them by stopping after each new section and asking themselves, “Why did the author include this information?” (ELAR.10.A, ELAR.10.B, ELAR.10.C)

- Nonfiction readers pause before each new section and preview what they will read by using the heading and any photographs to anticipate what they will learn. Then, as they read, they collect important facts and details about their topic. (ELAR.6.F, ELAR.6.G, ELAR.7.E, ELAR.9.Di, ELAR.9.D.ii)

- Often, nonfiction books don’t have headings or subheadings. When this happens, readers stop and think on each page by asking, “What is the big idea in this part?” and “How can the text features help me determine the section heading?” (ELAR.7.E, ELAR.9.D.i, ELAR.9.D.ii)

- Nonfiction readers think about how new facts and details connect to what they have already read. They stop and ask themselves, “How can I connect the information I’m learning about my topic here to the ideas I developed from other sources?” (ELAR.6.E, ELAR.6.G, ELAR.7.E)

- Nonfiction readers think about the idea that the author is sharing in the heading by asking, “Why did the author choose this heading? How does this heading connect to the main idea of the chapter?” (ELAR.7.E, ELAR.7.G, ELAR.9.D, ELAR.10.C)

- Nonfiction readers gather information from a variety of sources to learn about a topic. (ELAR.13.C)
**Writing Teaching Points:**

- Nonfiction authors use mind maps to plan their first drafts of an informational text about a topic and organize key details gathered from a variety of sources. (ELAR.11.A, ELAR.13.C)

- Nonfiction authors compose informational texts about a topic using key details gathered from a variety of sources. They ask themselves, “What is the most important information my audience needs to know about this topic, or subtopic?” (ELAR.11.B)


- Nonfiction authors revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. (ELAR.11.C)

- Nonfiction authors edit drafts using standard English conventions, including grammar, spelling, and syntax. (ELAR.11.D)

- Nonfiction authors publish their informational texts for members of the school community. (ELAR.11.E)

- Nonfiction authors speak coherently about a topic, as share their information texts with members of the community. (ELAR.1.C, SS.7)

- Nonfiction readers and writers reflect on their learning and the projects they have created over the course of the unit (ELAR.1.D, ELAR.6.E)
English Language Proficiency Spotlights and Strategies

Throughout this unit, you will find blue “English Language Proficiency Spotlight” boxes that highlight which English Language Proficiency Standards are being addressed in each part of the lesson. Depending on the particular needs of your students, you may also want to consider incorporating any number of the following strategies:

● Give students access to information in more than one modality: words and graphics plus spoken language. For example:
  ○ After giving directions, write important information on the board.
  ○ Use labels and pictures to name objects and show actions.
  ○ Post a map of Texas and/or the United States and refer to it when discussing places or geography.

● Help students track content area vocabulary as they acquire it. For example:
  ○ Develop and add to word walls, highlighting important and high frequency vocabulary.
  ○ Have students add words to the “glossary” of their interactive notebooks.
  ○ Use visuals or illustrations wherever beneficial to clarify definitions.
  ○ Have students create flash cards of important words.

● Utilize graphic organizers before, during, and after lessons to organize ideas, emphasize the relationship between information, and track important vocabulary. For example:
  ○ Share basic graphic organizers, such as inquiry charts, mind maps, and tables.
  ○ Provide advanced graphic organizers with guiding questions for students to respond during independent reading.

● Encourage students to synthesize the most important ideas from each lesson, which they can track in a special section of their interactive notebooks. At the end of a lesson or section of a unit, have students refer back to their notebooks and determine the most important ideas.
**Core Vocabulary**

These words were chosen from the anchor texts used throughout this unit. This list is not exhaustive of the domain-specific language built into this unit, but instead is intended to help you prioritize the most important vocabulary to support student understanding. As students learn each word, help them master this language by modeling continuous application in class discussion, creating a classroom word wall, and highlighting when they independently use this vocabulary orally and in their work.

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<th>Cabinet</th>
<th>Citizen</th>
<th>City</th>
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<td>Vote</td>
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</table>
Setting Your Vision for Student Writing and Project Work

Throughout this unit, students will gather information from various print, visual, and oral sources to learn about the different levels of government (SS.7). They will express ideas and details about what they have learned through informational texts to express their knowledge and experiences.

Students will use their interactive notebooks daily to record facts, key details, and notes focused on the most important Texas Essential Knowledge and Skills in this unit.

Students will frequently reflect on the driving questions in the unit and synthesize new information about the role of the government and the impact on their communities.

For group projects and collaboration time, students will refer to the notes they have collected to clarify and build ideas.

Interactive Notebook

Students will express the knowledge learned in this unit and mastery of the TEKS in a visual display known as a lapbook.

Students will use the facts and details gathered from various sources to compose informational texts that describe the structure, government officials, and services at the local, state, and national levels of government.

Students will include a variety of informational text features such as sections, bullets, bold and italicized fonts. They will also include visuals that support central ideas, including photographs, captions, and glossaries.

Lapbook

Celebrate the powerful work students have done over the course of the unit through a culminating event, such as an exhibition showcasing student work. Display students’ projects around the classroom in a meaningful way, and invite family members and students from across the school to view the beautiful artwork students have created and listen as students share ideas about key learnings from this unit.
Building Your Content Knowledge

The first step in preparing to guide students through an inquiry-driven unit of study is feeling confident in your own content knowledge as an adult! Not only does this lead to stronger student mastery and work product, but deep content knowledge will also help you to clearly address any misconceptions during instruction.

Studying the additional resources below will help you to develop your knowledge about topics that may be unfamiliar to you, and build your passion for the content covered in this unit.

- **City Government:** Visit the City of Fort Worth’s Official Website to learn more about the structure of the city government and government officials, like Mayor Betsy Price. Read Fort Worth & Tarrant County: An Historical Guide by Carol Roark.

- **County Government:** Visit the Tarrant County Website to learn more about the county’s governing body called the Commissioners Court and elections.

- **State Government:** Visit Texas.gov to learn more about the services that the state offers. Visit the Texas House of Representatives and Texas State Senate websites to learn additional information about your state’s officials and legislation moving through the state capitol.

- **National Government:** USA.gov provides resources on current government agencies, services, and officials.
Book Lists: Getting to Know Your Mentor Texts

Great mentor texts are central to learning about the three levels of government in this unit. Each lesson includes a Read Aloud or Close Reading text that is aligned to the social studies inquiry question(s). These texts build knowledge and provide an authentic opportunity to model and reinforce the non-fiction reading skills and habits taught in this unit. Below is a list of some of the mentor texts included in this unit.

**How the U.S. Government Works by Syl Sobel**

Teachers will use this as an anchor text to deeply explore each level of the United States Government. Described are the Legislative body, composed of the Senate and House of Representatives, the Executive branch, headed by the President with the Cabinet members, and the Judicial branch, headed by the Supreme Court of the United States, and extending to federal courts throughout the nation.

**My World Building Our Communities (Pearson)**

Textbook adopted by the Texas State Board of Education which covers 100% of Social Studies TEKS at each grade level. The selected excerpts provide an overview of the three levels of the government. There are also various text features, including photographs, maps, and diagrams.
Social Studies Independent Reading Texts

In addition to the Read Aloud books and Close Reading texts used to teach content throughout the unit, students will apply the nonfiction reading skills and habits explicitly taught in this unit to learn more about the levels of government and community as they read the titles below.

National (Federal)

- Texas State Senators: Ted Cruz
- Websites: John Cornyn, Ted Cruz
- The Congress of the United States
- U.S. Government for Kids
- The Congress: A Look at the Legislative Branch
- Legislative Branch
- The Legislative Branch
- U.S. President, Donald J. Trump
- The Supreme Court: Why it Matters to You!
- Thurgood Marshall
- Sonia Sotomayor
- U.S. Supreme Court Justices Website
- If I Were President by Catherine Stier

State

- Kids House: Where Texas Kids Meet Texas State Government
- Texas: Senate Kids
- Texas Legislature Online
- Ask the Governor

Local

- Local Government
- Community Government
Field Trips

Field trips offer an invaluable experience for students to observe our government in action, and to be immersed in a topic of study. In this unit, we recommend that you plan three field trips using the guidance provided. This guidance includes suggestions for instruction before, during, and after each recommended trip to help you make the most out of these out-of-school learning experiences.

Tour Downtown Fort Worth
- Take a ride on the city bus or train ride into downtown Fort Worth to experience one of the departments and services by the local, state, and federal government.
- Conduct a walking tour of government buildings, including the central branch of the local library, city hall, municipal court, postal service, federal building, water department, fire station and more.

Host Government Officials:
- Invite local government officials to the school to be interviewed by students and families. Students and families can generate questions for the officials and summarize the details that were shared.

Attend a City Council Meeting
- Most meetings are open to the public and the community is welcome. Observe the local leaders at work and learn about the most pressing issues for the city. If you’re lucky, you might even experience the city council voting on an issue.

Home-School Connections

Learning about the topics of this unit can extend past the school day. Share ideas with families at the start of the unit to enrich student understandings of the big topics. This can provide purpose to homework and greater opportunities to apply the content, reading, and writing focus areas.

Turn your Platform into Action!
- Students select a platform that represents them as elected representatives of their community.
- For example, Mayor Price’s platform includes topics like physical fitness and cleaning up the community. To honor the mayor’s public service, by coordinating a tour of a local park and then volunteer by beautifying the location.

Research a Government Official
- Research a government official at the local, state, or national level. Print or record the details that you learned and bring in your research to share with the class.

Join a Parent Led Research Meeting
- Become an active participant in local government, by attending a public research meeting with parent leaders from the school community. Meet with local officials to help them understand the perspectives of the local community.
**Unit-at-a-Glance: The Levels of Government and Our Community**

**Structure of the Unit**

This unit is organized into three core structures for learning: social studies focused lessons that include reading mini-lessons, writing-focused lessons, and project-focused lessons. The below Unit Pacing Guide outlines how the key social studies, reading, and writing work is organized across the unit. We also suggest possible field trip ideas and pacing below.

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
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<td><strong>Social Studies Focus:</strong> Describe the services provided by the national government in the Legislative Branch.</td>
<td><strong>Social Studies Focus:</strong> Explain the basic function of the executive branch. Describe how the executive branch members are chosen and the services the executive branch provides.</td>
<td><strong>Social Studies Focus:</strong> Explain the basic function of the judicial branch. Describe how the judicial branch members are chosen and the services the judicial branch provides.</td>
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<td><strong>Social Studies Focus:</strong> Identify the government officials currently serving in the state government and how they were chosen.</td>
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<td><strong>Writing Focus:</strong> Nonfiction authors compose informational texts about a topic using key details gathered from a variety of sources. They ask themselves, “What is the most important information my audience needs to know about this topic, or subtopic?”</td>
<td><strong>Reading Focus:</strong> Nonfiction readers pause before each new section and preview what they will read by using the heading and any photographs to anticipate what they will learn. Then, as they read, they collect important facts and details about their topic.</td>
<td><strong>Reading Focus:</strong> Sometimes, nonfiction books provide us with general knowledge and information. When this happens, readers stop and generate specific questions during and after reading, and conduct additional research to deepen their understanding to gain additional information on the topic.</td>
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<td><strong>Reading Focus:</strong> Nonfiction readers think about the idea that the author is sharing in the heading by asking, “Why did the author choose this heading? How does this heading connect to the main idea of the chapter?”</td>
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## PART 1: NATIONAL GOVERNMENT

### Lesson 1

**Part 1:** What is the structure of the national government, who are the government officials, how are they chosen and what services does the national government provide its constituents?

### Social Studies/Reading

**Social Studies Focus:** Describe the basic structure of the national government.

**Reading Focus:** Nonfiction readers remember all that they already know about reading nonfiction. They preview the text using the title, table of contents, and section headings to understand the categories of information, or topics, they will learn about.


### Launch

In the first lesson of this unit, you will set the stage for your student of the levels of government and the individuals who have influenced public policy, decision making, and resolving issues in the community. By the end of this lesson, students will understand that there are three levels of government, and each level has defined responsibilities for the citizens it serves. Students will also begin formulating questions about the levels of government, which will be answered through individual and group research.

*Rocketeers, today we are going to begin learning about the levels of government and how each level serves people who inhabit the country. Before we start diving into different sources and information, I want you to think about what you already know about this topic. Nonfiction readers often connect new information with their prior knowledge about a topic. Take a moment to think about the word government. What facts, images, or ideas come to mind?*

Call on a few students to share what they already know about government. Record and organize the ideas under the level of government heading which is most appropriate. See sample below.

*As we progress through the unit we will consider how the government impacts us directly in our communities and how we as individuals can participate in the government. This is why we are going to start our new unit today by exploring the idea of citizenship and what it means to be a good citizen.*

Today, students will learn about the national government. Specifically, students will focus on how the national government is structured by engaging in a cursory overview.

*Today we are going to start by studying the national, or national government. Remember that great nonfiction readers remember all that they already know about reading nonfiction. They preview the text using the title, table of contents, and section headings to understand the categories of information, or topics, they will learn about.*

Give students a moment to preview the text. Call their attention to the title and table of contents. Then, call on a few students to share the genre and what they’re going to learn about today.
Stamp: By previewing the text, we know that we are going to read a nonfiction (or informational) text today. By paying attention to the title and table of contents, we also know that we will learn about the U.S. Government. The U.S. Government is also called the national or national government. We will hold onto this big topic as we read the different sections today.

Social Studies Focused Close Reading

Read the introductory section for “How the U.S. Government Works” and use the prompts below to facilitate a discussion. Have students jot down their thinking in their interactive journal.

End of pg. 7. What did we learn in this section? We learned that a long time ago, all the states had different rules and leaders and money, and they weren’t really able to work together. So the people of the United States decided that they needed to form a government.

End of pg. 8. What did the leaders do when they got together? The leaders decided to form a new government. They wrote a book of rules called the Constitution.

What are the three main jobs of the national government? The three main jobs of the national government are to 1) make the rules, called laws, 2) run the country and 3) settle any arguments.

End of pg. 11. What did we learn in each of these three sections? We learned that there are 3 branches of government that do the three jobs. These branches are called the Legislative Branch, Executive Branch and Judicial Branch.

What does the legislative branch do? They write or create the laws and they are also called Congress.

What does the executive branch do? The president is the leader of this branch, and he makes sure that everyone else is doing their job based on the laws that Congress makes.

What does the judicial branch do? The judicial branch is made up of the courts and judges. They decide if someone broke the law and what to do about it.

Stamp: Great nonfiction readers hold on to the big topic. We’ve already learned a lot of great information about the national government. As we read, remember to hold on to the big topic.

English Language Proficiency Spotlight

- 4.1 Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

Reading Mini-lesson

Model: Readers, we’re going to be reading an array of nonfiction texts throughout the course of this unit. Today, I want to teach you that whenever you read nonfiction texts, you can preview the text using the title, table of contents, and section headings to understand the categories of information, or topics, so you can have an idea of what you are going to learn about before you even begin reading. This will help you...
organize your thoughts and ideas as you read.

Watch me do it first.

Let’s look at the book we read today, “How the U.S. Government Works.” Today we read the section called, “Introduction.” I also noticed that there was a subheading titled “Legislative Branch.” Remember that great nonfiction readers always keep the big topic in their head as they read. The topic of a text can be summed up in a few words or phrases, and it’s who or what the text is about. We can look at the title and section headings to determine the topic.

Based on the section headings, we know that the topic is about an introduction to how the U.S. government works, and I will probably learn more about the legislative branch. Knowing the topic of the text will help us synthesize key ideas, rather than holding on to random facts or details.

Notice how I used the section heading to help give me a running head start as to what the text was going to be about? Make sure to do that every time you read nonfiction texts.

Try: Readers, now it’s your turn to try this! Look at our readings from today, and find the title and section headings. Ask yourself “how did the section heading help me figure out what I was going to learn in this section?” Turn and talk with your partner.

Students should explore the two other section headings titled “Executive Branch” and “Judicial Branch.” Students should share with their partner how the section heading helped them better understand the text.

Remember you can also think about what you don’t yet know or what you are wondering about a topic, and continue to jot down your questions in your interactive journal. Before you study something new it’s important to look at the title and section headings, so you can get an idea of what you are going to learn about.

Link: Readers, when you go off and read informational texts today, remember that you should start by looking at the title and section headings to help you determine what you’re going to learn. This will help you organize your thinking as you read, and deepen your learning on the topic.

Independent Reading

Just like we did today, whenever you read nonfiction texts you can take a moment to look at the title and section headings. This will help you figure out what you’re reading and what each section is going to be about. Today, you will have an opportunity to select your independent reading texts. Then, as you read your independent reading book, you are going to pay attention to the title and section headings. As you read the section headings, ask yourself “what information am I going to learn in this section?” Paying attention to the section headings will help you organize your thinking. Remember to jot down your key takeaways in your interactive journal!

Suggested Independent Reading Books:

- Our Government: The Three Branches
- How the Government Works
- Executive
- Legislative
- Judicial
**Partnership Work**

**Today, you all spent some time learning more information about the national government during your independent reading. Now, you are going to prepare to share with your partner. As you share, remember to tell your partner which section heading you found your information in. You can use our sharing frames to start your conversation: “Under the section heading ___, I learned ____.”

Give partners time to share some of the information they learned from the different section headings. Then, ask each partnership to add any new information they learned about the national government to their interactive journal.

**Discourse**

**Rocketeers, today we spent some time looking at the title and section headings of nonfiction texts. When we did this, we had a better idea of what we were going to read, and we were able to organize our thinking and ideas in our interactive notebooks.**

Call on a partnership to share the title and section heading, as well as information that they learned from that specific section. Give students opportunities to build on and extend the conversation.

**Rocketeers, tomorrow, we will continue to learn about the national government, and we’ll start by exploring the Judicial Branch!**

**English Language Proficiency Spotlight**

- 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
- 4.H Read silently with increasing ease and comprehension for longer periods

**Aligned Texas Essential Knowledge and Skills**

**Government:**
- 7.A Describe the basic structure of government in the local community, state, and nation.
- 7.C Identify services commonly provided by local, state, and national governments.

**Social Studies**
- 15.D Express ideas orally based on knowledge and experiences.
- 15.E Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

**Oral Language:**
- 1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume,
enunciation, and the conventions of language to communicate ideas effectively.

- **1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols.

**Metacognitive Skills:**

- **6.A** Establish purpose for reading assigned and self-selected texts.
- **6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.
- **6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

**Response Skills:**

- **7.E** Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.

**Multiple Genres:**

- **9.D** Recognize characteristics and structures of informational text, including:
  - **9.D.ii** Features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

**Inquiry and Research:**

- **13.C** Identify and gather relevant information from a variety of sources.
- **13.E** Demonstrate understanding of information gathered.
Lesson 2

Part 1: What is the structure of the national government, who are the government officials, how are they chosen and what services does the national government provide its constituents?

Social Studies/Reading

Social Studies Focus: Explain the basic function of the legislative branch and describe how the legislative branch members are chosen.

Reading Focus: Nonfiction readers remember all that they already know about reading nonfiction. They keep the topic in mind as they read each section and ask themselves “what is the author teaching me about this topic?”


Launch

Today, students will build upon their foundational understanding of the basic structure of our national government. They will take a deep dive into the legislative branch, which is responsible for making the laws.

Rocketeers, yesterday we read about how the people decided to come together to make the U.S. Government. We also learned about the basic structure of the U.S. Government. Remember that great nonfiction readers remember all that they already know about reading nonfiction. Let’s start by activating our prior knowledge. What information did we learn yesterday?

Give students a moment to recall and review. Students should share that we learned about the three branches of government. These three branches are legislative, executive and judicial.

Exactly! There are three branches of national government. These branches are the legislative, executive and judicial branches. Rocketeers, today we’re going to continue reading “How the U.S. Government Works” to learn more information about the legislative branch.

Remember that great nonfiction readers remember all that they already know about reading nonfiction. They keep the topic in mind as they read each section and ask themselves, “what is the author teaching me about this topic?”

Give students a moment to preview the section titled “The Congress.” Then, call on a few students to share what they’re going to learn about today.

Stamp: By previewing the text, we know that we are going to continue reading our nonfiction (or informational) text from yesterday. By paying attention to the title and table of contents, we also know that we will learn about Congress. We will hold onto this topic as we read today.

Introduce the words: legislative, Congress, house of representatives, senate.

Social Studies Focused Close Reading

Read to pg. 13. Use the prompts below to facilitate a discussion. Prompt students to jot down their thinking in their interactive journal.

End of pg. 13 What was this section mostly about? This section is mostly about the Legislative Branch, also called Congress. There are 2 groups that make up Congress:
the U.S. House of Representatives and the U.S. Senate. Together, they are called Congress. They have to work together to make the laws for our country.

What does Congress do? Congress is responsible for making laws to tell the citizens what they can and can’t do. These laws protect the citizens from crime. Some laws even make sure the citizens are healthy.

Who makes up Congress? Congress is made up of the U.S. Senate and the U.S. House of Representatives.

How are individuals in Congress chosen? People vote for the U.S. Senate and U.S. House of Representatives. Senators are reelected every 6 years, and House of Representatives are reelected every 2 years.

Why did the author include the diagram on pg 14? The author included the diagram on pg. 14 to help us understand how Congress has to work together to pass bills, which can become laws!

During your independent reading time, you will have a chance to read about the two Senators who represent Texas in Congress: Senator John Cornyn and Senator Ted Cruz. You will also have a chance to explore the 36 House of Representatives who represent Texas, as well as our very own 33rd District Congressman, Marc Veasey. As you read, remember to take notes in your interactive journal. These notes will help you when you plan your lapbook project.

Stamp: Rocketeers, today we read about the legislative branch of the national government. We learned that the Legislative Branch is called the Congress. Congress is made up of 2 parts: U.S. Senators and U.S. House of Representatives. These 2 groups have to work together to make sure that they pass bills, which can go on to become laws. These laws ultimately protect citizens like you and me!

Tomorrow, we will learn more information about the legislative branch!

English Language Proficiency Spotlight

Model: Readers, we’re going to be reading an array of nonfiction texts throughout the course of this unit. Today, I want to teach you that whenever you read nonfiction texts, you can keep the topic in mind as you read each section and ask yourself “what is the author teaching me about this topic?” Asking this question will help you learn more information about the topic, and ultimately help you determine the central idea of the text that you are reading.

Watch me do it first.

Let’s look at the book we read today, “How the U.S. Government Works.” We read the section titled “The Congress” today. Remember that we start by asking ourselves “what is the topic of this text?” The topic of a text can be summed up in a few words or phrases, and it’s who or what a text is about. Based on the first section heading, “The Congress” we know that the topic is Congress. I do know from my previous reading
that Congress and the Legislative Branch are the same thing. As I read this section today, I am going to hold the topic in my head (Congress) and ask myself “what is the author teaching me about this topic?” Read the first paragraph on pg. 13

I’m going to pause and ask myself “what is the author teaching me about Congress?” Asking and answering this question will help me collect more information on my topic. In my interactive notebook, I am going to jot down “The author is teaching me that the legislative branch is responsible for making laws. The people who make the laws are called Congress. Congress is made up of 2 different groups, called the senators and house of representatives.”

Knowing the topic of the text and pausing to ask yourself “what is the author teaching me about this topic?” will help you collect key details and information about that topic. This will help you determine the central idea of the text.

Try: Readers, now it’s your turn to try this! Look at our readings from today, and find the section “The Congress.” Ask yourself “what is this section about?” and “what did the author teach me about this topic?” Turn and talk with your partner.

Students should explore the section titled “The Congress.” Students should share with their partner how the section heading helped them better understand the text.

Link: Readers, when you go off and read informational texts today, remember that you should start by looking at the title and section headings to help you determine the topic. Then, as you read, pause to ask yourself “what is the author teaching me about this topic?” Pausing to ask and answer this question will help you collect more information on the topic and help you determine the central idea of the text.

English Language Proficiency Spotlight

- 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

Independent Reading

Just like we did today, whenever you read nonfiction texts you can take a moment to look at the title and section headings. This will help you figure out the topic. Then, as you read, you will pause to ask yourself “what is the author teaching me about this topic?” Jot down your learnings in your interactive notebook. You will use these notes when working in your partnerships, as well as when you create your lapbook project.

Give students the option to explore the following independent reading texts/multimedia websites, to further their study into a current government official in Congress.

- Texas State Senators: Ted Cruz
- Websites: John Cornyn, Ted Cruz
- The Congress of the United States
- U.S. Government for Kids

Partnership Work

Today, you all spent some time learning more information about the government officials in Congress. Now, you are going to work with your partner to create a diagram of the government official. You will include the branch of government that
your official works in, a picture of your government official, and how your government official is chosen. You will add this diagram to your end of unit lapbook project.

Assign partner pairs who worked on the same government official (ex: if a student read an independent reading book on Senator Ted Cruz, s/he should be paired up with a partner who read a book on the same topic). Give partners time to share some of the information they learned about the current government officials in Congress. Then, give partners time to create the diagram. Remind students to include the branch of government, picture and a brief explanation of how the government official is chosen.

**Discourse**

_Rocketeers, today you spent time in your partnerships studying the actual people in Congress. You created a diagram with the government official’s picture, the branch of government they are in, and how they are chosen. Now, you are going to have a few minutes to present to the class._

Give students an opportunity to present to the class, and give the class an opportunity to ask questions.

**Aligned Texas Essential Knowledge and Skills**

**Government:**
- 7.A Describe the basic structure of government in the local community, state, and nation.
- 7.B Identify local, state, and national government officials and explain how they are chosen.
- 7.C Identify services commonly provided by local, state, and national governments.

**Social Studies Skills:**
- 14.A Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- 14.B Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 14.C Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
- 15.E Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

**Oral Language:**
- 1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.

**Metacognitive Skills:**
- 6.A Establish purpose for reading assigned and self-selected texts.
- 6.B Generate questions about text before, during, and after reading to deepen understanding and gain information.
- 6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- 6.G Evaluate details read to determine key ideas.
- 6.H Synthesize information to create new understanding.
6.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Response Skills:
- 7.E Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.

Multiple Genres:
- 9.D Recognize characteristics and structures of informational text, including:
  - 9.D.ii Features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

Author’s Purpose and Craft:
- 10.A Explain the author’s purpose and message within a text.

Inquiry and Research:
- 13.C Identify and gather relevant information from a variety of sources.
**Lesson 3**

**Part 1:** What is the structure of the national government, who are the government officials, how are they chosen and what services does the national government provide its constituents?

<table>
<thead>
<tr>
<th>Social Studies/Reading</th>
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<tbody>
<tr>
<td><strong>Social Studies Focus:</strong> Describe the services provided by the national government in the Legislative Branch.</td>
</tr>
<tr>
<td><strong>Reading Focus:</strong> Nonfiction readers think about the important idea that the author is trying to teach them by asking themselves “Why did the author include this information?”</td>
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<table>
<thead>
<tr>
<th>Launch</th>
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<tbody>
<tr>
<td>Today, students will learn about the services that the legislative branch of the national government provides to U.S. citizens. Students will take notes in their interactive journal. During independent reading, students will extend their knowledge by reading about additional services provided, and take notes in their interactive journals.</td>
</tr>
<tr>
<td>Rocketeers, yesterday we read about the legislative branch. Remember that the Legislative Branch is called Congress and Congress is made up of 2 groups - the U.S. House of Representatives and U.S. Senators.</td>
</tr>
<tr>
<td>Today, we’re going to learn about what Congress does and what its roles and responsibilities are! What services do they provide to citizens? What are their jobs? Learning this information will help us better understand and answer our essential question of the unit “how does the government impact us directly in our communities and how can we participate in the government?”</td>
</tr>
<tr>
<td>Rocketeers, today we’re going to continue reading “How the U.S. Government Works.” Remember that great nonfiction readers remember all that they already know about reading nonfiction. Great nonfiction readers also ask themselves “why did the author include this information?” to help them better understand the central idea of the text.</td>
</tr>
<tr>
<td>Give students a moment to preview pgs. 15-19.</td>
</tr>
<tr>
<td>Stamp: By previewing the section headings today, we know that we are going to continue reading about Congress and making laws. As I read, I will hold on to this topic to better understand the central idea of the text.</td>
</tr>
<tr>
<td>Introduce/review the word legislative, service, Congress, Senate, House of Representatives</td>
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<tr>
<th>Social Studies Focused Close Reading</th>
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<tr>
<td><strong>Read to pg. 15-19. Use the prompts below to facilitate a discussion. Prompt students to jot down their thinking in their interactive journal.</strong></td>
</tr>
<tr>
<td><strong>End of pg. 15.</strong> What are some of the jobs that members of Congress do? Members of Congress are responsible for making new laws and changing old laws. These are called bills. Bills have to be approved by the President.</td>
</tr>
<tr>
<td><strong>End of pg. 16.</strong> What else does Congress do? Congress has to decide how much money it can collect, and then Congress needs to decide how much money to spend and where to spend it.</td>
</tr>
</tbody>
</table>
What are some examples of how Congress can spend money? Congress makes a budget, and they can spend money on things like repairing bridges and highways, education, healthcare, national parks and law enforcement.

Why did the author include the graphic on pg. 16? The author included this graphic because the author wanted us to understand how Congress budgets money, and which department gets a lot of money.

Why is it important that Congress spend money on these things? It is important to spend money on these things because we, the citizens, want to make sure that we have good schools, roads that we can use, police officers who protect us and doctors and scientists who work to keep us healthy - all of these things require money. So Congress has to spend money to make sure U.S. citizens are safe, healthy and happy.

What did we learn in the section “Taxes Pay for Things the Government Does”? We learn that people who work pay money to the government, called taxes Congress has to be careful to not take too much money, but it is important for all of us to pay taxes so we can pay for all of the jobs in the national government and the services that are provided!

During your independent reading time, you will continue to read about the services that Congress provides. As you read, remember to take notes in your interactive journal. These notes will help you when you plan your lapbook project.

Stamp: Rocketeers, today we read about the services that the Legislative Branch provides, and how those services are paid for. We found out that this branch is responsible for working together to make laws and determine how to spend money. Knowing the services the national government provides us helps us better understand how the government impacts us as individuals, and how we can participate in the government!

**English Language Proficiency Spotlight**
- **2.G** Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.

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**Reading Mini-lesson**

**Model:** Readers we are starting to learn a lot about reading nonfiction texts! Today, I want to teach you that whenever you read nonfiction texts, you should think about the important idea that the author is trying to teach you by stopping and asking yourself “Why did the author include this information?”

Watch me do it first.

Let’s look at the section “Taxes Pay for Things the Government Does” on pg. 17. I already know that whenever I read nonfiction texts, I should pause and ask myself “what am I learning in this section?” In this section, I learned about what taxes are, and how Congress decides to spend the money they collect from us. I am also going to stop and ask myself “why did the author include this information?” Figuring out why the author includes certain information will help me connect all of the key details to determine the central idea of the text.
So why did the author include this section? I think the author included this section to help me, the reader, better understand what taxes are, and how Congress decides to spend the money they collect. This detail helps me understand the central idea that there are many jobs and services provided by the national government, which are paid by U.S. Citizens through their taxes.

Pausing to ask yourself “why did the author include this information?” will help you better understand the text and connect the key details to the central idea.

**Try:** Readers, now it’s your turn to try this! Turn to pg. 15. Ask yourself “what is this section about?” and “why did the author include this information?” Turn and talk with your partner.

Students should explore the section titled “Making Laws.” Students should share with their partner why the author included information about how the laws are made in Congress, and how both the groups (U.S. House of Representatives and U.S. Senate) have to work together to pass bills.

**Link:** Readers, when you read your independent reading book today, remember that you should start by looking at the title and section headings to help you determine the topic. Then, as you read, pause to ask yourself “what is the author teaching me about this topic?” Finally, ask yourself “why did the author include this information?” Asking yourself why the author includes certain information will help you connect the key details to determine the central idea of the text.

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**English Language Proficiency Spotlight**

- **3.G** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;

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**Independent Reading**

Just like we did today, whenever you read nonfiction texts you can take a moment to look at the title and section headings. This will help you figure out the topic. Then, as you read, you will pause to ask yourself “what is the author teaching me about this topic?” and “why did the author include this information?” Jot down your learnings in your interactive notebook. You will use these notes when working in your partnerships, as well as when you create your lapbook project.

Give students time to independently read books on the U.S. Legislative Branch. Remind students to take notes in their interactive journal and prompt students to think about what they’re learning and why the author included the information.

- **The Congress: A Look at the Legislative Branch**
- **Legislative Branch**
- **The Legislative Branch**

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**Partnership Work**

Today, you all read about the services that Congress provides. As you read, you asked yourself 3 really important questions: “what is the topic?,” “what am I learning about the topic?” and “why did the author include this information?”

Now, you are going to continue working with your partner to add services/jobs to your diagram from yesterday. In your diagram yesterday, you included the branch of government for your official, a picture of the official and how the official is chosen.
Today, you’re going to add the job(s) that your official is responsible for and services that your official provides. Remember to use your notes from your interactive journal to help you.

Give partners time to add service information to their diagram from yesterday.

English Language Proficiency Spotlight

- **4.D** Use pre-reading supports such as graphic organizers, illustrations, and pre taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text

**Discourse**

Rocketeers, today you spent time in your partnerships adding the services/jobs that your government official is responsible for. Now, you are going to have a few minutes to present to the class.

Give students an opportunity to present to the class, and give the class an opportunity to ask questions.

Facilitate a discourse around why might the author have included this information? What impact do these jobs have on us as citizens? Stamp for students that the Legislative Branch has several really important jobs they do, such as making laws and creating budgets, so that we, the citizens, can live happy, healthy and safe lives!

English Language Proficiency Spotlight

- **3.D** Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;
- **3.E** Share information in cooperative learning interactions;
- **3.H** Narrate, describe, and explain with increasing specificity and detail as more English is acquired;

**Aligned Texas Essential Knowledge and Skills**

**Government:**

- **7.B** Identify local, state, and national government officials and explain how they are chosen.
- **7.C** Identify services commonly provided by local, state, and national governments.

**Social Studies Skills:**

- **14.B** Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **14.C** Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
- **15.D** Express ideas orally based on knowledge and experiences.
- **15.E** Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

**Oral Language:**

- **1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- **1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- **1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols
<table>
<thead>
<tr>
<th>Metacognitive Skills:</th>
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<tbody>
<tr>
<td>6.A Establish purpose for reading assigned</td>
<td>Establish purpose for reading assigned and self-selected texts.</td>
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<td>and self-selected texts.</td>
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<tr>
<td>6.B Generate questions about text before,</td>
<td>Generate questions about text before, during, and after reading</td>
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<td>during, and after reading to deepen</td>
<td>to deepen understanding and gain information.</td>
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<td>understanding and gain information.</td>
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<tr>
<td>6.C Make and correct or confirm predictions</td>
<td>Make and correct or confirm predictions using text features,</td>
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<td>using text features, characteristics of</td>
<td>characteristics of genre, and structures.</td>
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<td>genre, and structures.</td>
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<tr>
<td>6.F Make inferences and use evidence to</td>
<td>Make inferences and use evidence to support understanding.</td>
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<td>support understanding.</td>
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<td>6.G Evaluate details read to determine</td>
<td>Evaluate details read to determine key ideas.</td>
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<td>key ideas.</td>
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<tr>
<td>6.I Monitor comprehension and make</td>
<td>Monitor comprehension and make adjustments such as re-reading,</td>
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<td>adjustments such as re-reading,</td>
<td>using background knowledge, asking questions, and annotating</td>
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<td>using background knowledge,</td>
<td>when understanding breaks down.</td>
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<td>asking questions, and annotating when</td>
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<tr>
<td>understanding breaks down.</td>
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<tr>
<td>Response Skills:</td>
<td>Use text evidence to support an appropriate response.</td>
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<td>7.C Use text evidence to support an</td>
<td>Use text evidence to support an appropriate response.</td>
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<td>appropriate response.</td>
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<tr>
<td>7.E Interact with sources in meaningful</td>
<td>Interact with sources in meaningful ways such as note taking,</td>
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<td>ways such as note taking, annotating,</td>
<td>annotating, freewriting, or illustrating.</td>
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<tr>
<td>freewriting, or illustrating.</td>
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<tr>
<td>7.G Discuss specific ideas in the text</td>
<td>Discuss specific ideas in the text that are important to the</td>
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<td>that are important to the meaning.</td>
<td>meaning.</td>
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<td>Multiple Genres:</td>
<td>Recognize characteristics and structures of informational text,</td>
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<tr>
<td>9.D Recognize characteristics and</td>
<td>including:</td>
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<td>structures of informational text, including:</td>
<td>Features such as sections, tables, graphs, timelines, bullets,</td>
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<tr>
<td>9.D.ii Features such as sections, tables,</td>
<td>numbers, and bold and italicized font to support understanding.</td>
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<td>graphs, timelines, bullets, numbers, and</td>
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<td>understanding.</td>
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<tr>
<td>Author’s Purpose and Craft:</td>
<td>Explain the author’s purpose and message within a text.</td>
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<tr>
<td>10.A Explain the author’s purpose and</td>
<td>Explain the author’s purpose and message within a text.</td>
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<td>message within a text.</td>
<td>Explain how the use of text structure contributes to the</td>
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<tr>
<td>10.B Explain how the use of text structure</td>
<td>author’s purpose.</td>
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<td>contributes to the author’s purpose.</td>
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<tr>
<td>Inquiry and Research:</td>
<td>Identify and gather relevant information from a variety of</td>
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<tr>
<td>13.C Identify and gather relevant</td>
<td>Identify and gather relevant information from a variety of</td>
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<td>information from a variety of sources.</td>
<td>information from a variety of sources.</td>
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<tr>
<td>13.E Demonstrate understanding of</td>
<td>Demonstrate understanding of information gathered.</td>
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<td>information gathered.</td>
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Lesson 4

Part 1: What is the structure of the national government, who are the government officials, how are they chosen and what services does the national government provide its constituents?

Social Studies/Reading

Social Studies Focus: Explain the basic function of the executive branch. Describe how the executive branch members are chosen and the services the executive branch provides.

Reading Focus: Nonfiction readers remember all that they already know about reading nonfiction. They keep the topic in mind as they read each section and ask themselves “what is the author teaching me about this topic?”


Launch

Today, students will continue to build upon their foundational understanding of the basic structure of our national government. They will take a deep dive into the executive branch, which is responsible for making sure that the U.S. Government spends its money the way Congress intends for it to be spent, and that U.S. Citizens are following the laws that Congress makes.

Rocketeers, we’ve been learning a lot about the Legislative Branch, or Congress. We know that Congress is responsible for making the laws. Today, we’re going to learn about another branch of the U.S. Government. Remember that great nonfiction readers preview the section headings to determine the topic. They keep the topic in mind as they read each section and ask themselves, “what is the author teaching me about this topic?”

Give students a moment to preview the section headings on pgs. 20-26 and determine the topic. Call on a few students to share the topic.

Stamp: Today, we are going to deepen our understanding of the U.S. Government by reading more about the Executive Branch. Remember that great nonfiction readers pay attention to the title and section headings to get an idea of what they’re going to read about. They keep the topic in mind as they read each section and ask themselves, “what is the author teaching me about this topic?”

Introduce the words executive branch, appoint, cabinet, enforce.

Social Studies Focused Close Reading

Read pg. 20-27. Prompt students to jot down their thinking in their interactive journal.

What was this section mostly about? This section is about the Executive Branch. The President is the leader of this branch and there are 15 different departments in the Executive Branch.

What does the Executive Branch do? The executive branch is responsible for making sure that people follow the laws that Congress makes. The executive branch is also responsible for making sure that they are spending the money the way Congress budgeted it to be spent.

How are the individuals in the Executive Branch chosen? The President is elected every 4 years. U.S. citizens who are 18 years or older can vote for the President.
President gets to appoint the other 15 people who are the leaders of their department. These people have to be approved by a majority of the Senate. Together, these people make up the President's cabinet.

What are some of the services that are provided by the executive branch? Some of the services that the executive branch provides are making sure that our food is safe to eat, that the airplanes in the sky are safe to fly, and that people pay their taxes.

What other jobs does the president do? The president is the leader of the military. The president also meets with leaders of other countries to make sure the U.S. has friendly relationships with these countries. The president has to be prepared to protect us, in case other countries are not-so friendly with the U.S.

During your independent reading time, you will continue to read about the executive branch and our current President. As you read, remember to take notes in your interactive journal. These notes will help you when you plan your lapbook project.

Stamp: Rocketeers, today we read about the executive branch of the national government. We learned that the leader of the Executive Branch is the President and the President has a cabinet that s/he appoints. The Executive Branch works closely with the Legislative Branch to make sure they are spending the money the way it's supposed to be spent, and enforcing the laws that Congress makes!

Tomorrow, we will learn more information about the judicial branch!

**Reading Mini-lesson**

**Model:** Readers, as we’ve been reading nonfiction texts, we’ve been working on keeping the topic in mind and asking ourselves “what is the author teaching me about this topic?” Asking this question will help you learn more information about the topic, and ultimately help you determine the central idea of the text that you are reading.

Watch me do it first.

Let’s look at the book we read today, “How the U.S. Government Works.” We read the section titled “The Executive Branch” today. Remember that we start by asking ourselves “what is the topic of this text?” The topic of a text can be summed up in a few words or phrases, and it’s who or what a text is about. Based on the first section heading, “The Executive Branch” we know that the topic is the executive branch. As I read this section today, I am going to hold the topic in my head (executive branch) and ask myself “what is the author teaching me about this topic?”

Asking and answering this question will help me evaluate the details I’m reading and will help me determine the central idea. In my interactive notebook, I am going to jot down “The author is teaching me that the executive branch is led by the President.” As I evaluate additional details, I will be able to determine the central idea.

Knowing the topic of the text and pausing to ask yourself “what is the author teaching me about this topic?” will help you evaluate the key details, as opposed to collecting random details and information. This will help you determine the central idea of the text.
Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

Try: Readers, now it’s your turn to try this! Look at our readings from today, and find the section “The Executive Branch.” Ask yourself “what is this section about?” and “what did the author teach me about this topic?” Turn and talk with your partner.

Students should explore the section titled “The Executive Branch.” Students should share details from this section with their partner. Partners should evaluate the details and share if these details are connected to the topic (executive branch).

Link: Readers, when you go off and read informational texts today, remember that you should start by looking at the title and section headings to help you determine the topic. Then, as you read, pause to ask yourself “what is the author teaching me about this topic?” Pausing to ask and answer this question will help you evaluate the details and determine the central idea of the text.

Independent Reading

Just like we did today, whenever you read nonfiction texts you can take a moment to look at the title and section headings. This will help you figure out the topic. Then, as you read, you will pause to ask yourself “what is the author teaching me about this topic?” Jot down the key details you are learning in your interactive notebook. You will use these notes when working in your partnerships, as well as when you create your lapbook project.

Give students time to independently read books on the U.S. Executive Branch. Remind students to take notes on the key details they are learning and use these details to determine the central idea of the text.

- U.S. President, Donald J. Trump
- Our Government: The Three Branches
- Executive Branch
- Executive Branch
- Executive Branch

Partnership Work

Today, you all spent some time learning more information about the Executive Branch. Now, you are going to work with your partner to create a diagram of a government official in this branch. You will select a government official in this branch. Remember to include a picture of your government official, how your government official is chosen and your government official’s key jobs and responsibilities. You will use this diagram to help you create your end of unit lapbook project.

Assign partner pairs to work on a government official in the executive branch (ex: President, Department of Defense, etc.). Give partners time to research the information and create the diagram.
Discourse

Rocketeers, today you spent time in your partnerships studying a government official in the Executive Branch. You created a diagram with the government official’s picture, the branch of government they are in, how they are chosen and their key jobs and responsibilities. Now, you are going to have a few minutes to present to the class.

Give students an opportunity to present to the class, and give the class an opportunity to ask questions.

Aligned Texas Essential Knowledge and Skills

Government:
- 7.A Describe the basic structure of government in the local community, state, and nation.
- 7.B Identify local, state, and national government officials and explain how they are chosen.
- 7.C Identify services commonly provided by local, state, and national governments.

Social Studies Skills:
- 14.B Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 14.C Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
- 15.E Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Oral Language:
- 1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Metacognitive Skills:
- 6.A Establish purpose for reading assigned and self-selected texts.
- 6.B Generate questions about text before, during, and after reading to deepen understanding and gain information.
- 6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- 6.F Make inferences and use evidence to support understanding.
- 6.G Evaluate details read to determine key ideas.
- 6.H Synthesize information to create new understanding.

Response Skills:
- 7.E Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.

Author’s Purpose and Craft:
- 10.A Explain the author’s purpose and message within a text.

Inquiry and Research:
- 13.C Identify and gather relevant information from a variety of sources.
Lesson 5

Part 1: What is the structure of the national government, who are the government officials, how are they chosen and what services does the national government provide its constituents?

Social Studies/Reading

Social Studies Focus: Explain the basic function of the judicial branch. Describe how the judicial branch members are chosen and the services the judicial branch provides.

Reading Focus: Nonfiction readers remember all that they already know about reading nonfiction. They keep the topic in mind as they read each section and ask themselves “what is the author teaching me about this topic?”


Launch

Today, students will continue to build upon their foundational understanding of the basic structure of our national government. They will take a deep dive into the judicial branch, which is responsible for settling disagreements about the law.

Rocketeers, we’ve been learning a lot about the Legislative Branch, or Congress and the Executive Branch. We know that Congress is responsible for making the laws and the Executive Branch is responsible for enforcing the laws and spending money the way Congress budgeted it. Today, we’re going to learn about the 3rd branch of the U.S. Government. Remember that great nonfiction readers preview the section headings to determine the topic. They keep the topic in mind as they read each section and ask themselves, “what is the author teaching me about this topic?”

Give students a moment to preview the section headings on pgs. 28-31 and determine the topic. Call on a few students to share the topic.

Stamp: Today, we are going to deepen our understanding of the U.S. Government by reading more about the Judicial Branch. Remember that great nonfiction readers pay attention to the title and section headings to get an idea of what they’re going to read about. They keep the topic in mind as they read each section and ask themselves, “what is the author teaching me about this topic?”

Introduce the words judicial branch, disagreement, settle, appoint

Social Studies Focused Close Reading

Read pg. 28-31. Prompt students to jot down their thinking in their interactive journal.

What was this section mostly about? This section is about the Judicial Branch. The Judicial Branch is made up of courts. Judges are the leaders of the courts. They help settle any disagreements people may have about the law.

What are some disagreements that courts can help settle? U.S. courts can help settle disagreements about what different laws mean. They can also help determine if someone has broken the law. If someone did break the law, the courts can decide how to punish this person.

How are the judges chosen? The U.S. judges are appointed, which means selected. The President appoints the U.S. Judges. They have to be approved by the U.S. Senators.
During your independent reading time, you will continue to read about our current United States Supreme Court Justices. As you read, remember to take notes in your interactive journal. These notes will help you when you plan your lapbook project.

Stamp: Rocketeers, today we read about the judicial branch of the national government. We learned that the judicial branch is the U.S. Courts. The U.S. courts are led by judges. U.S. judges, who are appointed by the President. Judges can help people settle disagreements and decide if people have broken the law.

Together, the three branches - Legislative, Executive and Judicial - makeup the National Government! These three branches work together to protect and serve all of the U.S. citizens who live in this country. We will continue to learn about state governments and how state governments are structured, what they do, and how they are chosen. Learning about the different levels of government can help us figure out how the government works for us, and how we can participate!

Reading Mini-lesson

Model: Readers, as we’ve been reading nonfiction texts, we’ve been working on keeping the topic in mind and asking ourselves “what is the author teaching me about this topic?” Asking this question will help you learn more information about the topic, and ultimately help you determine the central idea of the text that you are reading.

Watch me do it first.

Let’s look at the book we read today, “How the U.S. Government Works.” We read the section titled “The Judicial Branch” today. Remember that we start by asking ourselves “what is the topic of this text?” The topic of a text can be summed up in a few words or phrases, and it’s who or what a text is about. Based on the first section heading, “The Judicial Branch” we know that the topic is the judicial branch. As I read this section today, I am going to hold the topic in my head (judicial branch) and ask myself “what is the author teaching me about this topic?”

Asking and answering this question will help me evaluate the details I’m reading and will help me determine the central idea. In my interactive notebook, I am going to jot down “The author is teaching me that the judicial branch is the U.S. Courts. The U.S. Courts are led by judges.” As I evaluate additional details, I will be able to determine the central idea.

Knowing the topic of the text and pausing to ask yourself “what is the author teaching me about this topic?” will help you evaluate the key details, as opposed to collecting random details and information. This will help you determine the central idea of the text.

Try: Readers, now it’s your turn to try this! Look at our readings from today, and find the section “The Judicial Branch.” Ask yourself “what is this section about?” and “what did the author teach me about this topic?” Turn and talk with your partner.
Students should explore the section titled “The Judicial Branch.” Students should share details from this section with their partner. Partners should evaluate the details and share if these details are connected to the topic (judicial branch). Students should work together to determine the central idea of this section.

**Link:** Readers, when you go off and read informational texts today, remember that you should start by looking at the title and section headings to help you determine the topic. Then, as you read, pause to ask yourself “what is the author teaching me about this topic?” Pausing to ask and answer this question will help you evaluate the details and determine the central idea of the text.

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**Independent Reading**

Just like we have been doing over the last couple of days, whenever you read nonfiction texts you can take a moment to look at the title and section headings. This will help you figure out the topic. Then, as you read, you will pause to ask yourself “what is the author teaching me about this topic?” Jot down the key details you are learning in your interactive notebook. You will use these notes when working in your partnerships, as well as when you create your lapbook project.

Give students time to independently read books on the U.S. Judicial Branch. Remind students to take notes on the key details they are learning and use these details to determine the central idea of the text.

- The Supreme Court: Why it Matters to You!
- Thurgood Marshall
- Sonia Sotomayor
- U.S. Supreme Court Justices Website

**Partnership Work**

Today, you all spent some time learning more information about the Judicial Branch. Now, you are going to work with your partner to create a diagram of a government official in this branch. You will select a government official in this branch. Remember to include a picture of your government official, how your government official is chosen and your government official’s key jobs and responsibilities. You will use this diagram to help you create your end of unit lapbook project!

Assign partner pairs to work on a government official in the judicial branch (ex: one of the Supreme Court Justices). Give partners time to research the information and create the diagram.
Discourse

Rocketeers, today you spent time in your partnerships studying a government official in the Judicial Branch. You created a diagram with the government official’s picture, the branch of government they are in, how they are chosen and their key jobs and responsibilities. Now, you are going to have a few minutes to present to the class.

Give students an opportunity to present to the class, and give the class an opportunity to ask questions.

Aligned Texas Essential Knowledge and Skills

Government:
- 7.A Describe the basic structure of government in the local community, state, and nation.
- 7.B Identify local, state, and national government officials and explain how they are chosen.
- 7.C Identify services commonly provided by local, state, and national governments.

Social Studies Skills:
- 14.A Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- 14.B Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 14.C Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
- 15.D Express ideas orally based on knowledge and experiences.
- 15.E Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Oral Language:
- 1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Metacognitive Skills:
- 6.A Establish purpose for reading assigned and self-selected texts.
- 6.B Generate questions about text before, during, and after reading to deepen understanding and gain information.
- 6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- 6.F Make inferences and use evidence to support understanding.
- 6.G Evaluate details read to determine key ideas.
- 6.H Synthesize information to create new understanding.
- 6.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Response Skills:
- 7.E Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.

Author’s Purpose and Craft:
- 10.A Explain the author’s purpose and message within a text.

Inquiry and Research:
- 13.C Identify and gather relevant information from a variety of sources.
Lesson 6

Part 1: What is the structure of the national government, who are the government officials, how are they chosen and what services does the national government provide its constituents?

Social Studies/Writing

Social Studies Focus: Synthesize the ideas and details gathered from a variety of sources about the national level of government.

Writing Focus: Nonfiction authors use mind maps to plan their first drafts of an information text about a topic and organize key details gathered from a variety of sources.


Launch

By the end of this unit, students will create a visual representation of the levels of government and their basic structure, officials, and services they provide to the community. Today, students will use the information they have gathered in the previous lessons of the unit to create a plan for the first section of the informational text.

Rocketeers, we have embarked on a unit of study to learn more about the levels of government and over the past four days we have been reading informational texts about the national level of government. We have learned a lot of information, including the structures of the national government and the officials that serve at the national level. Similar to the texts that we have read so far, our informational texts will be organized into sections. Today, we are going to use a mind map to begin planning the first section of our informational texts.

CFU:
What is the main topic of our informational text?
What section are we beginning to write today?

Take a moment to review your interactive notebooks, and identify a key detail that you have learned about the national level of government. Call on a few students to share their responses.

Stamp: By reviewing the notes you have recorded and rereading a variety of sources, you will gather the relevant details needed to plan this section of your informational text. As we organize our notes and plan the first section of our text, remember to revisit your notes and sources.

Writing Mini Lesson

Model/Try

Often when we use multiple sources to learn about a topic, we learn a lot of information. Many of the details may be interesting, ideas might be connected, and facts might be repeated. Sometimes, it might seem like the details are all over the
place. Today, I want to show you how a mind map can be a useful tool for organizing information about your topic.

In the middle of the mind map, you will find the topic. The topic for this section is the national government, so I am going to write that in the box. Connected to the central box are subheadings that represent the subtopics, or categories of information related to the topic or central idea. Let's point and read the subtopics together.

The headings and subheadings help me know what type of information I am looking for in my notes and in the sources I read this week. When I locate those details, I am going to use a bullet point to jot down the key information.

For example, one of the subtopics that I need to locate information for is the government officials and how they are chosen. As I searched through my notebook, I found the following detail, “the people of the United States vote for the President.” I am going to record that detail as a bullet in the part of the mind map for how government officials are chosen.

As informational writers, it’s important that we cite our source and share where we learned this information. So I am going to jot down in parentheses “(How to Become President)” to indicate to my reader that this is where I collected this information. Later today, when you share your mind maps with a partner we will be sure to share the source that we learned our information from.

Link
Writers, remember that nonfiction authors organize the details they gather from various sources to help them plan. One planning tool that you can use to help you organize information related to specific topics and subtopics, is a mind map. Whenever you are planning a text, consider using a mind map to help you keep your details organized.

Independent Writing
Today, we are going to continue reviewing your notes and revisiting sources, to gather the relevant and plan the other subtopics of this section. Remember to include details that address all of the subtopics.

Partnership Work
Now that you have had an opportunity to organize the details that you have learned about our topic (the national government). You are going to share the details with a partner.

The purpose of sharing with a partner is to clarify and fortify our ideas. We also want to make sure that we identify which source we found the details from. After you listen to your partner share their ideas, some questions you can ask include:

- Which subtopic is that detail related to?
- Why is that fact important?
- What source did you gather that information from?
Work together to make sure the details are clear and you understand the information presented.

**Discourse**

Discuss the key content understandings and the big ideas from the unit.

*Let’s take a moment to think about our “big question”, “what is the national government”? At the beginning of the week, our responses were limited. However, in just one week of study, you were able to use your nonfiction reading skills to learn many details about the national government.*

*What are some of the most important details you have learned, so far? What is the relationship between the national government and our community? How can we participate in the national government?*

Recall the transferrable reading and writing skills used to understand the central ideas and supporting details from nonfiction texts.

*What did we do as readers this week to help us read and understand nonfiction texts?*  

**Stamp:** Remember, the skills that we learned and used this week can be applied to any informational text. We will continue to refine our nonfiction reading and writing skills next week to explore a new topic, the state government.

**Aligned Texas Essential Knowledge and Skills**

**Government:**
- 7.A Describe the basic structure of government in the local community, state, and nation.  
- 7.C Identify services commonly provided by local, state, and national governments.

**Social Studies Skills:**
- 14.A Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- 14.B Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 15.D Express ideas orally based on knowledge and experiences.
- 15.E Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

**Oral Language:**
- 1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.

**Composition - Writing Process:**
- 11.A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
- 11.B Develop drafts into a focused, structured, and coherent piece of writing by:
  - 11.B.I Organizing with purposeful structure, including an introduction and a conclusion.
  - 11.B.ii Developing an engaging idea with relevant details.

**Composition - Genres:**
- 12.B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

**Inquiry and Research:**
- 13.C Identify and gather relevant information from a variety of sources.
Lesson 7

Part 1: What is the structure of the national government, who are the government officials, how are they chosen and what services does the national government provide its constituents?

Social Studies/Writing

Social Studies Focus: Synthesize the ideas and details gathered from a variety of sources about the national level of government.

Writing Focus: Nonfiction authors compose informational texts about a topic using key details gathered from a variety of sources. They ask themselves, "What is the most important information my audience needs to know about this topic, or subtopic?"


Launch

By the end of this unit, students will create a visual representation of the levels of government and their basic structure, officials, and services they provide to the community. Yesterday, students created a mind map to help them plan one section of their end of unit project. Today, students will use the details they organized in their mind map to compose their first draft.

Rocketeers, we already put a lot of effort into gathering information from a variety of sources and used our reading strategies to understand the central ideas in each text. As writers, we are moving through the writing process to create our informational texts. Authors, today we are going to use all of the information we learned in our reading of nonfiction texts and all of the details we organized in our mind maps to compose the first draft of our section about the national government.

Let’s recall some of the details we need to remember as we write our first drafts?

What is the topic of our section? The topic of this section is the national or national government.

How will we show readers that this is the topic of the entire section? Readers will know this section is about the national government, because there will be a bold heading at the top of the page.

What are the subtopics of this section? The subtopics of the section are structures, officials and how they’re chosen, services, and other interesting facts. This is how I organized the key details I learned on my mind map.

How will your audience know these are the subtopics? The audience will know these are the subtopics because I will include a subheading that is bolded and all of the details about the subtopic will be organized in sentences and paragraphs under the subheading.

Take a moment to review your mind maps to recall the details that you have selected for each subtopic. What do you think is the most important information your readers need to know? Share that detail with a partner.

Stamp: As you write your first drafts, you will likely have a lot of details to share, remember to select the most relevant or important details to share with your audience.
I am going to start drafting this section, by reviewing the plan I created yesterday. The best thing about the mind map is that it helps me organize my thoughts. As nonfiction writers, structure is important and we need to keep similar information (our subtopics) organized together. The first thing I am going to write is “National Government” in bold at the very top, so that my readers know what this section is about. Underneath that heading I am going to put a subheading, also in bold titled “Structure”. This will let my readers know what all of the information that comes after is about the structure of the national government.

Looking back at my mind map, I wrote a lot of bullet points about the structure. I need to ask myself, what is the most important information my readers need to know about the topic. After reviewing my notes, I think the most important detail is a bullet point that says “national equals the entire United States”. I am going to turn that note into a complete sentence that says, “The national government represents and serves the all citizens who live in the United States of America. This is my central idea and now I can select more details from my mind map to support this idea.

Let’s look back at my mind map together. Where are some additional bullet points that I recorded, that I can add to this section about the structure of the National government? (all 50 states and the territories, organized into three branches, protect the rights of citizens, representatives from each state, etc).

CFU: How do I know which additional notes/bullet points should be included in this section? (It should be connected to your central idea, “The national government represents and serves the citizens and people who live in the United States of America.”)

Now that I have selected the supporting details that I want to add to this section, I can write them as complete sentences. For example, “all 50 states and territories” will become, “This includes the people who live in all 50 states and territories.”

Stamp: Notice how I kept my writing organized by subtopic, as I selected the most important information to share with my readers. My first sentence is my central idea and the following sentences are supporting details. Using this structure, will help them understand the information in this section.

Link
Authors, today you are going to use the same strategies to draft your informational texts. First, use headings and subheading to show readers what the topics and subtopic of this section are. Then select the most important information to share with your readers.

As you compose your draft, your first sentence will be the central idea of the section.
and the following sentences are supporting details. Using this structure and keeping details organized, will help your readers understand the information in this section.

**Independent Writing**
Now it’s your turn. Take out your mind maps that you used to plan and begin to draft the section about the national government. Remember to use the strategies that we have been learning about this week and revisit the mentor texts for examples on organizing your section.

**Partnership Work**
Now that you have had an opportunity to turn your plan into a draft, you are going to share the details with a partner:

The purpose of sharing with a partner is to clarify our ideas. One of our goals today was to share the most important information and keep the details organized. Exchange drafts with your partner to read. After you read each other’s drafts, use the following questions to help you give feedback to your partner:

- What is the most important information about the subtopic?
- Why did you include these details?
- What do you want your reader to know about this sub topic?
- Is there any additional information you want to include in this section?

Circulate the room, as students are sharing and discussing their drafts. Select 1-3 examples of work to share.

**Discourse**
Share with students that you have selected a few examples of student work that you would like to share with the class. Display the work for all students to see and invite the author to read their draft.

Ask the class to consider the following:

*How did the author organize the information?* (Bolded headings and subheadings; details that are connected to the topic or central idea are included in that section)

*What is the central idea of this section?* (Most important information about this topic)

*What do you notice about the supporting details?* (All connected to the topic/central idea)
Stamp: Remember, all of the information we are gathering during our reading and recording as we take notes are also helpful to us as nonfiction authors. As we continue to draft and learn more about the levels of government, continue to keep the reading and writing strategies that we have practiced in mind.

Aligned Texas Essential Knowledge and Skills

Social Studies Skills:
- 14.B Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 14.C Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
- 15.E Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Oral Language:
- 1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Response Skills:
- 7.B Write a response to a literary or informational text that demonstrates an understanding of a text.
- 7.C Use text evidence to support an appropriate response.
- 7.D Retell and paraphrase texts in ways that maintain meaning and logical order.
- 7.G Discuss specific ideas in the text that are important to the meaning.

Composition - Writing Process:
- 11.A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
- 11.B Develop drafts into a focused, structured, and coherent piece of writing by:
  - 11.B.i Organizing with purposeful structure, including an introduction and a conclusion.
  - 11.B.ii Developing an engaging idea with relevant details.

Composition - Genres:
- 12.B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Inquiry and Research:
- 13.C Identify and gather relevant information from a variety of sources.
Lesson 8

Part 2: What is the structure of the state government, who are the government officials in our state, how are these officials chosen, and what services does our state provide our community?

Social Studies/Reading

Social Studies Focus: Describe the basic structure of the state government.

Reading Focus: Nonfiction readers pause before each new section and preview what they will read by using the heading and any photographs to anticipate what they will learn. Then, as they read, they collect important facts and details about their topic.

Materials: Read the section “State Government” in My World, Social Studies, Building our Communities, and explore Kids House Texas Website (Tenderfoots); Inquiry Chart (pencil in the headings and subheadings); Interactive Notebook; Chromebook; Pencil; Post It Notes

Launch

Today, students will draw upon their knowledge of the national government and learn about the basic structure of the state government of Texas (Executive, Judicial and Legislative branches).

Rocketeers, last week, we learned about the national or National Government and the three branches. Who can remind us of the three branches that we learned about?

Prompt students to refer back to their interactive journal. Call on 2-3 students to share that last week, learned about the Executive, Judicial and Legislative Branches.

Exactly! Last week, we learned that the national government has three branches, called the executive, judicial and legislative branches. We also learned about some of the officials who are chosen for these positions, and we learned about the jobs and services that these branches do and provide to the citizens.

Today, we are going to deepen our understanding of our state government. Remember that great readers preview the text they’re going to read by using the title and section headings to better understand the categories of information, or topics, that they’re going to learn about. Great readers also identify the genre of the text to help them consider the big questions they should consider while reading.

Give students a moment to preview the text and section headings, “State Government.” Then, call on a few students to share the genre and what they’re going to learn about today.

Stamp: By previewing the text, we know that we are going to read a nonfiction (or information) text today. By paying attention to the title and section headings, we also know that we will learn about the State Government! We will hold onto the topic as we read each section of the text.

Show students where Texas is on a map. Prompt students to locate Texas on the map. Remind students that we live in Texas so all the things we learn today directly impact us because we are Texans!

As we progress through the unit we will consider how our state government impacts us directly in our communities and how we as individuals can participate in the
government, at the state level!

Social Studies Focused Close Reading

Read the section “State Government” and use the prompts below to facilitate a discussion. Have students jot down their thinking in their interactive journal.

What was this section mostly about? This section is mostly about how State governments have an executive branch, a legislative branch and a judicial branch.

What else did we learn in this section? We learned that the Governor is the head of the Executive Branch, and there is a State Legislature. We also learned that state governments have a Judicial Branch.

What connections can you make between the National Government and the State Government? I notice that the State Government has the same 3 branches as the National Government. They both have the executive branch, the legislative branch and the judicial branch.

Stamp: Rocketeers, today we read about the State Government. The state government includes the Governor, state legislatures and the state courts. The state government, just like the national government, has three branches, and is responsible for a lot of different things! Tomorrow, we will learn more about the Texas state government and the people who represent us at the state government.

Reading Mini-lesson

Model: Readers, you already know a lot about reading nonfiction. Today, I want to teach you that whenever you read nonfiction texts, you can pause before each new section and preview what you will read by using the photographs to anticipate what you will learn. Then, as you read, you can collect important facts and details about the topic.

Watch me do it first.

Let’s look back at the section we read today, “State Government.” Based on this section heading, we know that the topic is about the state government. But readers, I also notice that the author included some photographs - this is an example of a text feature. Studying these photographs can give me more information about what I’m going to learn.
Let’s look at this first photograph. It is a picture of someone who I am really familiar with, but maybe you don’t know who he is. That’s okay, because great nonfiction readers look at the captions under the picture to learn more information. The caption reads “Before he became president, George W. Bush was governor of Texas.” I’m going to pause and ask myself “how does this text feature help me anticipate what I’m going to learn about in this section?” I know that the section heading is “State Government” and the caption tells me that George W. Bush was governor of Texas, so I’m anticipating that I will probably learn about how the governor is a part of the state government.

Notice how I used the section heading and text feature to help give me a running head start as to what this section was going to be about? Make sure to do that every time you read nonfiction texts.

**Try:** Readers, now it’s your turn to try this! Look at our reading from today and locate a text feature. Study the text feature, and ask yourself “how does this text feature help me anticipate what I’m going to learn about in this section?” Once you have an idea, turn and talk with your partner.

Students should explore the second photograph and corresponding caption: “members of the Texas legislature meet in this building in the capital city of Austin.” Students should share with their partner how the text feature helped them anticipate what they will read about in this section.

**Link:** Readers, when you go off and read informational texts today, remember that you should start by looking at the title and section headings to help you determine what you’re going to learn. Then, study the text features, such as photographs, to help you further anticipate what you’re going to learn about. This will help you better understand the text.

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**Independent Reading**

Just like we did today, great nonfiction readers pause before each new section and preview what they will read by using the photographs to anticipate what they will learn. Then, as they read, they can collect important facts and details about the topic.

Today, you are going to explore the website “Kids’ House” to deepen your understanding of the Texas state government. You are going to explore the Process section of the website.

As you look through the Executive, Judicial and Legislative branches, you are going to pay attention to the various different text features, which will help you get a better idea of what you are learning about. Remember to collect additional details on each of the three branches of government, and take notes in your interactive journal.

Assign students to explore one of the three branches of Texas state government:

- Executive
- Judicial
● Legislative

Partnership Work

Today, you all spent some time exploring a specific section of the state government on the “Kids’ House” website. Now, you are going to prepare to share with your partner. As you share, remember to tell your partner which section you learned about, new key details and information that you learned, and how the text features helped you!

Count students off into groups of 3 and ensure that each branch of the state government is represented (i.e., each group should have a student who explored the executive branch, another student who explored the judicial branch and the last student who explored the legislative branch). Give group members time to share some of the information they learned and the text features they used to deepen their understanding. Then, remind students to add any new information they learned about the state government to their interactive journal.

Discourse

Rocketeers, today we started to explore the state government. We looked at section headings, and we also paid careful attention to the text features, such as photographs, bullets and italicized fonts. When we did this, we had a better idea of what we were going to read and learn, and we were able to more deeply understand each branch of the state government.

Call on each group to share one branch they focused on (i.e., Executive, Judicial, Legislative). Prompt students to share the text features they studied within that section and key details they collected. Give students opportunities to build on and extend the conversation.

Stamp: Rocketeers, when you create your lapbook, you will include text features such as photographs, italicized words, bullets, numbers and diagrams, to help your reader better understand the information you want to convey. We will refer back to the work you did today as you continue to work on your lapbook!

Aligned Texas Essential Knowledge and Skills

Government:
● 7.A Describe the basic structure of government in the local community, state, and nation.
● 7.B Identify local, state, and national government officials and explain how they are chosen.
● 7.C Identify services commonly provided by local, state, and national governments.

Social Studies Skills:
● 14.A Gather information, including historical and current events and geographic data, about the community using a variety of resources.
● 14.B Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
● 14.C Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
Oral Language:
• 1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
• 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
• 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Metacognitive Skills:
• 6.A Establish purpose for reading assigned and self-selected texts.
• 6.B Generate questions about text before, during, and after reading to deepen understanding and gain information.
• 6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Response Skills:
• 7.E Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
• 7.G Discuss specific ideas in the text that are important to the meaning.

Author’s Purpose and Craft:
• 10.A Explain the author’s purpose and message within a text.

Inquiry and Research:
• 13.C Identify and gather relevant information from a variety of sources.
• 13.E Demonstrate understanding of information gathered.
Lesson 9

Part 2: What is the structure of the state government, who are the government officials in our state, how are these officials chosen, and what services does our state provide our community?

Social Studies/Reading

Social Studies Focus: Identify the current state government officials and describe how they are chosen.

Reading Focus: Sometimes, nonfiction books provide us with general knowledge and information. When this happens, readers stop and generate specific questions during and after reading, and conduct additional research to deepen their understanding to gain additional information on the topic.

Materials: Read "How Government Works" and continue to explore Kids House Texas Website (Tenderfoots); Inquiry Chart (pencil in the headings and subheadings); Interactive Notebook; Chromebook; Pencil; Post It Notes

Launch

Today, students will deepen their knowledge of the 3 branches of the state government (Executive, Legislative and Judicial) and identify how each branch is chosen. Students will take notes in their interactive journal. During independent reading, students will identify the current national government officials and take notes in their interactive journals.

Rocketeers, yesterday we read about the state government, which has three branches - Executive, Legislative and Judicial. We learned that the Governor is the leader of the executive branch, and that there are state representatives who make up the legislature. We also found out that the courts make up the state judicial branch. Today, we’re going to take a deeper dive into the state government and read more about how the officials in each of these three branches are chosen and who they are.

Rocketeers, today we’re going to start by reading “How Government Works.” Remember that great nonfiction readers remember all that they already know about reading nonfiction. Let’s start by previewing our text. Look at the title to get an idea of the genre and what we’re going to read and learn about today.

Give students a moment to preview the text. Then, call on a few students to share the genre and what they’re going to learn about today.

Stamp: By previewing the text, we know that we are going to read a nonfiction (or informational) text today. By paying attention to the title and section headings, we also know that we will learn about the three branches of the state government and how they are chosen. We will hold onto the topic as we read each section of the text.

Social Studies Focused Close Reading

Read the section “State Governors.” Use the prompts below to facilitate a discussion. Prompt students to jot down their thinking in their interactive journal.

What information did we learn in this section? In this section, we learned that governors are elected by the people. Governors are the leader of the state executive branch, and they usually serve for 4 years.

Rocketeers, when you read your independent reading books today, you will learn more about who is the Governor of Texas.

Read the section “State Legislatures and Courts.” Use the prompts below to facilitate a discussion. Prompt students to jot down their thinking in their interactive journal.
What information did we learn in this section? In this section, we learned that state legislatures are made up of House Representatives and Senators, just like they are at the national government level!

How are the state legislatures selected? The state house representatives and senators are elected by the people who live in the state.

What information did we learn about the State Courts? We learned that just like the national government, states have their own courts. Judges lead these courts.

During your independent reading time, you will continue to read about the Texas Legislature. You will explore the Kids House website to collect additional information on our state government, which you will record in your interactive journal.

Stamp: Rocketeers, today we read about the three branches of the state government and who leads each branch. We found out that the governor leads the Executive Branch, the State House of Representatives and State Senators make up the Legislative Branch and the courts and judges make up the Judicial Branch. These three branches work together to make sure that Texans rights are protected!

Tomorrow, we will learn more about what each branch of the state government does.

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**Reading Mini-lesson**

**Model:** Readers, you already know a lot about reading nonfiction. Today, I want to teach you that sometimes when you read nonfiction texts, you learn a lot of general or broad information. When this happens, great nonfiction readers stop to generate specific questions during and after reading, and conduct additional research to deepen their understanding on the topic.

Watch me do it first.

Let’s look at the section we read today, “State Governors.” We read that governors are the leaders of the executive branch and that the citizens of the state vote for them. We also learned that governors usually serve for 4 years, before they have to run for reelection. Rocketeers, that’s great general information about governors, but as I was reading, I paused to stop and ask myself a question: “Who is the governor of Texas?” I’m interested in knowing who the governor of Texas is, because I live in Texas.

Notice how I generated specific questions on the topic of the text while I was reading? Doing so helped me gain additional information and deepen my understanding of the topic. Make sure to do this every time you read nonfiction texts.

**Try:** Readers, now it’s your turn to try this! Look at our readings from today, and practice with either the section “State Governors” or “State Legislatures and Courts.” Ask yourself “what additional questions do I have on this topic?” Jot down your questions in your interactive journal.
Call on 2-3 students to share their questions. Remind students to record these questions in their interactive journals, so that they can answer these questions during the independent reading time.

**Link:** Readers, when you go off and read informational texts today, remember that you should stop to ask yourself “what additional questions do I have on this topic?” Remember to write down your questions so you can continue to conduct your own research on this topic and deepen your understanding!

**Independent Reading**

Just like we did today, whenever you read nonfiction texts you can take a moment to look at the title and section headings. This will help you figure out the topic. Then, as you read, you will pause to ask yourself “what additional questions do I have about this topic?” Jot down your learnings in your interactive notebook. You will use these notes when you create your lapbook project.

Sample questions for students to conduct additional research on include:

- Who is the governor of Texas? How long can you be the governor of Texas?
- How many Texas House Representatives are there?
- How many Texas Senators are there?
- How long do Texas House Representatives serve?
- How long do Texas Senators serve?
- Who represents me at the state government level?
- How many Texas courts are there?
- Who are some of the judges on the Texas Supreme Court?
- How are judges selected?

Give students an opportunity to select which state government branch they want to conduct additional research on (legislative, judicial or executive). Then, remind students to take notes in their interactive journals. Students should visit the Kids’ House Website (also accessible via the Texas Capitol website) to conduct their research.

**Partnership Work**

Today, you all spent some time conducting additional research on one branch of our Texas state government. Now, you are going to work with your group to create a diagram for the state branch you researched (legislative, judicial, executive). Remember to include a picture of your government official and how your official is...
chosen. You will use this diagram to help you create your lapbook project later in the week.

Assign partner pairs who worked on the same government official (ex: if a student read an independent reading book on the U.S. Supreme Court Justices, s/he should be paired up with a partner who read a book on the same topic). Give partners time to share some of the information they learned about the current officials in their branch of the national government. Then, give partners time to create the diagram. Remind students to include the branch of government, picture and a brief explanation of how the government official is chosen.

Discourse

Rocketeers, today you spent time in your partnerships studying the actual people in one of the three branches of the state government. You generated questions, conducted additional research and created a diagram with the government official’s picture, the branch of state government they are in, and how they are chosen. Now, you are going to have a few minutes to present to the class.

Give students an opportunity to present to the class, and give the class an opportunity to ask questions.

Aligned Texas Essential Knowledge and Skills

Government:
- **7.A** Describe the basic structure of government in the local community, state, and nation.
- **7.B** Identify local, state, and national government officials and explain how they are chosen.
- **7.C** Identify services commonly provided by local, state, and national governments.

Social Studies Skills:
- **14.A** Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **14.B** Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **14.C** Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
- **15.D** Express ideas orally based on knowledge and experiences.
- **15.E** Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Oral Language:
- **1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- **1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- **1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Metacognitive Skills:
- **6.A** Establish purpose for reading assigned and self-selected texts.
- **6.B** Generate questions about text before, during, and after reading to deepen understanding and gain
information.
- **6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- **6.F** Make inferences and use evidence to support understanding.
- **6.G** Evaluate details read to determine key ideas.
- **6.H** Synthesize information to create new understanding.

**Response Skills:**
- **7.E** Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **7.G** Discuss specific ideas in the text that are important to the meaning.

**Inquiry and Research:**
- **13.C** Identify and gather relevant information from a variety of sources.
- **13.E** Demonstrate understanding of information gathered.
Lesson 10

Part 2: What is the structure of the state government, who are the government officials in our state, how are these officials chosen, and what services does our state provide our community?

Social Studies/Reading

Social Studies Focus: Describe the services provided by the state government in each of the three branches (Legislative, Executive and Judicial).

Reading Focus: Nonfiction readers think about the important idea that the author is trying to teach them by asking themselves “Why did the author include this information?”

Materials: Read “State Government” by Vincent Alexander; copies of Ask the Governor by Christy Mihaly, Inquiry Chart (pencil in the headings and subheadings); Interactive Notebook; Chromebook; Pencil; Post It Notes;

Launch

Today, students will learn about the services that the 3 branches of the state government provides to Texans. Students will take notes in their interactive journal. During independent reading, students will extend their knowledge by reading about additional services provided, and take notes in their interactive journals.

Rocketeers, yesterday we read about the three branches of the state government - the Legislative Branch, the Executive Branch and the Judicial Branch. Remember that the State Legislature is usually made up of 2 groups - the State Representatives and State Senators. The Executive Branch is led by the Governor. And lastly, there is the Judicial Branch which is made up of state courts. The state courts are led by state judges.

Based on the research you conducted yesterday, we learned how these officials are chosen. We know that in Texas, Senators are elected every 4 years, and State Representatives are elected every 2 years. We learned that there are 150 State Representatives and 31 Senators. The Governor is elected every 4 years, and the Governor leads the State Executive Branch. The state judges are also elected every 6 years.

Today, we’re going to learn about what these different state branches actually do! What services do they provide to their constituents? What are their jobs? Learning this information will help us better understand and answer our essential question of the unit “how does the government impact us directly in our communities and how can we participate in the government?”

Rocketeers, today we’re going to read “State Government.” Remember that great nonfiction readers remember all that they already know about reading nonfiction. We already know that we are reading a nonfiction text. Take a moment to preview the title and table of contents. What do you think we are going to learn about today?

Give students a moment to preview the title and table of contents. Then, call on a few students to share what they’re going to learn about today.

Stamp: By previewing the title and table of contents today, we know that we are going to continue reading about the state government and the services the state government provides. Learning about the services the state government provides will help us understand how the government impacts us directly in our communities!

Introduce/review the words state, legislative, executive, governor, assembly, judicial.
Social Studies Focused Close Reading

Read Chapter 3. Use the prompts below to facilitate a discussion. Prompt students to jot down their thinking in their interactive journal.

End of pg. 17. What are some of the services that the state government provides? States are responsible for providing police protection, welfare programs, and for repairing highways.

End of pg. 19. What other services does the state government provide? States also make sure that our parks are beautiful and our schools have enough resources.

How does the state pay for all of these things? The citizens pay for these things. They pay taxes to both the state and the national government. States also get some money from the national government.

During your independent reading time today, you will continue to read about the services that states provide to their constituents. As you read, remember to take notes in your interactive journal. These notes will help you when you plan your lapbook project.

Stamp: Rocketeers, today we read about a few of the services that the states provide to us. We found out that states are responsible for providing police protection, welfare programs, and for repairing highways.

We also learned that we pay taxes to both the state and national governments so that they can afford to hire people to provide these services to us! Knowing the services the state government provides to us helps us better understand how the government impacts us as individuals, and how we can participate in the government!

Reading Mini-lesson

Model: Readers, you already know a lot about reading nonfiction. Today, I want to teach you that whenever you read nonfiction texts, you should think about the important idea that the author is trying to teach you by stopping and asking yourself “Why did the author include this information?”

Watch me do it first.

Let’s look at Chapter 3 in “State Government” on pg. 19. I already know that whenever I read nonfiction texts, I should pause and ask myself “what am I learning in this section?” In this section, I learned about some of the services provided by states. The author also included details on highway upkeep. I stop and ask myself “why did the author include this information?” Stopping to ask this question will help me better understand how the details are connected to determine the central idea.

So why did the author include this information? I think the author included this information to help me, the reader, better understand that state governments provide
citizens critical services, such as highway maintenance.

Notice how I paused to ask myself why did the author include a specific detail in the text? Doing so helped me better understand how the details were connected to the central idea. Make sure to do this every time you read nonfiction texts.

**Try:** Readers, now it’s your turn to try this! Turn to pg. 22. Ask yourself, “why did the author include this information?” Turn and talk with your partner.

Give students an opportunity to read pg. 22 and share with their partner. Students should share with their partner why the author included information about the different ways people can help the state take care of its citizens.

**Link:** Readers, when you go off and read “Ask the Governor” today, remember to identify the topic to help you hold on to key details that are connected to the central idea.

Then, as you read, pause to ask yourself, “why did the author include this information?” Doing so will help you connect all of the key details to determine the central idea of the text.

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**Independent Reading**

Just like we did today, pause and ask yourself “why did the author include this information?”. Jot down your learnings in your interactive notebook. You will use these notes when working in your partnerships, as well as when you create your lapbook project.

Give students time to independently read “Ask the Governor.” Remind students to take notes in their interactive journal and prompt students to think about what they’re learning and why the author included the information.

**Social Studies Project Work**

Today, you all read about the services that the State Executive Branch provides when reading the book “Ask the Governor.” We are working to understand the basic structure of our state government, including the services and jobs that the state government is responsible for.

Now, you are going to continue adding what you learned today to your diagrams from yesterday. Make sure to work with your partners and use your notes from your interactive journal to help you.

Give partners time to add service information connected to the state governor to their diagram from yesterday.
Discourse

Rocketeers, today you spent time in your partnerships adding the services/jobs that your state government official is responsible for.

Call on a few students to synthesize what they learned about the governor’s role and responsibilities in state government.

Facilitate a discourse around what impact this job has on us as citizens. Stamp for students that the state government has several really important jobs they do and services they provide. These services are necessary so that we are safe, healthy and happy citizens!

Aligned Texas Essential Knowledge and Skills

Government:
- 7.A Describe the basic structure of government in the local community, state, and nation.
- 7.C Identify services commonly provided by local, state, and national governments.

Citizenship:
- 9.C Identify and describe individual acts of civic responsibility.

Social Studies Skills:
- 14.B Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 14.C Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
- 15.D Express ideas orally based on knowledge and experiences.
- 15.E Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Oral Language:
- 1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Metacognitive Skills:
- 6.A Establish purpose for reading assigned and self-selected texts.
- 6.B Generate questions about text before, during, and after reading to deepen understanding and gain
information.

- **6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- **6.F** Make inferences and use evidence to support understanding.
- **6.G** Evaluate details read to determine key ideas.
- **6.H** Synthesize information to create new understanding.
- **6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

**Response Skills:**
- **7.E** Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **7.G** Discuss specific ideas in the text that are important to the meaning.

**Author’s Purpose and Craft:**
- **10.A** Explain the author’s purpose and message within a text.

**Inquiry and Research:**
- **13.C** Identify and gather relevant information from a variety of sources.
- **13.E** Demonstrate understanding of information gathered.
Lesson 11

Part 2: What is the structure of the state government, who are the government officials in our state, how are these officials chosen, and what services does our state provide our community?

Social Studies/Writing

Social Studies Focus: Synthesize the ideas and details gathered from a variety of sources about the state level of government.

Writing Focus: Nonfiction authors use plan and compose additional sections of an informational text using key details gathered from a variety of sources.


Launch

By the end of this unit, students will create a visual representation of the levels of government and their basic structure, officials, and services they provide to the community. Today, students will use the information they have gathered to create a plan for the next section of the informational text.

Rocketeers, we have embarked on a unit of study to learn more about the levels of government and this week we have zoomed into the state level of government. We have learned a lot of information, including the structures of the state government and the officials that serve at the state level. Similar to the texts that we have read so far, our informational texts will be organized into sections. Today, we are going to use another mind map plan and draft the next section of our informational text.

Let’s recall some of the details we need to remember as we write our first drafts?

What is the topic of our section? (The topic of this section is the state government)

How will we show readers that this is the topic of the entire section? (Readers will know this section is about the state government, because there will be a bold heading at the top of the page.)

What are the subtopics of this section? (The subtopics of the section are structures, officials and how they’re chosen, services, and other interesting facts. This is how I organized the key details I learned on my mind map.)

How will your audience know these are the subtopics? (The audience will know these are the subtopics because I will include a subheading that is bolded and all of the details about the subtopic will be organized in sentences and paragraphs under the subheading.)

Take a moment to review your interactive notebooks, to identify important details that you have learned about the state level of government? Call on a few students to share their responses.

Stamp: By reviewing the notes you have recorded and rereading a variety of sources, you will gather the relevant details needed to plan the next section of your informational text.

As we organize our notes, plan the first section of our text, and compose our first draft, remember to revisit your notes and sources to find the most important information to
Writing Mini Lesson

Model/Try

Rocketeers, we have already used a mind map to help us plan the “national government” section of our project. We are going to use the same process to plan the next section on state government. However, since we already know how to use the planning tool, we are going to move a little bit faster and also move into the draft phase of the writing process.

It’s been a few days, so let me show you how to use the mind map. The tool is organized into four sections, with each one representing a subtopic about the state government. Let’s pretend that I am wondering about services that the state government provides. I am going to revisit my notes from my interactive notebook. During independent reading, I was able to explore the Texas.gov website, where I discovered that the state government is who issues driver’s licenses (Good to remember when you are ready to start driving!). Under the heading that says “services”, I am going to jot down my note using a bullet point. I am also going to write “texas.gov” in parenthesis next to my notes, so that I can remember the source of this information.

CFU: Why did I put the bullet point under the word services? Services is a subheading and a sub topic about the state government. One thing that I want to teach my readers is that the state provides different services to the people who live in Texas. I am going to include all of my details under this heading, to help keep information organized.

Once I have finished my mind map and organized the most information I have learned about the state government, I am ready to start drafting this section. I am going to think about the most important details for each sub topic. Earlier I was organizing details about the “services” provided by the state government, so I am going to start there. In my draft, I am going to write my first sentence and central ideas for the “services” section.

After reviewing my completed mind map, I think the most important detail for my readers to know is that the State of Texas provides many services to help the people who live in Texas stay safe and healthy. That is my central idea and all of the other sentences that I write in this section are going to be supporting my central idea.

CFU: Looking at my mind map, what is a detail that I could include to support my central idea? One example of a service provided by the state helping people obtain driver’s licenses and register the cars.

Stamp: Did you see how I use the information I had gathered from various sources and organized important details about my topic into a mind map. The mind map was very helpful for maintaining structure. Now it’s your turn to plan and draft the “state government” section of your lapbook.
**Link**

Writers, remember that nonfiction authors don’t just copy random facts and information. They think about the most important information they want to share with their readers and keep their details organized. By having a clear topic, central ideas, and supporting details helps your readers become an expert just like you.

**Independent Writing**

It’s your turn to start planning and drafting the next section. Start by reviewing your notes, organizing key details into subtopics, and then selecting the most important information to include in your section on the state government.

**Partnership Work**

Now that you have had an opportunity to organize the details that you have learned about our topic (Texas/state government) and had a chance to write your first draft, it’s time to get some feedback to ensure that our ideas are clear.

Now that you have had an opportunity to turn your plan into a draft, you are going to share the details with a partner.

The purpose of sharing with a partner is to clarify our ideas. One of our goals today was to share the most important information and keep the details organized. Exchange drafts with your partner to read. After you read each other’s drafts, use the following questions to help you give feedback to your partner:

- What is the most important information about the subtopic?
- Why did you include these details?
- What do you want your reader to know about this subtopic?
- Is there any additional information you want to include in this section?

Circulate the room, as students are sharing and discussing their drafts. Select 1-3 examples of work who are on track, but with support from the class can represent example drafts.

**Discourse**

Share with students that you have selected a few examples of student work that you would like to share with the class. Display the work for all students to see and invite the author to read their draft.

Ask the class to consider the following:

*How did the author organize the information?* (Bolded headings and subheadings; details that are connected to the topic or central idea are included in that section)
What is the central idea of this section? (Most important information about this topic)

What do you notice about the supporting details? (All connected to the topic/central idea)

Stamp: Remember, all of the information we are gathering during our reading and recording as we take notes are also helpful to us as nonfiction authors. As we continue to draft and learn more about the levels of government, continue to keep the reading and writing strategies that we have practiced in mind.

Aligned Texas Essential Knowledge and Skills

Government:
- 7.A Describe the basic structure of government in the local community, state, and nation.
- 7.C Identify services commonly provided by local, state, and national governments.

Social Studies Skills:
- 14.A Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- 14.B Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 14.C Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
- 15.D Express ideas orally based on knowledge and experiences.
- 15.E Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Oral Language:
- 1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.
- 1.E Develop social communication such as conversing politely in all situations.

Response Skills:
- 7.B Write a response to a literary or informational text that demonstrates an understanding of a text.
- 7.C Use text evidence to support an appropriate response.
- 7.E Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- 7.G Discuss specific ideas in the text that are important to the meaning.

Multiple Genres:
- 9.D Recognize characteristics and structures of informational text, including:
  - 9.D.ii Features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

Composition - Writing Process:
11.A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

11.B Develop drafts into a focused, structured, and coherent piece of writing by:
   11.B.i Organizing with purposeful structure, including an introduction and a conclusion.
   11.B.ii Developing an engaging idea with relevant details.

Composition - Genres:
   12.B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Inquiry and Research:
   13.C Identify and gather relevant information from a variety of sources.
Lesson 12

Part 3: "What is the structure of the local government, who are the government officials in our city, and what services does our city provide to our community?"

Social Studies/Writing

Social Studies Focus: Students interact with local government officials and learn more about the daily functions and services provided by the local government.

Writing Focus: Nonfiction readers can summarize information they have gathered from a variety of sources.

Materials: Interactive Notebooks: Photos or Educational Materials from the field trip.

Launch

We have put a lot of effort into becoming experts on the different levels of government. Today we are going to see the local government in action, during our visit to city hall. We even got to talk to a few government officials. This week we will be learning more about the local level of government, but we don’t want to forget any details about our experience today.

Writing Mini Lesson

Model/Try

A summary is when you recount or retell details of an event. You don’t have to remember or record EVERY details, instead focusing on the highlights of the experience.

I am going to replay the events in my head and start recording my thoughts from beginning to end. I am thinking about getting off of the bus and walking through the part toward city hall. I felt really proud to be representing our school.

For this summary, I have also decided to use bullet points, because we experienced a lot today and I want to make sure I am able to record all of the highlights from start to finish. So to record my member I am going to record:

● The bus dropped all of us off at City Hall. Proud to be a Rocketeer in the plaza.

Stamp: Did you see how I thought about the events in my mind and then recorded the events in a logical order? That is what you are going to do today, as you summarize your experience visiting Fort Worth’s City Hall.

Link

When you are summarizing it’s important to remember the important and most meaningful details about an event. If you are writing your summary, it might help to use bullet points so that you can share all of the highlights about your experience.

Independent Writing

Start to think back to the beginning of the day and some of your first memories.

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arriving at City Hall. Start here and then work through your memories in order. When you have a lot of details to recount, bullet points can be a helpful tool as a writer.

Partnership Work

I had a chance to read through multiple summaries as you were working and it’s interesting to see how different your summaries are. I can tell you had a unique experience in your groups today. When you have a shared experience with other people, it can be helpful to retell the events together, to help each other in case you forgot something important.

Today you are going to reconvene with your group from the field trip to review your summaries. Make sure you start at the beginning and everybody should have a chance to share a few events. If your group helps you remember something, it’s not too late to add details to your summary.

Discourse

We are going to have one person from each group share an important event from your summary. One way to know if it’s important is if it impacted each person so much, that it was included in all summaries.

Have one person from each group share at least one detail. Encourage other groups to listen and acknowledge their peers.

Aligned Texas Essential Knowledge and Skills

Oral Language:
- 1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Response Skills:
- 7.B Write a response to a literary or informational text that demonstrates an understanding of a text.
- 7.C Use text evidence to support an appropriate response.
- 7.D Retell and paraphrase texts in ways that maintain meaning and logical order.
- 7.E Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- 7.F Respond using newly acquired vocabulary as appropriate.
Multiple Genres:
- 9.D Recognize characteristics and structures of informational text, including:
  - 9.D.ii Features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

Composition - Writing Process:
- 11.B Develop drafts into a focused, structured, and coherent piece of writing by:
  - 11.B.i Organizing with purposeful structure, including an introduction and a conclusion.
  - 11.B.ii Developing an engaging idea with relevant details.

Composition - Genres:
- 12.B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Inquiry and Research:
- 13.C Identify and gather relevant information from a variety of sources.
Lesson 13

Part 3: What is the structure of the local government, who are the government officials in our city, and what services does our city provide to our community?

Social Studies/Reading

Social Studies Focus: Describe the basic structure of the local government.

Reading Focus: Nonfiction readers think about how new facts and details connect to what they have already read. They stop and ask themselves, “How can I connect the information I’m learning about my topic here to the ideas I developed from other sources?”

Materials: Government in your City or Town by Karen Kenney; Inquiry Chart (pencil in the headings and subheadings); Interactive Notebook; Chromebook; Pencil; Post It Notes;

Launch

This week, students will draw upon their knowledge of the national and state governments to learn about the basic structure of local governments.

Rocketeers, we have spent the last few weeks learning about the national and state governments and this week, we are going to explore local governments! We’ve also been working hard on our nonfiction reading skills. Let’s start by previewing our text for today.

Give students a moment to preview the text, table of contents and section headings. Then, call on a few students to share the genre and what they’re going to learn about today.

Stamp: By previewing the text, we know that we are going to read a nonfiction (or information) text today. By paying attention to the title and section headings, we also know that we will learn about city or town governments today.

Prompt students to locate Texas on the map. Remind students that we live in the great state of Texas. Next, show students where their city is located on the map.

Stamp: We live in the city of Fort Worth, and today’s text will help us learn how city governments are structured!

Introduce vocabulary: local, city, council

Social Studies Focused Close Reading

Read to pg. 7 and use the prompts below to facilitate a discussion. Have students jot down their thinking in their interactive journal.

End of pg. 7. What connection can we draw between the local government and the state and national governments? Local governments have to follow the laws and rules set by the state and national governments.
What else did we learn in this section? We learned that local governments help make a city or town a good place to live because they keep them safe and clean.

Read to pg. 12-15 and use the prompts below to facilitate a discussion. Have students jot down their thinking in their interactive journal.

What connection can we draw between how the local government is structured and how the state and national governments are structured? Local governments are structured like the state and national government. Most cities have a mayor, who is the leader of the executive branch, a city council who runs the legislative branch, and local courts that make up the judicial branch!

What additional information did we learn in this section? We learned that the people who live in the city or town elect the mayor and the council members. The mayor and council members work together to appoint department heads, such as the head of the fire department.

Stamp: Rocketeers, today we read about the Local Government. The local government is structured very much like the national and state governments. Local governments have a mayor, council members and their local courts! Tomorrow, we will learn more about the services that the local government provides to us!

Reading Mini-lesson

Model: Readers, we’ve been reading a variety of different nonfiction texts throughout the course of this unit. Today, I want to teach you how great nonfiction readers make connections to personal experiences, ideas in other texts, and even society to help them unpack the central idea.

Watch me do it first.

Let’s look back at the book “Government in your City or Town” that we read today. Today as I was reading this section, I was able to draw connections between the information presented in this text to what I already learned from the book we read earlier in the unit “How the U.S. Government Works.” By connecting the details in this text to another nonfiction text on the same topic, I was able to reinforce my ideas about how local governments are structured in a similar way as the U.S. Government!

Notice how I made connections between the details in the text and other texts that I’ve read on the same topic? Make sure to do that every time you read nonfiction texts. Doing so will help you reinforce or revise your ideas on a given topic.

Try: Readers, now it’s your turn to try this! Let’s take a look at the section “Local Government’s Role” from today. As you skim through it, I want you to consider how the details in this section connect to previous texts that we’ve read, personal experiences, or even your understanding of society.
**Independent Reading**

Just like we did today, great nonfiction readers make connections between texts they’ve read in the past, to the texts they’re reading right now.

Today, you are going to read “Local Government” by Vincent Alexander. As you read, you will stop to ask yourself “how does what I am reading right now connect to what I read last week?” Asking and answering this question will help you make connections across multiple texts.

**Partnership Work**

Today, we learned about how local governments are structured. Now, you are going to work with your partner to generate a list of questions you have about our local government. Then, tomorrow, you will have an opportunity to research your answers.

Count students off into pairs. Give students time to generate questions about their local government. Remind them to add these questions to their interactive journal, as they will return to these questions tomorrow.

**Discourse**

Rocketeers, today we generated a list of questions we have about our own local government.

Call on each pair to share 1-2 questions they have about their local government. Questions may include:

- Who is the mayor of our city?
- Who are the council members of our city?
- What does the mayor do?
- What do the council members do?
- What services does our city provide to us?
- How does the city pay for these services?
Stamp: Rocketeers, today we learned information about the local government and how it is structured. You also worked with your partner to generate a great list of questions that we have about our own local government! Tomorrow, we will continue to learn about the services that local governments provide and begin to research our local government.

Aligned Texas Essential Knowledge and Skills

Government:
- 7.A Describe the basic structure of government in the local community, state, and nation.
- 7.C Identify services commonly provided by local, state, and national governments.

Social Studies Skills:
- 14.C Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.

Oral Language:
- 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Metacognitive Skills:
- 6.A Establish purpose for reading assigned and self-selected texts.
- 6.B Generate questions about text before, during, and after reading to deepen understanding and gain information.
- 6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- 6.E Make connections to personal experiences, ideas in other texts, and society.
- 6.F Make inferences and use evidence to support understanding.

Response Skills:
- 7.B Write a response to a literary or informational text that demonstrates an understanding of a text.
- 7.C Use text evidence to support an appropriate response.
- 7.E Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- 7.F Respond using newly acquired vocabulary as appropriate.
- 7.G Discuss specific ideas in the text that are important to the meaning.

Inquiry and Research:
- 13.C Identify and gather relevant information from a variety of sources.
Lesson 14

Part 3: What is the structure of the local government, who are the government officials in our city, and what services does our city provide to our community?

Social Studies/Reading

Social Studies Focus: Describe the services provided by the local government. Explain how those services help the citizens and how those services are paid for.

Reading Focus: Nonfiction texts include a lot of general or broad information. When this happens, great nonfiction readers stop to generate specific questions during and after reading, and conduct additional research to deepen their understanding on the topic.

Materials: Government in your City or Town by Karen Kenney; Community Government ; Inquiry Chart (pencil in the headings and subheadings); Interactive Notebook; Chromebook; Pencil; Post It Notes;

Launch

Today, students will learn about the services that the local government provides to its citizens. Students will take notes in their interactive journal.

Rocketeers, yesterday we read about how the local government is structured. We made connections to the texts we’ve been reading in this unit, and realized that the local government is set up very much like the state and national governments!

Today, we’re going to learn about the services local governments provide to their constituents. Learning this information will help us better understand and answer our essential question of the unit “how does the government impact us directly in our communities and how can we participate in the government?”

Rocketeers, today we’re going to continue reading “Government in your City or Town.” Preview pgs. 8-11 and share with your partner what you think we’re going to learn.

Give students a moment to preview the section heading and text features, and share with their partner. Then, call on a few students to share what they’re going to learn about today.

Stamp: By previewing the section heading and text features, we know that we are going to learn about the role of the local government, or, in other words, what the local government does. Learning about what the local government does will help us understand how the government impacts us directly in our communities!

Introduce/review the words: city, council, mayor

Social Studies Focused Close Reading

Read the section “Local Government’s Role.” Use the prompts below to facilitate a discussion. Prompt students to jot down their thinking in their interactive journal.

End of pg. 11 What are some of the services that the local government provides? Local governments are responsible for things like keeping the streets clean, picking up garbage, managing the police and fire department, and making sure there are clean, safe and beautiful schools, libraries and parks available to their constituents.

What other information did we learn in this section? We learned that unlike state and national governments, local governments have less power. They have to follow the laws of the state and national governments.
How does our local government help us? Our local government helps us by making sure there are police officers who can protect us and by making sure we have libraries and parks we can visit!

During your independent reading time today, you will continue to read about the services that states provide to their constituents. As you read, remember to take notes in your interactive journal. These notes will help you when you plan your lapbook project.

Stamp: Rocketeers, today we read about a few of the services that the local governments provide to us. We found out that local governments are responsible for keeping our parks safe and clean, and for making sure there are police officers and firefighters to keep our community safe!

Knowing the services the local government provides to us helps us better understand how the government impacts us as individuals, and how we can participate in the government!

Reading Mini-lesson

Model: Readers, you already know a lot about reading nonfiction. Today, I want to teach you that sometimes when you read nonfiction texts, you learn a lot of general or broad information. When this happens, great nonfiction readers stop to generate specific questions during and after reading, and conduct additional research to deepen their understanding on the topic.

Watch me do it first.

Let’s look at the section we read today, “Local Government’s Role.” We read that local governments are responsible for a lot of important services, and as I was reading, I paused to ask myself a question: “what does my local government do for me?” I’m interested in knowing more about my local government, because this can help me get involved with my community and government!

Notice how I generated specific questions on the topic of the text while I was reading? Doing so helped me gain additional information and deepen my understanding of the topic. Make sure to do this every time you read nonfiction texts.

Try: Readers, now it’s your turn to try this! Look at our readings from today, and practice with the section “Local Government’s Role.” Ask yourself “what additional questions do I have on this topic?” Jot down your questions in your interactive journal.

Call on 2-3 students to share their questions. Remind students to record these questions in their interactive journals, so that they can answer these questions during the independent reading time.

Link: Readers, when you go off and read informational texts today, remember that you should stop to ask yourself “what additional questions do I have on this topic?”
Remember to write down your questions so you can continue to conduct your own research on this topic and deepen your understanding!

**Independent Reading**

Just like we did today, pause while you are reading to generate specific questions you have to deepen your understanding on the topic.

Give students time to independently read “Community Government.” Remind students to capture their questions in their interactive journal before, during and after reading. They will refer to these questions when conducting their research.

**Social Studies Project Work**

Today, we learned more information about services that local governments provide. As you read your independent reading book, you captured questions you have about our local government. You also generated some really great questions yesterday, and today, we will research the answers to our questions!

You’re going to work with your partner to research the answer(s) to 5 of your questions by visiting our local government website! As you conduct your research, remember to capture your answers in your interactive notebook!

Give partners an opportunity to share their questions and visit the local government website to conduct their research. Provide additional books on Fort Worth’s local government and government officials for students to explore.

**Discourse**

Rocketeers, today you spent time in your partnerships conducting research on our very own local government, the city of Fort Worth! Give partners an opportunity to synthesize what they have learned about their local government.

Facilitate a discourse around the positive impact our local government has on us and capture student learning on the inquiry chart. Stamp for students that the local government has several really important jobs they do and services they provide. These services are necessary so that we are safe, healthy and happy citizens!

**Aligned Texas Essential Knowledge and Skills**

- **7.A** Describe the basic structure of government in the local community, state, and nation.
- **7.C** Identify services commonly provided by local, state, and national governments.
Social Studies Skills:
- 14.A Gather information, including historical and current events and geographic data, about the community using a variety of resources.

Oral Language:
- 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Metacognitive Skills:
- 6.A Establish purpose for reading assigned and self-selected texts.
- 6.B Generate questions about text before, during, and after reading to deepen understanding and gain information.
- 6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- 6.F Make inferences and use evidence to support understanding.

Response Skills:
- 7.B Write a response to a literary or informational text that demonstrates an understanding of a text.
- 7.C Use text evidence to support an appropriate response.
- 7.E Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.

Inquiry and Research:
- 13.C Identify and gather relevant information from a variety of sources.
Lesson 15

**Part 3:** What is the structure of the local government, who are the government officials in our city, and what services does our city provide to our community?

**Social Studies/Writing**

**Social Studies Focus:** Synthesize the ideas and details gathered from a variety of sources about the local level of government.

**Writing Focus:** Nonfiction authors use plan and compose additional sections of an informational text using key details gathered from a variety of sources.

**Materials:** Access to Mentor Texts and Independent Reading Texts; Interactive Notebooks: Mind Map for Local Government;

**Launch**

By the end of this unit, students will create a visual representation of the levels of government and their basic structure, officials, and services they provide to the community. Today, students will use the information they have gathered to create a plan for the next section of the informational text.

Rocketeers, we have embarked on a unit of study to learn more about the levels of government and this week we have zoomed into the local level of government. We have learned a lot of information, including the structures of the local government and the officials that serve at the local level. Similar to the texts that we have read so far, our informational texts will be organized into sections. Today, we are going to use another mind map plan and draft the next section of our informational text.

Let’s recall some of the details we need to remember as we write our drafts.

What is the topic of our section? (The topic of this section is the local government.

How will we show readers that this is the topic of the entire section? (Readers will know this section is about the state government, because there will be a bold heading at the top of the page.)

What are the subtopics of this section? (The subtopics of the section are structures, officials and how they’re chosen, services, and other interesting facts. This is how I organized the key details I learned on my mind map.)

How will your audience know these are the subtopics? (The audience will know these are the subtopics because I will include a subheading that is bolded and all of the details about the subtopic will be organized in sentences and paragraphs under the subheading.)

Take a moment to review your interactive notebooks, to identify important details that you have learned about the local level of government? Call on a few students to share their responses.

**Stamp:** By reviewing the notes you have recorded and rereading a variety of sources, you will gather the relevant details needed to plan the next section of your informational text.

As we organize our notes, plan the first section of our text, and compose our first draft, remember to revisit your notes and sources to find the most important information to
Writing Mini Lesson

Model/Try

Rocketeers, we have already used a mind map to help us plan the “national” and “state” government sections of our project. We are going to use the same process to plan the next section on local government. However, since we already know how to use the planning tool and have practice drafting new sections, we are going to move pretty quickly into our independent writing.

Let’s work together to remember how we are going to organize and structure the information we have gathered.

How is the mind map for local government organized? (The tool is organized into four sections, with each one representing a subtopic about the local government.)

How do I know where to record details I have gathered from various sources? (If I was looking for information about services, I am going to revisit my notes from my interactive notebook. During independent reading, I was able to explore the City of Fort Worth website, where I discovered that the local government operates the garbage and recycle program, called “Solid Waste Services.” Under the heading that says “services,” I am going to jot down my note using a bullet point. I am also going to write “Fort Worth Website:” in parenthesis next to my notes, so that I can remember the source of this information.

Once I have finished my mind map and organized the most information I have learned about the local government, I am ready to start drafting this section. I am going to think about the most important details for each sub topic. Earlier I was organizing details about the “services” provided by the local government, so I am going to start there. In my draft, I am going to write my first sentence and central ideas for the “services” section.

After reviewing my completed mind map, I think the most important detail for my readers to know is that the City of Fort Worth provides many services to help the people who live in the city stay safe, clean, and healthy. That is my central idea and all of the other sentences that I write in this section are going to be supporting my central idea.

CFU: Looking at my mind map, what is a detail that I could include to support my central idea? (One example of a service provided by the local government is helping neighborhoods stay clean, through the Solid Waste Services department.)

Stamp: Did you see how I used the information I had gathered from various sources and organized important details about my topic into a mind map? The mind map was very helpful for maintaining structure. Now it’s your turn to plan and draft the “local government” section of your lapbook.
Link

Writers, remember that nonfiction authors don’t just copy random facts and information. They think about the most important information they want to share with their readers and keep their details organized. By having a clear topic, central ideas, and supporting details helps your readers become an expert just like you.

Independent Writing

It’s your turn to start planning and drafting the final section. Start by reviewing your notes, organizing key details into subtopics, and then selecting the most important information to include in your section on the local government.

Partnership Work

Now that you have had an opportunity to organize the details that you have learned about our topic (Fort Worth/local government) and had a chance to write your first draft, it’s time to get some feedback to ensure that our ideas are clear.

Now that you have had an opportunity to turn your plan into a draft, you are going to share the details with a partner.

The purpose of sharing with a partner is to clarify our ideas. One of our goals today was to share the most important information and keep the details organized. Exchange drafts with your partner to read. After you read each other’s drafts, use the following questions to help you give feedback to your partner:

- What is the most important information about the subtopic?
- Why did you include these details?
- What do you want your reader to know about this sub topic?
- Is there any additional information you want to include in this section?

Circulate the room, as students are sharing and discussing their drafts. Select 1-3 examples of work who are on track, but with support from the class can represent example drafts.

Discourse

Share with students that you have selected a few examples of student work that you would like to share with the class. Display the work for all students to see and invite the author to read their draft.

Ask the class to consider the following:

How did the author organize the information? (Bolded headings and subheadings; details that are connected to the topic or central idea are included in that section)
What is the central idea of this section? (Most important information about this topic)

What do you notice about the supporting details? (All connected to the topic/central idea)

Stamp: Remember, all of the information we are gathering during our reading and recording as we take notes are also helpful to us as nonfiction authors. As we continue to draft and learn more about the levels of government, we continue to keep the reading and writing strategies that we have practiced in mind.

Aligned Texas Essential Knowledge and Skills

Government:
- 7.A Describe the basic structure of government in the local community, state, and nation.
- 7.C Identify services commonly provided by local, state, and national governments.

Social Studies Skills:
- 14.A Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- 14.B Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 14.C Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
- 15.D Express ideas orally based on knowledge and experiences.
- 15.E Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Oral Language:
- 1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Response Skills:
- 7.B Write a response to a literary or informational text that demonstrates an understanding of a text.
- 7.C Use text evidence to support an appropriate response.
- 7.E Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- 7.G Discuss specific ideas in the text that are important to the meaning.

Multiple Genres:
- 9.D Recognize characteristics and structures of informational text, including:
  - 9.D.i the central idea with supporting evidence.
  - 9.D.ii features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

Composition - Writing Process:
- 11.A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of
strategies such as brainstorming, freewriting, and mapping.

- **11.B** Develop drafts into a focused, structured, and coherent piece of writing by:
  - **11.B.I** Organizing with purposeful structure, including an introduction and a conclusion.
  - **11.B.II** Developing an engaging idea with relevant details.

**Composition - Genres:**
- **12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

**Inquiry and Research:**
- **13.C** Identify and gather relevant information from a variety of sources.
Lesson 16

Part 4: What connections can we draw between the different levels of government and our community?

Social Studies/Writing

Social Studies Focus: Use the information gathered from a variety of sources to compose informational texts that teach others about the structures and officials in each level of government.

Writing Focus: Nonfiction authors revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Materials: Interactive Notebooks; Teacher Model of End of Unit Project, Writing Process Poster, 

Launch

Students have been engaging the planning and drafting steps of the writing process for each section of their end of unit project. Through collaboration with peers and coaching from their teacher, they have also likely started to revise their writing. Today, they are going to be intentionally rereading the drafts they have composed, to ensure their ideas are clear and coherent.

Have you ever read something and thought “this doesn’t make sense”? Sometimes this happens, when authors want to rush to the finish line and say “I’m Done!”. Skilled nonfiction authors always take time to reread their work to make sure their audience can understand what they have read.

This is really important when we are teaching others about the topic of government, because the different levels and branches have so many details and can be complex. If you are a community member trying to engage with the government, you need to understand the structure and how the government can support you.

Rocketeers, we are going to be taking a major step as authors today. Now that we have planned and composed first drafts of all three sections of our project, we are going to move into the next phases of the writing process, revision.

Introduce and Clarify Content Vocabulary:

- Revision: improving sentence structure and word choice by adding, deleting, combining, and rearranging ideas.
- Coherence: logical and consistent.
- Clarity: intelligible, able to be understood

CFU: Why is “revision” an important step in the writing process? Ensures that our writing is clear and our readers/audience is able to understand the information we are sharing.

Why is revision important for our project about the levels of government? There are many details and complexities to the levels/branches of government. We want to make sure our audience/community is able to understand the information we are sharing, so they can fully participate in our democracy.

Stamp: Today we are going to be thoughtful nonfiction writers as we revise our drafts, to make sure the information is coherent and clear for our audience. Keeping your future readers in mind will help you create the best possible product.
Writing Mini Lesson

Model/Try

Now that we know why it’s important for authors to revise their writing, we can focus on how to revise to revise our work. I am going to show you how I reread one section at a time to make sure the sentences and words are clear and coherent. If I find that a paragraph doesn’t make sense, I can add, delete, or rearrange the sentences. Or if I hear a sentence that does sound right, I can add, delete, or rearrange the words and phrases so that is logical and consistent with the entire section. Let me show you.

I am going to start with the national government section and my first subtopic, the structure of the government. It’s helpful if I “whisper read” out loud, so I can hear each word and idea. [Read from your teacher model. Example: The national government is for the people who live in the United States of America.] Now that I am reading that sentence again, I know what I am trying to say but I don’t think my readers will know exactly what I mean. If I delete the phrase “is for the” and add “represents and protects”, it will be clear to my readers.

Stamp: Did you see how I reviewed that part of my writing to see if it was as clear or coherent as it could be? I decided to revise the sentence by deleting the confusing part and adding more precise words to express an idea. That is what we are going to be doing today as nonfiction writers.

CFU: If we find a part of our writing that is unclear, what are some possible choices we can make as authors? (We can choose to add, delete, combine, or rearrange ideas to improve the sentence structure or word choice).

Stamp: Authors today I want you to keep your future readers in mind as you are rereading and revising your work. It’s important that everyone in our community knows how the government works and what services they provide, so we want to make sure that our informational texts are clear.

Link

As a writer, you can always reread and revise your work. Before I send a chat, text message, or email, I always pause to reread what I wrote, to make sure that it’s clear for the people receiving it. So remember, revision is always a great idea with both informal and formal writing.

Independent Writing

It’s your turn to start revising your drafts for the “end of unit” project. Remember to whisper read through each section and listen to see if it “sounds right” and “makes sense”. If you think the writing can be improved, try to add, delete, combine, or rearrange ideas to make it clear and coherent.
Partnership Work

Writers, I am so proud of the effort you put into your revisions today, as revising is a critical step in the writing process. Professional authors often share their work with other people to get feedback and make sure they are on the right track.

We are going to have a similar experience today as we share our work with a partner. Take a moment to select a section of your writing that you would like feedback on. It could be a section that you spent time revising today or a section that you are still trying to clarify.

Trade your drafts with your partner and just like you revise your writing, whisper read to listen if the ideas “sound right” and “make sense”. Since this is not your writing, you shouldn’t make the changes directly on the draft, but you can talk about the revision move that would make the most sense.

Writers, remember your partner isn’t being mean if they give you critical feedback. You both have the same goal, to make sure that your writing is clear and that the community will understand what you are teaching them about the levels of government.

Discourse

Today authors, you not only improved your writing, but you also made a lot of growth as a writer. The revision process can be challenging, but it’s such an important step of the writing process.

All of you have individually revised your work today and I saw a lot of places where changes were being made. You also worked collaboratively with a partner, to find places to improve your writing.

Let’s share out with the class an example of how you revised today. Starting with the original sentence you wrote, the reason why you wanted to revise, and which revising move you made.

Have a few students share their work and follow up by asking, what impact did the revision have on your writing? Possible answers: The revisions made sure that the writing was coherent and organized with my central idea; there was a more precise word to clearly express my idea.

Stamp: Authors, remember that the revision process can make a big impact on your audience and taking a few moments to reread and revise can pay off in the end.

Aligned Texas Essential Knowledge and Skills

Government:

- 7.A Describe the basic structure of government in the local community, state, and nation.
● 7.C Identify services commonly provided by local, state, and national governments.

Social Studies Skills:
● 14.A Gather information, including historical and current events and geographic data, about the community using a variety of resources.
● 14.B Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
● 14.C Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
● 15.D Express ideas orally based on knowledge and experiences.
● 15.E Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Oral Language:
● 1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
● 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
● 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Response Skills:
● 7.B Write a response to a literary or informational text that demonstrates an understanding of a text.
● 7.C Use text evidence to support an appropriate response.
● 7.E Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
● 7.G Discuss specific ideas in the text that are important to the meaning.

Composition - Writing Process:
● 11.C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
● 11.D Edit drafts using standard English conventions.

Composition - Genres:
● 12.B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Inquiry and Research:
● 13.C Identify and gather relevant information from a variety of sources.
Lesson 17

Part 4: What connections can we draw between the different levels of government and our community?

Social Studies/Writing

Social Studies Focus: Use the information gathered from a variety of sources to compose informational texts that teach others about the structures and officials in each level of government.

Writing Focus: Nonfiction authors edit drafts using standard English conventions, including grammar, spelling, and syntax.

Materials: Interactive Notebooks; Teacher Model of End of Unit Project, Writing Process Poster, Editing Checklist

Launch

In the previous lesson, writers engaged in revising their drafts to make sure their ideas were clear and coherent. Today, students will be moving into the next phase of the process, editing. Editing provides an opportunity for students to notice and fix errors in grammar including: spelling, punctuation, and capitalization.

Yesterday, I was reading an email from a colleague and I was having a hard time making sense of the idea they were sharing. I was so distracted by the typos and grammatical errors that I wasn’t thinking about the actual message. Have you ever had this experience?

Now that our ideas are clear and coherent because we have taken the time to revise our writing, we are reading to move into the editing phase of the writing process. This is the step when we ensure that our writing “looks” right. Some of the things we will be looking for and fixing are errors in spelling, capitalization, and punctuation. It’s important to fix these small details, because they can distract or confuse your readers.

Vocabulary:
Edit: fix or correct a mistake

CFU: Why is “editing” an important part of the writing process? (Possible Answers; Writing that is free of errors leads to your audience focusing the important ideas you are trying to convey; it shows that you care about your readers and take the time to make sure your corrected mistakes)

Stamp: I know how much all of you care deeply about educating the community on our nonfiction topics and that you will take great care to ensure that you find and fix up any mistakes with spelling, grammar, and conventions. This is an important step before writers publish their work.

Writing Mini Lesson

Model/Try

There are a lot of potential errors that a writer can make, so when it’s time to edit, writers often use a tool called an editing checklist to help them remember what errors to look for and correct.

Project the editing checklist for all students to see.

Take a moment to skim through the checklist, what do you notice about the items that are listed? (These are the skills that we work on during our “Language” block.) We have learned about these skills before, now we can apply what we have learned about each type of convention to our writing.
English Language Proficiency Spotlight

Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.

English Language Proficiency Spotlight

Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;

Independent Writing

I am going to start with the first item on the checklist, grammar. This is when we make sure that the words are used correctly and sound right. I was reading through each section of my writing again and I came across this sentence. The national government provides service to the people in the united states of america.

I notice that the words “provides service” are not in agreement. I need to add a “s” to make the word plural. I also noticed that I made a capitalization mistake, “united states of america” is a proper geographic name and needs to be capitalized. The correct way to write this sentence is, “The national government provides services to the people in the United States of America.”

Stamp: Notice how the editing checklist helped me identify the types of errors I was looking for, so that when I found a mistake it was easier to correct. When I review my writing and look for each type of error, I can ensure that it will look and sound right for my audience.

CFU: What are some types of errors that a writer might make? (Grammar, Punctuation, Capitalization, and Spelling).

Stamp: In my example, I didn’t have punctuation or spelling errors. However, I am going to carefully look through each sentence before I publish my work, since I know that readers often get distracted or stuck when there are a lot of mistakes in a text.

Link

Today and everyday that you are writing, carefully look through each sentence before you share your work, because readers often get distracted or stuck when there are a lot of mistakes in a text.

Independent Writing

Now it’s your turn to edit your writing. Use your edit checklist to help you carefully look for grammar, capitalization, punctuation, or spelling errors in your writing. Once you find the errors you can quickly fix the mistake. Once you have completed a check for each type of error, check off the box.

Partnership Work

It’s very common for professional writers to miss errors in grammar and conventions when they edit their work. This is why they work with an editor, so that somebody with “fresh eyes” can take a closer look.

We are going to work with a new partner today, who has never seen our writing and they are going to provide some “peer-editing” feedback. Exchange your drafts and your editing checklist with your partner. Check the boxes that you have reviewed and
are correct. If there are errors, do not check off the box, so that your partner knows where to go back and fix a mistake.

Give students time to edit their peers’ work. Circulate the room and look for trends to share with students or opportunities to support.

It’s time to trade your papers back with your partner. If you didn’t find an error that needs to be fixed, but sure to tell them now.

Discourse

We are doing the work of nonfiction authors and taking a journey through the writing process. Most of our work has been completed, since we have planned, drafted, revised, and edited our informational texts. Each step in the writing process is critical to publishing high quality work that your audience also finds valuable.

Today we engaged in “editing”, which is a detail oriented step that can at times be challenging. We are going to share some examples of errors that we found during or self-edit or of error that our partner was able to help us find and fix.

2-3 students share out with the class.

I am so proud of the progress that you have been as writers and how you are preparing to share important information with our school community. I hope that forever and for always, you edit your work so that your audience focuses on your brilliant ideas, instead of trying to correct your spelling and grammar.

Aligned Texas Essential Knowledge and Skills

Citizenship:
● 9.C Identify and describe individual acts of civic responsibility.

Oral Language:
● 1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
● 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Composition - Writing Process:
● 11.C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
● 11.D Edit drafts using standard English conventions.

Composition - Genres:
● 12.B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Inquiry and Research:
● 13.C Identify and gather relevant information from a variety of sources.
Lesson 18

Part 4: What connections can we draw between the different levels of government and our community?

Social Studies/Writing

Social Studies Focus: As members of the community, we have a responsibility to share information with others and participate in government by voting in elections and engaging with government officials.

Writing Focus: Nonfiction authors publish their informational texts for members of the school community.

Materials: Interactive Notebook, Draft of Project, Chromebook

Launch

Today is one of my favorite days of a unit... PUBLISHING DAY. We have come so far on our author’s journey and we have one step left before we share our work with the community.

Let's take a moment to celebrate each step of the writing process that we have completed. Turn and share that work that you did as a writer. [Students share with their partner. Then call on students to describe one step of the writing process in order.]

The process that all of you just described is the same process that professional writers use. That means that the author of all of the articles that we read during this unit, the authors of informational texts in our library, and all of your independent reading books all engaged in the writing process. You should be very impressed with yourself, because I am proud of the effort you have demonstrated.

Today, we are ready to publish. We are going to type our writing so that it has a clean, polished, and professional appeal.

Writing Mini Lesson

Model/Try

I am going to take one more look at each section of my writing. I want to make sure that I have used my word processing tools correctly. Some things I am going to look for include:

- Font: The font is clean and easy to read, since some of my readers may be younger, a “script” font may be challenging. Also, this is an informational text, versus an informal note, so I want to select a font that is polished.
- Font Size: The font is at a size that is easy to read. We want to make sure it fits on our presentation board, but we also want to make sure it’s at least 12 pt. font.
- Bolded Words: I have bolded my headings, subheadings, and other important vocabulary words.

I have completed the steps of the writing process and my writing looks ready to publish. It’s time to print. I am going to share with my teacher and they are going to print. Once I have my printed version, I can carefully assemble the text and any visuals I want to include on my presentation board.

Stamp: Did you see how I read my writing one more time, just to double that check that my ideas and words were ready to go. I also did a visual check to ensure that my font was consistent throughout my project. That is what you are going to do today.
Link

It may seem like the work of a writer is never done! Authors must care deeply about the topic they are writing about to put so much effort into their work. You have all shown that you deeply care about making sure that our community is informed and understands the way the government works.

Remember, that when you continue to write new writing pieces you take the time to review and adjust formatting, so that the published version is consistent. Your readers will notice and will be able to focus on your great ideas.

Independent Writing

It’s your turn to review your writing one last time before you print. Inside your interactive notebook, I included a formatting checklist so that you can make sure the published version looks exactly the way you want it to.

When you are ready to print, share your work with me and I will print for you.

Depending on the location of the printer, you may need to sequence this lesson, so that you have time to retrieve the printed documents.

I will place the printed copies next to the printer for you to pick up. Walk to the “printer” is a symbolic accomplishment for young writers and represents closure.

As soon as you get your printed and published version, start assembling your presentation board into each section. There are supplies available on the [location].

Partnership Work

Have you ever looked at the back cover of a book and noticed all of the positive reviews? Professional writers share their work with their colleagues before it gets published for everyone to give reviews. The best reviews are placed on the book cover. You have done the work of a nonfiction writer and should have this experience too.

It’s time to share your published work with a new partner. This is a great time to provide some positive feedback and celebrate the effort that we put into our projects. After you get a chance to observe their project, say “it was effective how you ____, that is going to impact your audience by ____.”

Give students time to interact and share their feedback. Circulate the room and notice trends.

Discourse

For today’s discussion, we can publicly affirm each other as nonfiction authors. You can share the feedback you just give to your partner with the entire group. After each
person shares we can give an applause.

Let students share for the remaining time.

Aligned Texas Essential Knowledge and Skills

Social Studies Skills:
- **15.D** Express ideas orally based on knowledge and experiences.
- **15.E** Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Oral Language:
- **1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- **1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- **1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Composition - Writing Process:
- **11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
- **11.D** Edit drafts using standard English conventions.

Composition - Genres:
- **12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Inquiry and Research:
- **13.C** Identify and gather relevant information from a variety of sources.
Lesson 19

Part 4: What connections can we draw between the different levels of government and our community?

Social Studies/Writing

Social Studies Focus: As members of the community, we have a responsibility to share information with others and participate in government by voting in elections and engaging with government officials.

Writing Focus: Nonfiction authors speak coherently about a topic, as share their information texts with members of the community.

Materials: Interactive Notebook, Draft of Project, Chromebook

Launch

It’s time to celebrate everything that we have learned about the levels of government, as readers, and as writers. We get to share our published projects with an audience and teach them about the government. You are doing your duty as a citizen today to ensure that our community is informed and fully engaged in the government system.

Writing Mini Lesson

Model/Try

Soon, we are going to have students from other classes join us, we’ve invited other staff members, and we have invited your families to experience this event.

At the door, community members will be given a list of questions that they can ask you. You are going to proudly stand by your presentation board and respond to the questions. You will refer to your published work for more details and the visuals you included to support their understanding.

Project the list of questions that their audience may ask. Ask a student to pretend to be an audience member.

___ is going to pretend to be a member of the audience and ask me a question from the list. I won’t know what questions it is, but I am going to take a deep breath and answer the questions with confidence.

Engage in practice with the student, make sure to take a deep breath, answer with confidence by making eye contact, smiling, speaking audibly, and referring to the presentation board.

What did you notice about how I presented the information? (Possible responses: you were calm, took a deep breath, answered with confidence, made eye contact, smiled, spoke audibly, and referred to the presentation board.)

Link

The best part of being informed with facts is that you can speak with confidence. You have learned your facts from multiple sources and the community is going to be looking to you for expert information.
As you are speaking today, remember all the work you have done to prepare for this moment and speak with confidence.

**Partner Work**

We have some time before our first guests arrive, so it will give us a chance to practice presenting and speaking with confidence.

You have the list of possible questions in your interactive notebook. With a partner you will take turns presenting and asking questions. Your preparation will lead to even greater confidence for our audience.

Give students time to practice. Circulate the room and reinforce the speaking habits they are demonstrating.

I have one last tip for you. If someone asks you a question and you really don’t know the answer, you can respond by saying, “That is a great question and I am going to review my sources and get back to you.” This shows that you are confident in your research skills and only want to share accurate information.

**Presentations**

Open the doors and distribute the questions to the community members. Circulate the room and take notes on the student actions that you see. Use these notes when you complete the final evaluation rubric.

**Aligned Texas Essential Knowledge and Skills**

**Social Studies Skills:**
- **15.D** Express ideas orally based on knowledge and experiences.
- **15.E** Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

**Oral Language:**
- **1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- **1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- **1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols.

**Composition - Writing Process:**
- **11.E** Publish written work for appropriate audiences.
Lesson 20

Part 4: What connections can we draw between the different levels of government and our community?

Social Studies/Writing

Social Studies Focus: As members of the community, we have a responsibility to share information with others and participate in government by voting in elections and engaging with government officials.

Writing Focus: Nonfiction readers and writers reflect on their learning and the projects they have created over the course of the unit.

Materials: Interactive Notebook; Rubric

Launch

For now, our work as nonfiction readers, nonfiction authors, and government researchers is finished. Before we can move on to a new unit of study, it’s important to take some time to reflect on our progress.

Writing Mini Lesson

Model/Try

The final page of your interactive notebook is a rubric. This is the rubric that I am going to use to evaluate your project. Rubrics are helpful tools to help you determine what skills are your strengths and what skills you should practice more.

Today, you are going to use the rubric to evaluate yourself. You will use your interactive notebook, your published project, and your presentation as evidence of your scores. I will be taking your self-evaluation into consideration too. Let me show you how to use the rubric to evaluate.

The first category on the rubric is “Organization and Progression”. I need to see if my writing was organized, structured, had a clear central idea, and was coherent. There is a range of options to choose from, including: limited, basic, satisfactory, and accomplished.

I am going to look through my published writing because I remember revising my work to make sure it was clear and coherent. I can see that I used organizing strategies, like headings and bolded text to make sure that all of the information was relevant to my topic. Since I have the evidence to support this description on the rubric, I think I earned a level 4 in “Organizing and Progression”.

Stamp: Notice how I looked at the criteria for the rubric, considered the evidence I had to evaluate my current skills, and then selected the score that matched my reflections and feedback.

Link

When you are trying to figure out how to improve as a student or a professional, rubrics can be a helpful starting place. After you evaluate yourself, you can work with your coach to set new goals and improve your skills. As a professional educator, I do this with my coach often.

Remember, the goal isn’t to always be perfect, but to find new ways to push yourself and grow.
Independent Writing

It’s your turn to evaluate effort and skills that you demonstrated during this unit. Reflect on your experience over the past 19 days and the work that you can provide as evidence. Take your time and be thoughtful about your responses.

Partnership Work

Now that you have had a chance to self-evaluate, we are going to share our reflections with a partner. To do this, you are going to select one category that you think is your biggest strength and one area that you feel you have the most room to grow. Make sure you provide your evidence.

As a partner, you can ask follow up questions to help your partner elaborate, including:

- What evidence do you have to support that score?
- What do you think you might do differently next time?
- How can you continue to develop that skill?
- How will that skill help you in the future?
- What goals are you going to set for yourself?

Discourse

We have taken the time to look back and reflect. Now it’s time to look forward and think about how we can continuously improve. I would love to hear what skills you plan to develop in the next unit or throughout the year.

Your response might sound something like this, “In the future, one area that I would like to improve is _____ . This skill/habit is important, because _____. After talking with my partner, I practice this skill by _____.”

Celebrate the students thoughtful reflections and the courage to share.

Aligned Texas Essential Knowledge and Skills

Social Studies Skills:
- **15.D** Express ideas orally based on knowledge and experiences.
- **15.E** Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Oral Language:
- **1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- **1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- **1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols.
Appendix A: Aligned Texas Essential Knowledge and Skills [TEKS]

Grade 3 Texas Essential Knowledge and Skills for Social Studies

Government:
- 7.A Describe the basic structure of government in the local community, state, and nation.
- 7.B Identify local, state, and national government officials and explain how they are chosen.
- 7.C Identify services commonly provided by local, state, and national governments.

Citizenship:
- 9.C Identify and describe individual acts of civic responsibility.

Social Studies Skills:
- 14.A Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- 14.B Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 14.C Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
- 15.A Use Social Studies terminology correctly
- 15.D Express ideas orally based on knowledge and experiences.
- 15.E Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Grade 3 Texas Essential Knowledge and Skills for English Language Arts and Reading

Oral Language:
- 1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.
- 1.B Follow, restate, and give oral instructions that involve a series of related sequences of action.
- 1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- 1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols.
- 1.E Develop social communication such as conversing politely in all situations.

Developing and Sustaining Foundational Language Skills:
- 4 Listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- 5 Listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

Metacognitive Skills:
- 6.A Establish purpose for reading assigned and self-selected texts.
- 6.B Generate questions about text before, during, and after reading to deepen understanding and gain information.
- 6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- 6.D Make connections to personal experiences, ideas in other texts, and society.
- 6.F Make inferences and use evidence to support understanding.
- 6.G Evaluate details read to determine key ideas.
- 6.H Synthesize information to create new understanding.
- 6.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Response Skills:
- 7.B Write a response to a literary or informational text that demonstrates an understanding of a text.
- 7.C Use text evidence to support an appropriate response.
● 7.D Retell and paraphrase texts in ways that maintain meaning and logical order.
● 7.E Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
● 7.F Respond using newly acquired vocabulary as appropriate.
● 7.G Discuss specific ideas in the text that are important to the meaning.

Multiple Genres:
● 9.D Recognize characteristics and structures of informational text, including:
  ● 9.D.i the central idea with supporting evidence.
  ● 9.D.ii features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

Author’s Purpose and Craft:
● 10.A Explain the author’s purpose and message within a text.
● 10.B Explain how the use of text structure contributes to the author’s purpose.
● 10.C Explain the author’s use of print and graphic features to achieve specific purposes.

Composition - Writing Process:
● 11.A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
● 11.B Develop drafts into a focused, structured, and coherent piece of writing by:
  ● 11.B.i Organizing with purposeful structure, including an introduction and a conclusion.
  ● 11.B.ii Developing an engaging idea with relevant details.
● 11.C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
● 11.D Edit drafts using standard English conventions.
● 11.E Publish written work for appropriate audiences.

Composition - Genres:
● 12.B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Inquiry and Research:
● 13.C Identify and gather relevant information from a variety of sources.
● 13.E Demonstrate understanding of information gathered.

English Language Proficiency Standards

Learning Strategies:
● 1.A Use prior knowledge and experiences to understand meanings in English.
● 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.
● 1.E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.

Listening:
● 2.C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
● 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.
● 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.
● 2.F Listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment.
● 2.G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.
• 2.H Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations.
• 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

Speaking:
• 3.C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.
• 3.D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.
• 3.E Share information in cooperative learning interactions.
• 3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.
• 3.G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.
• 3.H Narrate, describe, and explain with increasing specificity and detail as more English is acquired.
• 3.J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

Reading:
• 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.
• 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
• 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.
• 4.H Read silently with increasing ease and comprehension for longer periods.
• 4.J Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

Writing
• 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary.
• 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
• 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.
• 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
• 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
### Phoneme Awareness ("In the Dark" practice) - 10 minutes

**Warm Up Phonemic Awareness**

<table>
<thead>
<tr>
<th>Rhyming</th>
<th>Breaking Words Into (Syllables)</th>
<th>Beginning sounds</th>
<th>Final Sounds</th>
<th>Manipulating sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher says the word pair and the students repeat the word pair.</td>
<td>The teacher says the word and the segments it into syllables. The students repeat the word and then the separate syllables.</td>
<td>The teacher says the word and then isolates the onset. The students repeat the word and the onset.</td>
<td>The teacher says the word and the isolates the final sound. The students repeat the word and the final sound.</td>
<td>Teacher says the word and the students repeat. The teacher then says, &quot;Add /ə/ at the end and the word is?&quot;</td>
</tr>
<tr>
<td>mother, brother, fair, bear, cry, shy, pie, lie, soiled, boiled</td>
<td>mitten /mɪt - ŋən/ mother /mʌ - ðər/ sadness/səd-nəs/ handle/hænd - dəl/ little/ˈlɪt - təl/</td>
<td>cry /k/ pie /p/ soiled /s/ dear /d/ to /t/</td>
<td>have /v/ kittens /ˈkɪtnz/ lost /l/ mitten /ˈmɪtn/ found /fənd/</td>
<td>shout-/əʊd/ = shouted wait-/əʊd/ = waited heat-/əʊd/ = heated pound - /əʊd/ = pounded list-/əʊd/ = listed</td>
</tr>
</tbody>
</table>

**Teacher Modeling of the Letter**

- Introduce the letter with a Jolly story.

After they had finished their picnic, Snake decided to build a sandcastle. He made a big pile of sand and flattened it down. Then Bee helped him make a sandcastle at each corner. "Look, I've found some flags," said Inky. They were very busy making their fantastic sandcastle when Inky suddenly stopped, listened and said, "What's that noise?"

They all listened, and there was a fffffff noise. "It's your inflatable fish, look!" said Bee. The fish was slowly deflating. "Oh, no!" cried Snake, grabbing his fish. As he did so, a little crab scuttled off. "The
crab must have nipped the fish and made a hole," said Inky. Snake looked sadly at his flat fish.

- Read all words with the target sound on the Jolly Story Poster. Isolate the target sound.
- Have students pay attention to the shape of the mouths / location of the tongue when you're making the sound.
- Tell students the new sound is /f/.
- Ask students if their mouths are open or closed when they make this sound. (closed)
- Help students understand that /f/ is a consonant sound because it is made by closing two parts of the mouth together, the lower lip and the upper teeth. The airstream makes parts of our mouths rustle, just as the end of a balloon rustles when air is flowing out of it.
- Reveal OCR card (with a post-it over the letters). Model the sound with its hand motion. Say that the name of the object on OCR card also makes the target sound.
  - Have students practice making the sounds 3-5 times (come up with fun ways to practice)

(2 min) Segment and Recognize (Phonemic Awareness)
- Say a word. Model segmenting.
- Model recognizing the sound at the beginning/end of the word.
- Point out which words do not have the sound. (Do not need to use all the words below.)


Phonics - 5 minutes

Write the Letter
- Pull words that start with the target sound from the Jolly story and write this down on Teacher whiteboard.
- Reveal the letter on the OCR card (take off the post-it)
- Show the students how to write the lowercase letter (hand motion) with numbered steps.
  - Have students practice writing in the air, on the carpet, on their palm. (come up with fun ways to practice writing the letter 3-5 times)
- Show the students how to write the uppercase letter (hand motion) with numbered steps.
  - Have students practice writing in the air, on the carpet, on their palm. (come up with fun ways to practice writing the letter 3-5 times)
- Say the name of the letter. Have students repeat the name of the letter 3-5 times.
  - Help students distinguish the sound and name of the letter by asking
    - "What's the sound?" & "What's the name?"

| Start just below the top line. 1. Candy cane (lift) 2. Short line across |
| Start on the top line. 1. long line down (lift) 2. line across (lift) 3. line across |
Assess Mastery - 3 minutes

Letter Writing Practice
- All students use individual lined whiteboards and write these words (or letters in the BOY)
  
<table>
<thead>
<tr>
<th>fun</th>
<th>fin</th>
<th>Non-sense word: rof</th>
</tr>
</thead>
</table>

- Students who got 3/3 here will be released to independent reading.
- Students who got 1/3 or 2/3 will stay on the carpet to review blending.

Review Words for Blending
fun, fog, fin, fan, far, fat, fig, fad, for, fit

Sentence Dictation - 5 minutes

Sentence Dictation Script
Teacher: State the sentence. Each sight word has a line below.

The hat fit Finn.
Jim bit the big fig.

Teacher: Pound syllables in the sentence with off hand (whichever hand you’re not writing with)
Teacher & Student: Pound syllables in the sentence
Student: Pound on their own
Teacher: Show the sentence. Model pointing to each word while saying sentence
Student: Point to each word in the air while saying sentence. Copy the sentence on their whiteboard.
Check 5-star writing.
Student: Read all words to practice fluency

Independent Reading/Corrective Instruction - 15 minutes

- Select a decodable book from this folder that will be appropriate for students who score 3/3.
- Students read the decodable book independently.
- Students who did not meet mastery are pulled for corrective instruction.
G3 Close Reading

Champion of Quiet by Tracey Stewart - PRINT THIS LAST PAGE!

Phase 1: Comprehension / Reading for Meaning

| Aligned TEKS | 6C. Make and correct or confirm predictions using text features, characteristics of genre, and structures  
|              | 6G. Evaluate details read to determine key ideas  
|              | 8A. Infer the theme of a work, distinguishing theme from topic  
|              | 8C. Analyze plot elements, including the sequence of events, the conflict, and the resolution |

| Meaning Statement | What’s the meaning of this book? (theme/main idea) |
| Rocketship Public Schools |

THE MAIN IDEA

- New in school, Maggie is intimidated by the other kids in her class—they all seem to be good at (or at least well known for) something.  
- Feeling shy and overlooked, she names herself the Champion of Quiet.  
- But her empathy for another classmate prompts her to captain a team in gym, picking only the kids who are not usually picked.  
- Maggie’s team may not be good at sports, but they just may be new friends.  
- Being quiet allowed Maggie to learn about her classmates and empathize with those feeling left out. But pushing past one’s comfort zone is important and can lead to positive outcomes (like making new friends) for oneself and others.
G3 Close Reading

Champion of Quiet by Tracey Stewart - PRINT THIS LAST PAGE!

Say, “Rocketeers, I'm so excited to dive into our first of many Close Reading texts of the year, The Champion of Quiet by Tracey Stewart. Before we begin reading, we must always preview the text to help frame our thinking as we read. In a moment, you're going to take 30 seconds to scan the text (look at the title, skim the text, look at any photographs or illustrations if there are any, etc...) in order to determine the genre.”

(Release students for 30 seconds to skim text/make a prediction.)

- Have students turn and talk to share their prediction and rationale why (30 seconds)
- CC a pair to share out
  - **Title:** Champion of Quiet
  - **Genre:** Fiction
    - Rationale example: I think it's fiction because it has kids at school, based on the pictures), and I see dialogue which means characters are talking to one another.
- Cold call 2-3 other students to share out the questions great readers ask themselves whenever they read a narrative text

<table>
<thead>
<tr>
<th>Stopping Point</th>
<th>Questions/Noticings</th>
<th>Anticipated Student Exemplar Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FICTION</strong></td>
<td></td>
<td>What role do the characters play in the problem?</td>
</tr>
<tr>
<td>Based on this title, what do you expect this story to be about?</td>
<td>Did the problem get solved?</td>
<td></td>
</tr>
<tr>
<td>Who are the characters and what have we learned about them?</td>
<td>How do the characters attempt to solve the problem?</td>
<td></td>
</tr>
<tr>
<td>What are you noticing about the relationship between these characters?</td>
<td>How did the problem get solved?</td>
<td></td>
</tr>
<tr>
<td>Who is the main character and what does he want?</td>
<td>What role do the characters play in the solution?</td>
<td></td>
</tr>
<tr>
<td>What problem is emerging in this story?</td>
<td>What lesson do the characters learn?</td>
<td></td>
</tr>
<tr>
<td>How is our understanding of the problem deepening/developing?</td>
<td>Based on the problem and how it gets solved, what lesson can we take away?</td>
<td></td>
</tr>
<tr>
<td>What’s the main problem in this story?</td>
<td>Even though the problem was not solved, does the character learn a lesson? Do we?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stopping Point</th>
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<th>Anticipated Student Exemplar Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Students do a QUICK jot to these!)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### G3 Close Reading

**Champion of Quiet by Tracey Stewart - PRINT THIS LAST PAGE!**

<table>
<thead>
<tr>
<th>Before reading: Build interest / great reading habits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What's the title of the text? What do you expect this story to be about?</td>
<td></td>
</tr>
</tbody>
</table>

| Paragraph 1:  
"It was Tuesday... As always." | Who are our characters and what do we know about them so far?  
• T&T → CC | Maggie hates gym class because she's always picked last. |

| Paragraph 5:  
"She considered changing her title to Champion of Last Pick" | What problem is emerging in this story? | Maggie is new to this school and she is intimidated by the other kids in her class - they all seem to be good at (or at least well known) for something). Feeling shy and overlooked, she names herself the Champion of Quiet  
• **Note:** students can analyze the difference between the names she gives her classmates and the names she gives herself to pick up on the fact that she feels overlooked. |

"Yes," she answered again, louder this time. Her voice shook just a little." | What's happening here?  
• T&T → CC | Maggie's empathy for another classmate prompts her to captain a team in gym! |

| Follow-up prompts if needed:  
• What change is starting to occur?  
• How is our problem deepening or changing? |  |

| "Jamie jogged to stand next to Jasmine. He tripped only once. The class sat in shock." | What are you noticing about the relationship between these characters? | Maggie picks all the kids who would usually be picked last, or that no one else would want on their teams.  
• Jasmine: tried to score on the wrong basket  
• Jamie: Champion of Untied Shoelaces |
## G3 Close Reading

*Champion of Quiet by Tracey Stewart - PRINT THIS LAST PAGE!*

<table>
<thead>
<tr>
<th>“And as the group made plans to sit together at lunch, Maggie was no longer surprised to hear her own voice joining the noisy chorus.”</th>
<th>How did the problem get solved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the problem and how it gets solved, what lesson can we learn from the story?</td>
<td>Being quiet allowed Maggie to learn about her classmates and empathize with those feeling left out. Maggie’s team may not be good at sports, but they just may be new friends.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Release students to write meaning statements.</th>
<th>Based on the problem and how it gets solved, what lessons can we learn from the story?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENTS WRITE THIS RESPONSE, AND YOU COACH STUDENTS:</strong></td>
<td><strong>THE MAIN IDEA</strong></td>
</tr>
</tbody>
</table>

- New in school, Maggie is intimidated by the other kids in her class—they all seem to be good at (or at least well known for) something.
- Feeling shy and overlooked, she names herself the Champion of Quiet.
- But her empathy for another classmate prompts her to captain a team in gym, picking only the kids who are not usually picked.
- Maggie’s team may not be good at sports, but they just may be new friends.
- Being quiet allowed Maggie to learn about her classmates and empathize with those feeling left out. But pushing past one’s comfort zone is important and can lead to positive outcomes (like making new friends) for oneself and others.

**Students write, and you circulate to gather trends / give transferable feedback!**
## G3 Close Reading

**Champion of Quiet by Tracey Stewart - PRINT THIS LAST PAGE!**

### Phase 2: Craft & Structure

| Aligned TEKS | 10A. Explain the author’s purpose and message within a text  
10B. Explain how the use of text structure contributes to the author’s purpose  
10D. Describe how the author’s use of imagery, literal and figurative language such as similes, and sound devices such as onomatopoeia achieves specific purposes  
10F. Discuss how the author’s use of language contributes to voice. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritized C&amp;S Move</td>
<td>Tone through word choice</td>
</tr>
</tbody>
</table>
| Transferable C&S Questions | **Tone transferable questions:**  
• In one word, how would you describe the tone of this poem/stanza/text/paragraph?  
• Where do you see a shift in tone?  
• How do these specific words contribute to the tone? |
| C&S FLOW:  
Reread Text + Review Meaning Statement (2-3 MINUTES) | **THE MAIN IDEA**  
- New in school, Maggie is intimidated by the other kids in her class—they all seem to be good at (or at least well known for) something.  
- Feeling shy and overlooked, she names herself the Champion of Quiet.  
- But her empathy for another classmate prompts her to captain a team in gym, picking only the kids who are not usually picked.  
- Maggie's team may not be good at sports, but they just may be new friends.  
- Being quiet allowed Maggie to learn about her classmates and empathize with those feeling left out. But pushing past one’s comfort zone is important and can lead to positive outcomes (like making new friends) for oneself and others. |

---

**T says,** “We came up with this meaning statement yesterday.” (T references written meaning statement that is either on a poster, the doc cam, etc., and rereads it aloud).
G3 Close Reading

Champion of Quiet by Tracey Stewart - PRINT THIS LAST PAGE!

today we are going to pay close attention to the moves she makes throughout the text to make this lesson come to life.”

<table>
<thead>
<tr>
<th>Shared Craft &amp; Structure Analysis (Teacher Model: 5 MINUTES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name the move: T says, “I want us to pay close attention to the tone in this text by analyzing the author’s word choice, because it helps us unlock meaning.”</td>
</tr>
<tr>
<td>Explain the move: T says, “Tone refers to the attitude or mood an author takes, for example, funny, serious, dramatic, etc…”</td>
</tr>
<tr>
<td>Show the move: T thinks aloud the first page:</td>
</tr>
<tr>
<td>• In one to two words, how would you describe the tone of this page?”</td>
</tr>
<tr>
<td>• There’s an overall feeling of loneliness and sadness here. (Evidence below)</td>
</tr>
<tr>
<td>• “Maggie would be picked last. As always.”</td>
</tr>
<tr>
<td>• “Champion of Quiet.”</td>
</tr>
<tr>
<td>• “Champion of Last Pick”</td>
</tr>
<tr>
<td>• “Sometimes Jasmine is picked last, too.”</td>
</tr>
<tr>
<td>Stamp the move: T says, “Author’s use this craft and structure move to create a mood in the text that supports the meaning.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shared Craft &amp; Structure Analysis (Student Discourse: 10 MINUTES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stopping Point</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Second page</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## G3 Close Reading

**Champion of Quiet by Tracey Stewart - PRINT THIS LAST PAGE!**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Last page</strong></td>
<td>In one word, how would you describe the tone of this page? Use evidence to support your thinking.</td>
<td>Elated as Maggie has changed and found her voice/made friends!</td>
</tr>
</tbody>
</table>

### Write, Discourse, Revise Response to Literature Question (20 MINUTES)

**Release students to answer the Response to Literature Question:**

**Where do you see a shift in tone? Use evidence from the text to support your thinking.**

- **Example response:** When Maggie starts calling students to join her team, there's a shift in the overall tone of the text. However, it isn't until the author states, "The names flowed from Maggie's mouth, sounding sure and strong. The stronger she sounded, the stronger she felt," that we feel immense joy for Maggie and the students in her team. Maggie and her teammates go from feeling like outcasts, to members of a team -- a clear shift from the beginning of the story where Maggie was alone and feeling left out.

### Stamp this C&S move at the end of Phase 2:

- "Paying attention to the **tone** of the text helped unlock the deeper meaning. The author decided to create a shift in tone to help convey meaning." She started off the story with a very down and lonely mood, but ended with triumphant mood.
- Always pay attention to the **author's tone, and any time there is a shift in tone, as it can help you understand the deepest meaning."
I'm looking forward to reading this book with you today because this story is about new experiences and we have new experiences every day.

Genres: Fiction, Informational, Poetry

Genre Frames

Before Reading

<table>
<thead>
<tr>
<th>Component</th>
<th>Alligned TEKS</th>
<th>Meaning Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td></td>
<td>Main Idea/Standards</td>
</tr>
<tr>
<td>Order</td>
<td>1) Retell and paraphrase texts in ways that maintain meaning and logical order.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Evaluate deductive and inductive reasoning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Make inferences and use evidence to support understanding characteristics of genre and structures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) Make and correct or confirm predictions using text evidence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5) Identify purpose for reading assigned and self-selected texts.</td>
<td></td>
</tr>
</tbody>
</table>

Concerns for others can help us overcome our fears.

and went to help him.

Pearl cared so much about her brother that she forgot she was afraid. When Pearl thought he was going to fall, she slid on the ice to catch him.

Doesn't pay attention to the other skaters.

Earl isn't afraid and thinks skating is fun. He becomes overconfident and

frozen lake, because she is concerned about her brother. Doesn't want to go, because she thinks it is dangerous. She still goes to the

Earl and Pearl are siblings. Earl is on skates, wants to go skating. But Pearl...
**Story Motivation:** Helps us better understand the characters and lesson of the story. Why do characters say or do? Understanding a character's motivations.

**Stamp the Teaching Point:** So remember. Great readers often stop and think endings?

- How does Peeta change from the beginning of the story to the end?
- Why does Peeta tell Gale, "I will watch from here. Be careful."?
- Why does Peeta go on the Ice skating rink?
- Her brother?
- What do their actions tell you about Peeta? How did she feel about her brother? What happened next? Talk about important events in the story.

**The Book Begins:** When Peeta arrived at Ereys' house for a surprise visit. What happens next? Talk about the important events in the story.

---

### During Reading

- Concern for others can help us overcome our fears.

<table>
<thead>
<tr>
<th>Page 16: What lesson do the characters learn in the story?</th>
</tr>
</thead>
</table>
| When Peeta thought he was going to fall, she slid on the ice to catch her.
| She still goes to the frozen lake, because she is concerned about her.
| The/She is skiing or doing that? |
| Page 7: What is the character doing and doing here? Why is Peeta/Peeta doing this? |
| Page 5: What problem is starting to emerge in the story? |
| Page 4: What are the characters and what have we learned about them so far? |
| Page 3: What are the characters and what have we learned about them so far? |

---

### After Reading

-.Should you be reading, use this strategy to think about why Peeta says or does something.
- We can figure out why a character might say or do something.
- We can figure out why a character might say or do something.
- When we read we pay close attention to a character's actions to unpack what you think that could mean.

---

**Gr Lesson: On the Ice in Earl and Pearl (level 2/step 1)**

**Guided Reading:**

- How do characters feel? Talk about important events in the story.
- The/She seems confused here. She appears to have a decision to make.
- Pressing, stirring, and reacting. As a strong reader, I use these actions to...
# SAMPLE - Math Unit Plan - Grade 2, Unit 1

## Table of Contents

Understanding the Content of the Unit
- Unit Summary & Content Overview
- Content Internalization Questions
- Manipulative Connections
- Bloom’s Taxonomy

Planning the Arc of the Unit
- Unit Plan - Objectives & LP Links
- Center & IW Resources
- Connections to Fluency, Counting & Number Stories
- Possible OLP Assignments
- Student Manipulative Kit Needs
- GLAD Connections & Key Vocabulary
- Sample Anchor Charts
Understanding the Content of the Unit

Unit Summary & Content Overview

Unit Summary - Students focus on place value and composing and decomposing numbers, building deep fluency with idea of a hundred unit. A number in Grade 1 generally consisted of two different units, tens and ones. Now, in Grade 2, a number generally consists of three units: hundreds, tens, and ones. The bundled units are organized by separating them largest to smallest, ordered from left to right. In instead of changing 10 ones to 1 ten, students now are also changing 10 tens for 1 hundred. Instruction should move from base-10 blocks that show the proportionality of the units to non-proportional place value disks and to numerals on the place value chart.

Students also build understanding of the idea of digits, numerals, place & value. In our base-10 system, we have 10 digits that we use to compose numerals. We have a positional notation system - that means the value of the digit can be determined by its position (or place) within the numeral. The Babylonians first invented a positional system for numerals around 2,000 BC.

Furthermore, in this unit instruction includes a great deal of counting: by ones, tens, and hundreds. Comparison extends into finding 100 more and 100 less, 10 more and 10 less, etc.

Students also begin working with money, including pennies, dimes, and dollars, to complement place value and bundling.

How does this unit's learning foundational to later work? 3 tens or 3 units of 10 leads to an understanding of 3 fours or 3 units or groups of four, 3 fourths or 3 units of one-fourth. Learning that 12 tens = 120 leads to an understanding of 12 tenths = 1.2, 4 thirds = $\frac{4}{3} = 1\frac{1}{3}$, or even 4 threes = 12. Counting up and down by ones, tens, and hundreds, both with the number line and place value chart, is essential from Grade 3 forward to rounding and mental math, to meaningful understanding of all operations with base ten whole numbers, and to understanding place value's extension into decimal fractions and operations.

Topic: Bundling and Unbundling Tens: Place Value & Naming Numbers
Assessment Questions - #1, 2, 3, 4, 6, 7

Essential Ideas & Understandings
- A digit's place determines its value
- Ten tens makes a single group of a hundred. A group of a hundred is made up of ten tens.
- Numbers can be renamed in many ways in order to make problems simpler
- We can only represent up to 9 units in any place - if we want to represent 10 units, we have to bundle and rename them as a larger unit.

TEKS Standards & Aligned MAP Skills
- 2.2(A) - Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones
- 2.2(B) - Use standard, word, and expanded forms to represent numbers up to 1,200
- 2.5(A) - Determine the value of a collection of coins up to one dollar
- 2.5(B) - Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.
  - **Dollars, dimes & pennies only to connect with place value and renaming base-10.**
### SAMPLE - Math Unit Plan - Grade 2, Unit 1

#### 50th Percentile MAP Skills - Within scope of unit
- Reads and writes whole numbers within 1,000 as hundreds, tens, and ones.
- Represents whole numbers within 1,000 with models
- Understands the value of a digit in whole numbers within 1,000
- Reads and writes whole numbers within 1,000 in word & expanded form

#### 75th Percentile MAP Skills - Within scope of unit
- n/a

#### 50th Percentile MAP Skills - Beyond scope of unit - can be used for extension
- Reads and writes whole numbers within or greater than 1,000,000 in word form.
- Reads and writes whole numbers within 100,000 in expanded form
- Understands the value of a digit in whole numbers within or greater than 1,000,000

#### 75th Percentile MAP Skills - Beyond scope of unit - can be used for extension
- Reads and writes whole numbers within 10,000 as thousands, hundreds, tens, and ones
- Understands that the same digit, moved one place to the left, now represents 10 times the value
- Reads and writes whole numbers within 1,000,000 in expanded form

#### Topic: Skip Counting Up and Down

#### Assessment Questions - #5, 10, 11

#### Essential Ideas & Understandings
- We can count by numbers other than one - this is called skip counting.
- When we skip count by 10s, the digit in the ones place stays the same because we are not adding or subtracting any loose ones - we are just adding groups of ten.
- To find “one/five/ten more than” a number, we can add one/five/ten. We can also count up one/five/ten.
- To find “one/five/ten less than” a number, we can subtract one/five/ten. We can also count down one/five/ten.

#### CCSS Standards & Aligned MAP Skills
- **2.7(B)** - Use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200

#### 50th Percentile MAP Skills - Within scope of unit
- Counts backward by 100s within 1,000
- Counts by 100s within 1,000
- Counts by 10s within 1,000
- Counts by 1s within 1,000
- Recognizes skip-counting patterns in 100s charts
SAMPLE - Math Unit Plan - Grade 2, Unit 1

Topic 3 - Comparing & Ordering Numbers
Assessment Questions - #8, 9, 12

Essential Ideas & Understandings
- Comparison symbols help us show how the value of the two numbers are related.
- We can order numbers from greatest to least, or from least to greatest.

CCSS Standards & Aligned MAP Skills
- 2.2(C) - Generate a number that is greater than or less than a given whole number up to 1,200
- 2.2(D) - Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)

### 50th Percentile MAP Skills - Within scope of unit
- Compares whole numbers within 1,000 using symbols
- Compares whole numbers within 1,000 using terms

### 50th Percentile MAP Skills - Beyond scope of unit - can be used for extension
- Compares whole numbers within 10,000 using terms
- Compares whole numbers within or greater than 10,000 using symbols

Unit Content Internalization Questions

Standing Questions
- What will students need to already know to be successful in this unit - either from previous units or previous grades? What strategies do you need to use for students who have gaps in this foundational content?
- How does the content of this unit connect to math that is coming up for students - either in future units or future grades? What implications does this have for how you might teach this content?

3 to 4 Unit Specific Content CFUs
- PART A - A student says “I’m comparing 278 and 94. I know 278 is bigger because it has three digits and the number with more digits is always bigger.” How would you respond to this conjecture? What would you want to hear a student say?

PART B - How might your thinking change when considering that students will need to compare decimals in the future? How might this understanding need to be deepened when students move beyond whole numbers?
- Summer started on 205.
  - If she counted by 100s, is 688 in her pattern? Explain how you know. How would you want to hear a second grader explain their reasoning for answering this question.
SAMPLE - Math Unit Plan - Grade 2, Unit 1

- If she counted by 10s, is 775 in her pattern? Explain how you know. How would you want to hear a second grader explain their reasoning for answering this question.

- “When I subtract 10 from 107, I get 97. I started with zero tens and ended with nine tens. I must have done something wrong because when I subtract my number should get smaller so I shouldn’t end with more than I started with.” How would you address this misconception?

- A student looks at the number 340. They say “This number has 3 hundreds, 4 tens and 0 ones.” What is correct about their statement? What is incorrect? How might you guide their language to be more precise?

### Manipulative Connections

<table>
<thead>
<tr>
<th>Manipulative</th>
<th>Notes &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Place Value Blocks aka Base-10 Blocks</strong></td>
<td>Place-value blocks help students see the relationship between each base-10 unit - hundreds, tens and ones. They can physically see that 10 ones combine to make 1 ten, and 10 tens combine to make 1 hundred. Place value blocks are useful for students to represent numbers, and help them think about how to represent numbers in multiple ways.</td>
</tr>
<tr>
<td><strong>Place Value Discs</strong></td>
<td>Place-value discs also help students represent numbers - and they are easier to manipulate for larger numbers than blocks as they are smaller. However, they are more abstract than place value blocks as all the discs are the same size so students cannot physically see/count how 10 tens are joined together to make a hundred.</td>
</tr>
<tr>
<td><strong>Place Value Strips</strong></td>
<td>Colorful 4” tall strips to illustrate place value concepts. For each place value there are four strips (one for each numeral 0-9). These can be used to demonstrate the connection between numbers in standard and expanded form.</td>
</tr>
<tr>
<td><strong>Unifix Cubes</strong></td>
<td>Unifix cubes should always be stored in sticks of 10. Some of our lower students may need unifix cubes at this stage over base-10 blocks because they can be snapped apart and together, which is a more direct way of composing and decomposing a 10 than base-10 blocks which must be &quot;traded out&quot; which is more abstract and conceptual.</td>
</tr>
</tbody>
</table>
| **Coins - dollars, dimes & pennies** | Dollars, dimes and pennies are a natural connection to place value as students can see that 10 pennies can be grouped to make 1 dime, and 10 dimes can be grouped to make 1 dollar.

Print and cut apart some play dollar bills for practice with plastic coins |
| **Additional Resources** | Place Value Workmat - You may wish to print and laminate this for this unit. Provides a space to represent 100s, 10s and 1s. |
Bloom’s Taxonomy

**Evaluation**
Make and defend judgments based on internal evidence or external criteria.

**Synthesis**
Compile component ideas into a new whole or propose alternative solutions.

**Analysis**
Break down objects or ideas into simpler parts and find evidence to support generalizations.

**Application**
Apply knowledge to actual situations.

**Comprehension**
Demonstrate an understanding of the facts.

**Knowledge**
Remember previously learned information.

Thinking Skills

- choose compare conclude
- contrast defend describe discriminate
- estimate evaluate explain judge justify interpret
- relate predict rate select summarize support value

- arrange assemble categorize collect combine comply
- compose construct create design develop devise explain
- formulate generate plan prepare rearrange reconstruct relate reorganize rewrite set up summarize synthesize tell write

- analyze appraise breakdown calculate categorize compare
- contrast criticize diagram differentiate discriminate distinguish examine experiment identify illustrate infer model outline point out question relate select separate subdivide test

- apply change choose compute demonstrate discover dramatize employ illustrate interpret manipulate modify operate practice predict prepare produce relate schedule show sketch solve use write

- classify convert defend describe discuss
distinguish estimate explain express extend generalized give example(s) identify indicate infer locate paraphrase predict recognize rewrite review select summarize translate

- arrange define duplicate describe duplicate label list match memorize name order outline recognize relate recall repeat reproduce select state
# Planning the Arc of the Unit

## Unit Plan - Objectives & LP Links

<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Topic &amp; Standard</th>
<th>Objective</th>
<th>Extended Exit Ticket Link</th>
<th>Bottom Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Topic 1</td>
<td>SWBAT identify the value of a digit in a three-digit number. SWBAT represent 3-digit numbers using base-10 blocks.</td>
<td>LINK</td>
<td>Students are able to identify the value of a digit in a three-digit number based on its place. They can use this understanding of value to represent the number in various forms.</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>2NBT1 &amp; 2NBT3</td>
<td>SWBAT represent numbers in expanded form.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td></td>
<td>SWBAT represent numbers within 1,200 in multiple forms (standard, word &amp; expanded).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small Group Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td></td>
<td>SWBAT understand that groups of 100 are composed of ten “tens.”</td>
<td>LINK</td>
<td>Students are able to move flexibly between tens and hundreds. They understand that ten tens make a hundred and can compose and decompose units of a hundred and units of ten in three-digit numbers.</td>
</tr>
<tr>
<td>Lesson 5</td>
<td></td>
<td>SWBAT bundle groups of 10 tens into a hundred and rename.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>Topic 1</td>
<td>SWBAT unbundle hundreds into groups of tens and rename.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>2NBT1 &amp; 2NBT3</td>
<td>SWBAT represent 3-digit numbers using place value discs in multiple ways.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td></td>
<td>SWBAT rename 3-digit numbers in multiple ways.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 9</td>
<td></td>
<td><strong>Bundles &amp; Cartons of Pencils</strong> SWBAT rename 3-digit numbers in multiple ways in a real world context.</td>
<td></td>
<td>This activity provides additional practice with composing and decomposing units of a hundred anchored in a real-life scenario. You may wish to do it before your small group day or after it.</td>
</tr>
<tr>
<td></td>
<td>Small Group Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 10</td>
<td>Topic 1</td>
<td>SWBAT represent dollar amounts within $1.00 with pennies and dimes in different ways.</td>
<td>LINK</td>
<td>Students understand how money is connected to place value and that base-ten relationships extend to pennies, dimes &amp; dollars. They can flexible build amounts within $3.00 bundling and unbundling pennies, dimes &amp; dollars.</td>
</tr>
<tr>
<td>Lesson 11</td>
<td>2MD8</td>
<td>SWBAT represent dollar amounts within $3.00 with pennies, dimes &amp; dollar bills in different ways.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SAMPLE - Math Unit Plan - Grade 2, Unit 1

| Lesson 12 | Small Group Day | SWBAT count on and back by 100's within 1,200 and explain patterns in the digits, starting on any number. | Link | Students can count up and down by 10s and 100s within 1,000 using place value understanding and number sense. They can relate the idea of "10 more/less" and "100 more/less" to counting. |
| Lesson 13 | 2NBT2 & 2NBT8 | SWBAT count on and back by 10's within 1,200 and explain patterns in the digits, starting on any number. |  |
| Lesson 14 |  | SWBAT complete “more than” and “less than” comparison statements involving 10 and 100. |  |
| Small Group Day |  | Additional tasks/problems: **Row Past 100 Problem** |  |
| Lesson 15 | SWBAT compare two 3-digit numbers based on place value using words and math symbols. | Link | Students can compare and order 3-digit numbers. |
| Lesson 16 | Topic 3 | 2NBT3 | SWBAT order a set of 3-digit numbers based on place value using words and math symbols. |
| Lesson 17 | SWBAT complete a comparison statement involving more than two numbers. |  |
| Small Group Day |  |  |
| Assessment Day |  |  |

### Center & Independent Work Resources

- **Place Value Battle** - This is a variation of the evergreen center Battle. Each player will need a recording sheet and each group will need four packs of digit cards (printed and shuffled).
  
  **Place Value Battle video** - This video is aligned to G4 PV Battle, but the structure is the same, though the numbers are smaller.

- **Base-10 Concentration** - This is a variation of the evergreen center Matching Use for representing numbers in both standard and base-10 form. Students flip 1 card, use a sentence stem card to articulate how many of each unit they’ll need to have a match, and flip over a second card in search for a pair.

- **More & More Notes** - Use to show numbers in different number forms. Students choose 3 cards that were face-down, then represent the number in different forms (see notes).

- **05 Ways to Make a Number**

- **Building Numbers to Show Value** - Use for decomposing numbers. Students pull numeral cards to create a number; students then use hundred, tens, and ones cards (thousands for above GL push) to show how many of each unit are inside a number.
**Sample - Math Unit Plan - Grade 2, Unit 1**

**Connections to Fluency, Counting & Number Stories**

**Fluency Expectations & Connections**
- The fluency expectations by the end of this unit are:
  - Level 31 - Count up and down by 100s within 1,000, starting at any number.
  - Level 32 - Count up and down by 10s within 1,000, starting at any number.
- This unit also provides a place to practice and review the G1 expectations of recognize numerals up to 1,000 (Level 28) and count up and down by 1s within 1,000, starting at any number (Level 29).

**Counting Expectations & Connections**
- In order to be successful in this unit, students need to be fluent in counting by 1s through at least 100. They also need to understand how to count quantities by groups other than 1, so that they can quickly and accurately count the numbers they will be modeling.
- By the end of this unit, students should be fluently able to skip count up and down by 100s, 10s and 1s within 1,000 starting from any number.
- Regrouping across a decade/century is especially difficult for students. They will quite often easily say "79, 89, 99..." but then not know how to regroup over the century hurdle. Use math board, small group and flex day time to record counts of numbers and look for patterns. A sample annotated anchor chart is pasted in the anchor chart section that models how this might look.

**Number Story Connections**
- Number stories present an opportunity to explore place value even more deeply, as well as practice skip counting up and down. While addition & subtraction is not formally started in G2 until Unit 2, students may decompose numbers into expanded form to make them easier to work with when adding or subtracting.

**Possible OLP Assignments**

<table>
<thead>
<tr>
<th>Freckle</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2(A) - Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones</td>
</tr>
<tr>
<td>2.2(B) - Use standard, word, and expanded forms to represent numbers up to 1,200</td>
</tr>
<tr>
<td>2.2(C) - Generate a number that is greater than or less than a given whole number up to 1,200</td>
</tr>
<tr>
<td>2.2(D) - Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (&gt;, &lt;, or =)</td>
</tr>
<tr>
<td>2.5(A) - Determine the value of a collection of coins up to one dollar</td>
</tr>
<tr>
<td>2.5(B) - Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.</td>
</tr>
<tr>
<td>2.7(B) - Use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mastery Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>These are the goals that students should have achieved by the end of the unit</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Freckle</th>
</tr>
</thead>
<tbody>
<tr>
<td>NBT - Level 15</td>
</tr>
<tr>
<td>MD - Level 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflex</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 Addition &amp; Subtraction Facts mastered</td>
</tr>
</tbody>
</table>
SAMPLE - Math Unit Plan - Grade 2, Unit 1

Student Manipulative Kit Needs

What should be in a student manipulative kit during this unit? (what & how many?)

- Base-10 blocks (9 flats, 15 rods, 20 cubes)
- Place Value Discs (12 hundred-discs, 15 ten-discs, 20 one-discs)
- Money (3 dollar bills - printable here - 12 dimes & 20 pennies)
- Write n' Wipe Board - 120 chart on one side, blank number line and ten frames on the other
- Plain white board & marker

Teacher Manipulatives

- Place Value Strips
- Magnetic Base-10 Set

Do I have these manipulatives? Do I need to find or make more?

What routines and systems need to be in place to use these manipulatives?

GLAD Connections

Potential Strategies

Cognitive Content Dictionary

- Use a CCD to deepen student understanding of vocabulary related to place value so they can access and engage in discourse with precise vocabulary. You should choose words that you, and students, will use often.

Vocabulary & Definitions

TOPIC 1

- Number - a mathematical idea used to count and measure a quantity.
- Numeral - a mathematical symbol used to represent a number.
- Digit - a math symbol, 0 through 9, that we use to create numerals.
- Value - the amount something represents, the amount something is worth.
- One - a single unit.
- Ten - a bundle or group of 10 ones
- Hundred - a bundle or group of 100 ones; a bundle or group of 10 tens.
- Standard Form - the most common way to write numerals - using our digits and our place system (e.g. 643). Standard form hides the value of each digit. It is the way we normally write numbers everyday.
- Expanded Form - a way to write numerals as a sum of single-digit multiples of powers of ten. Because we have a base-10 system, this shows the value of each digit in the numeral more clearly. We can write expanded form using numerals (e.g. 643 = 600 + 40 + 3) or using words (e.g. 643 = 6 hundreds + 4 tens + 3 ones).
- Word Form (also called Written form, Number Words, Number Names or Written Names) - writing numerals using the words we say when we read them aloud (e.g. 643 = six hundred forty-three)
- Regroup or Bundle - means to group 10 smaller units into one larger unit and rename it as 1 of that larger unit
- Dime - a coin that is worth 10 cents; a coin that is worth 10 pennies.
Sample - Math Unit Plan - Grade 2, Unit 1

- **Penny** - a coin that is worth 1 cent
- **Dollar** - a bill that is worth 100 cents; a bill that is worth 10 dimes; a bill that is worth 100 penies.

**TOPIC 2**
- **Count on** - to add by starting at one number and counting up
- **Count back** - to subtract by starting at one number and counting down

**TOPIC 3**
- **Compare** - to see how two or more numbers are the same or different. To find which number is greater and which is smaller.
- **> - Greater than symbol** - tells us that the value to the left of the symbol is greater than the value to the right
- **< - Less than symbol** - tells us that the value of the left of the symbol is less than the value to the right
Sample Anchor Charts

- **Place Value**
  - 10 tens = 1 hundred
  - 10 ones = 1 ten

- **Changing Tens → Hundreds**
  - 10 ones → 1 ten
  - 20 ones → 2 tens
  - 30 ones → 3 tens
  - 40 ones → 4 tens
  - 50 ones → 5 tens
  - 60 ones → 6 tens
  - 70 ones → 7 tens
  - 80 ones → 8 tens
  - 90 ones → 9 tens
  - 100 ones → 1 hundred

- **Ways To COUNT 100**
  - 100 = 1 hundred
  - 90 tens = 9 hundreds
  - 80 tens = 8 hundreds
  - 70 tens = 7 hundreds
  - 60 tens = 6 hundreds
  - 50 tens = 5 hundreds
  - 40 tens = 4 hundreds
  - 30 tens = 3 hundreds
  - 20 tens = 2 hundreds
  - 10 tens = 1 hundred

- **Regrouping**
  - 3 tens 15 ones = 45
  - 4 tens 5 ones = 45
100 ones = 10 tens = 1 hundred

There are 2 hundreds, 2 tens, 36 ones.

Read and Write Numbers to 1000

Place Value

Written form: one hundred forty-nine
Expanded form: 100 + 40 + 9
Standard Form: 149
Model form: 1 hundred, 4 tens, 9 ones
**Number Words**

- Hundreds:
  - one hundred: 100
  - two hundred: 200
  - three hundred: 300
  - four hundred: 400
  - five hundred: 500
  - six hundred: 600
  - seven hundred: 700
  - eight hundred: 800
  - nine hundred: 900

- Tens:
  - ten: 10
  - twenty: 20
  - thirty: 30
  - forty: 40
  - fifty: 50
  - sixty: 60
  - seventy: 70
  - eighty: 80
  - ninety: 90

- Ones:
  - one: 1
  - two: 2
  - three: 3
  - four: 4
  - five: 5
  - six: 6
  - seven: 7
  - eight: 8
  - nine: 9

**Comparing Numbers**

- Less than
- Greater than
- Equal to

- Example: 58 > 32
  - 58 is greater than 32

**Ways to show a NUMBER**

- Standard Form hides the value of the digits.

- Expanded Form shows the value of the digits.

- Example: 361
  - Standard Form: 3 + 60 + 1
  - Expanded Form: 300 + 60 + 1

**When counting by tens...**

- Bundle 10 tens to make a hundred

- 68
- 78
- 88
- 98
- 108
- 118
- 128
- 138
- 148

- The digit in the ones place stays the same
- The digit in the tens place increases by one each time
- When we get 9 tens, we bundle to make a hundred
LETTER OF SPECIAL ASSURANCES

Sponsoring Entity: Rocketship Public Schools Texas

Proposed Charter School Name: Rocketship Public Schools

The Board Chair of the proposed sponsoring entity shall initial all assurances within this document to confirm awareness and understanding of responsibilities established herein.

Initial by each blank line in blue ink

Open Meetings Requirements

The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon will be held in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation that were proposed and approved in the application for charter.

Public Information Requirements

The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

Criminal History Check Requirements

The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of a charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC §37.007(a) or an offense listed in Article 62.001(5) Code of Criminal Procedure.

Annual Training Requirements

The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.
Residential Facilities Monitoring (RFM) System

The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in Residential Facilities (RFs). The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA’s data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

Special RF Training

The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in RF Tracker will receive training on the RFM system.

Admission and Enrollment

The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.
Public Meeting(s)

The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment E5 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

Withdrawal and Expulsion

The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information; proof of identification is not provided;
- or immunization records are not provided within 30 days of enrollment.

The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school. See 19 TAC §100.1211 (c).

The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

Ready to Open Check-List

The proposed charter holder understands, upon approval and award of charter, that a ready-to-open check list may be required to be completed prior to final approval for the opening of any campus.
Postponement of Opening

The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

Federal and State Funding

The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from Every Student Succeeds Act funds, as granted by the Every Student Succeeds Act of 2015, must comply with the The Guns-Free Schools Act. See 20 U.S. Code § 7151.

The proposed charter holder understands that any Every Student Succeeds Act funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

Federal Charter School Program Grant

The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, Commissioner and State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the Generation 26 Application for Charter, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the Charter School Program (CSP) grant.
The applicant provides assurance that the chosen financial accounting system will adhere to the following requirements, upon award of a charter:
- accommodates the minimum 15-digit account code mandated by the FASRG;
- generates information needed for PEIMS reporting; and
- ensures adequate accountability of state and federal funds. If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with CSP grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.

The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the CSP grant, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of CSP grant funds.

The applicant provides assurance that it has, or will have before serving students, on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Division of Charter School Authorizing and Administration request a copy, the applicant will provide such copy immediately.

According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the definition of a charter school, as defined in ESSA, Section 4310(2). By signing and submitting the application, the authorized official of the proposed public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

The term charter school means a public school that:
  a. in accordance with TEC, Chapter 12, is exempt from significant State or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;
  b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
  c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
  d. provides a program of elementary or secondary education, or both;
  e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
  f. does not charge tuition

h. is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;

i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purposes of this program;

j. meets all applicable Federal, State, and local health and safety requirements;

k. operates in accordance with State law; and

l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.

**Required Disclosure**

The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the Charter School Application to the extent authorized by all controlling law.

_I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages._

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*PETER PHILPOTT*

Printed Name of Sponsoring Entity Board Chair

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Signature of Sponsoring Entity Board Chair

1/14/21

Date
ADDENDUM
Charter School Program Start-Up Grant

Priority Point

☐ The applicant proposes to open the charter school in a Qualified Opportunity Zone.

The application scoring process will allow for the award of a priority point for applicants committed to serving students who will attend a school located in a Qualified Opportunity Zone. If awarded a charter, applicants committed to opening charter schools in a Qualified Opportunity Zone will be required to provide specific census tract numbers and other information on the plan to serve students in these high-need areas.

Narratives

EDUCATIONAL PLAN

1. Describe the educational program of the proposed charter school.¹

Rocketship’s Innovative Model: Rocketship Public School’s (RPS) model is built on three pillars of excellence, which we believe are the key to Rocketship’s continued success as we work to close the achievement gap.² Rocketship Texas (RTX) endorses and adopts these three pillars and looks forward to applying them to benefit the students of Tarrant County, to close the achievement gaps, and support our community.

1. Talent Development: Effective teachers and administrators are critical to student achievement. To ensure RTX has the best teachers and leaders for our students, we will call on RPS to provide focused coaching, professional development, and a variety of leadership programs to help the RTX and RPS faculty and administration grow both professionally and personally regardless of their experience level. Rocketship elevates and celebrates teaching, providing exciting and rewarding careers where educators feel empowered, appreciated, and valued. Rocketship helps its teachers grow using embedded learning opportunities, personalized coaching and customized training as part of the regular workday. Rocketship grows its leaders internally with on-the-job training.

¹ For this section, we have drawn heavily from our Gen 26 School Design (pg. 25-73) and Talent Management and Development (pg. 87-100) sections. Please see for greater detail.

leadership and principal training programs with clear paths towards long-term career goals. *Id. n. 1*

2. **Personalized Learning:** Each student has their own unique way of learning and advancing. Unfortunately, the traditional school system model does not allow for adequate individualization. Rocketeers (what our students are known as) get personalized instruction targeted to both their individual needs and unique learning styles. Rocketship’s approach to personalized learning is about tailoring instruction, content, learning experience, and pace to unleash the potential of every student. Best of all, this model works for all students in the Rocketship program, whether they are catching up or racing ahead, and with the significant challenges many if not all students have faced through the Covid-19 pandemic, personalized learning is needed now more than ever. *Id. n. 1* Our community has seen significant drops in student attendance, and Pre-K enrollment which is so important to close the gap is down significantly: “Fort Worth ISD, with North Texas' second-largest program, is down 38%. Grand Prairie ISD, the area’s fifth-largest, is down 21%. Dallas, with 8,650 students, has declined by 29%.” Rocketship’s model and personalized instruction will be a major component of the educational rescue our students so desperately need.

3. **Parent Power:** Engaged parents are essential to eliminating the achievement gap. Rocketship works with its parents to help them become powerful advocates for their children and their communities. It works directly with parents, helping them become leaders at home, in the schools, and in the community. This includes assisting with student’s homework, managing the household while being a positive role model for their children, organizing and leading community meetings, planning and supporting school-wide events, advocating for their children’s needs, assisting in both the teacher and leader interview process as appropriate, being active members in their community, supporting and participating in advocacy groups and school boards, and standing up to advocate for their students and their schools. *Id. n. 1*

**Innovative Design:** Rocketship’s model and approach have multiple innovative aspects that distinguish it and help its students consistently outperform their peers in neighboring schools. Beyond Rocketship’s innovative approach to personalized learning and parent engagement, it is the Learning Lab and commitment to serving all students that are distinguishing features of a Rocketship school.

**Learning Lab, Rotational Model, and 21st Century Learning:** Unlike traditional elementary schools, Rocketeers rotate between three content blocks daily: Humanities, STEM, and Learning Lab. The students don’t learn from a single teacher teaching all subjects, but from a team of teachers. Rocketship teachers are subject experts who specialize in Humanities, STEM, or Enrichments. Content specialization allows teachers to

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develop deeper expertise to improve student understanding and their strong enthusiasm for their subject matter is shared with the students. Teachers form collaborative grade-level teams that work together to develop classroom management strategies, create lesson plans, and engage parents.

As part of its rotational model, all Rocketeers have daily access to the Learning Lab. Rocketship believes the Learning Lab must be a purposeful and diverse learning experience that further unleashes the potential of its Rocketeers through rigorous academic and non-academic experiences, described in detail below. The learning lab will allow us to further enhance Rocketeers’ classroom lessons and learnings, more widely expand their experiences in an even more holistic manner, and further develop the critical thinking and 21st century skills required for them to thrive at Rocketship and beyond.

Classroom instruction is complemented by a variety of Learning Lab activities—project based learning, skills centers, Tier II tutoring, online learning programs (OLPs)—supporting students in multiple ways as they work to master standards and content. For example, when students are engaged in project-based learning activities in their Humanities classroom they will concurrently have extended time in the Learning Lab to deepen their work on their project.

Part of the opportunity gap for low-income students is access to the diverse experiences that their wealthier peers gain through paid afterschool and summer programs. We know that these diverse experiences not only improve academic performance and better prepare students for career and life, but also provide a richer life and develop a more complete person and citizen. In order to close this opportunity gap, RPS’s campuses provide a wide variety of enrichment programs including hands-on science, art, engineering, music, and Spanish. Also, as part of its Learning Lab experiential centers, students have the opportunity to build Lego robotics, learn coding, and play chess and other strategy games.

To equip our students with the academic and life skills necessary to become self-motivated, competent, and lifelong learners, it is critical we expose them to 21st century skills like communication, collaboration, creativity, and critical thinking. We will build these skills across the entire school day, but the Learning Lab provides students with unique opportunities to apply them. For example, student teams will collaborate, taking turns to complete hundreds of steps to build a Lego robot, requiring strong communication to jointly build the complex final product.

**Serving All Students with Excellence:** The Rocketship team has always believed it is their responsibility as educators to serve all students with excellence. All of the innovative approaches described here allow Rocketship to do so in a way that distinguishes it from neighboring schools. Rocketship is proud that: (1) it has never expelled a Rocketeer at any school or region in its fourteen year history; (2) across 20 schools (10,200 students) in high-poverty areas, its average suspension rate is less than one percent (<1%); (3) Rocketship backfills students at all grades throughout the school year, accepting new students at all grade levels as openings arise, rather than accounting for attrition in its
model or approach; (4) in D.C., Rocketship proudly serve the highest percentage of at-risk students (81%) in the entire district for any charter in the city; (5) in Milwaukee, Rocketship has a disproportionately high percentage of students with disabilities (14-17% over the last three years) at one of their campuses due to the presence of its well-regarded Specialized Inclusion Program (SIP) for students with significant disabilities and the multiple student referrals it receives from the local Autism community; (6) Rocketship has developed deep family partnerships across a diverse range of communities: Rocketship Futuro in Concord, CA (85%+ Hispanic with a majority of its students being ELs), Rocketship United in Nashville (school community with more than 15 languages spoken), Rocketship RISE in D.C. (95%+ African-American; 81% at-risk; 33% homeless); (7) beyond the racial, ethnic, and linguistic diversity across schools, Rocketship welcomes all students with disabilities and provides them with a full continuum of services and supports; and (8) Rocketship’s students across all tiers of proficiency--both those significantly below grade level and those above grade level--demonstrate high growth in both literacy and math.

**Standards**: We are excited to bring Rocketship to Tarrant County and Texas to serve our communities families and students providing proven successful schools that effectively implement a rich, personalized learning experience grounded in the TEKS. For English Language Arts and Reading, the recent TEKS K-8 shifts resonate with what the knowledge and skills Rocketship has found that students need to be academically successful now and in the future. In RTX deep exploration of the TEKS, it’s identified key areas of alignment:

- The intent for the various strands to be taught in an integrated fashion reflect Rocketship’s own experience about the integrated nature of listening, speaking, reading, and writing for student learning and development--in particular for ELs.
- The increased emphasis on text complexity in literacy development is critical to adequately preparing elementary students for the rigor of upper grade levels and college and career.
- Finally, TEKS greater differentiation of multiple genres (Traditional Literature, Realistic Fiction, Fantasy, Informational, Biography, Autobiography, and Poetry) will help deepen student comprehension, improve writing ability, as well as lead to a deeper love of reading among our students.

For Math, RTX appreciates the TEKS’ explicit use of concrete and pictorial models to compose and decompose numbers and solve complex word problems. RSP has made a major investment in the Number Stories component of its Mathematics instruction where students focus on building number sense and discovering new strategies for solving problems using a Cognitively Guided Instruction approach. Students work on not just solving equations, but deeply understanding, representing, discussing, and approaching problems and number computations using various models and strategies.

In addition to addressing TEKS, RTX’s curriculum is also designed to explicitly address the English Language Proficiency Standards (ELPS). The TEA’s “cross-curricular second language acquisition essential knowledge and skills” will be strategically sequenced and explicitly taught to students across all content areas. We believe that language acquisition is maximized when students can learn language when taught in meaningful contexts. This
is why the ELPS and language instruction will be embedded across content areas in curriculum and lesson plans.

In accordance with the requirements of House Bill 3, full-day Pre-K and new literacy and math goals and requirements, RTX and our Board will implement programs and plans to meet these requirements in alignment with TEA guidelines:

1. Identify annual goals for 3rd grade reading and math—including separate goals for bilingual students and students with disabilities
2. Ensure that all prekindergarten through third grade teachers and principals complete a reading academy by the 2022-2023 school year
3. Provide supplemental training for any K-3 teacher who is not meeting the plans goals
4. Assign a district level administrator to coordinate the plan
5. Submit an annual report to the board of trustees and post on our website
6. Review the plan annually at a public hearing and have the Board adopt the plan
7. Work with community partners on PreK or investigate waiver options per TEA guidelines

**Curriculum and Instruction to Support All Learners:** To most effectively address the needs of all learners, Rocketship’s curriculum design and development process incorporates the needs of individual students from the beginning. To facilitate this, each of its content teams works closely with its EL and Special Education experts to embed standards, instructional practices, and resources critical for these student groups and individuals into our curriculum, instructional strategies and professional development.

**English Learners:** Rocketship’s instructional program aims for EL students to develop English language proficiency so they can fully access all social and academic opportunities. All teachers will be able to identify students’ language proficiency levels and differentiate instruction based on the proficiency level indicators, to promote movement along the language learning continuum. In our lower grades, bilingual educators will provide primary language support and instruction designed to maximize second language acquisition. To best support our ELs, our unit and lesson plans will include references to the relevant TEKS and ELPS standards which are being addressed; specific instructional strategies to best support ELs such as sentence stems, designated physical gestures for key vocabulary, and frequent student oral language production; links to exemplar visual supports and graphic organizers such as visual input charts, cognitive content dictionaries, and Know, Want to Know, and Learned (KWL) charts to be used during specific lessons, and during ELAR and SLAR there will be a strong emphasis on oral language development as well as reading and writing tasks to develop awareness of how English works.

**Special Education:** At Rocketship, students with disabilities are educated in the least restrictive general education environment, alongside their typically developing peers, to the greatest extent possible and appropriate for each individual student. In this model of meaningful inclusion, it is essential that the general education program is scaffolded and differentiated to meet the needs of students with disabilities. Special education and
general education staff closely collaborate in order to identify and design needed scaffolds and supports. Supports in the Tier 1 program vary by student and according to need but may include accommodations based upon the Universal Design for Learning (UDL) framework, embedded scaffolds, small group instruction, as well as appropriate modifications.

To enable meaningful inclusion for our students with disabilities and the academic growth we expect for these students, we have prioritized that special education teachers will meet with content teachers at least weekly to co-plan the provision of required accommodations for specific students; differentiating academic content and instruction in the general education classroom to make it more accessible to all students; and the coordination of co-teaching of small group instruction in the general education classroom.

Just as we will prioritize the what and how of co-planning for our teachers, we will prioritize that special education teachers spend at least one third of their time co-teaching in the general education classroom. Among the many approaches to co-teaching, we will prioritize alternative and station small group co-teaching for all of our special education teachers. We will actively support our more experienced teachers to move to team co-teaching when ready.

**Relevant Professional Development and Tools**: To support school leaders and teachers to make the rigorous and meaningful curriculum come alive in our classrooms, we will provide extensive EL-specific and special education-specific professional development and coaching for both school leaders and teachers. In addition, Rocketship has developed specific tools and rubrics for school leaders that we will adopt to both a) evaluate the quality of teacher’s EL instruction and, in parallel, for teachers to monitor their student’s progress in language development, as well as b) to evaluate the quality of both general education and special education teacher’s instruction for students with disabilities. See section below with more detail on PD and tools for our teachers.

**Enrichments**: As discussed above, part of the opportunity gap for low-income students is access to the diverse experiences that their wealthier peers gain through paid afterschool and summer programs. To close this gap, RPS’s campuses provide a wide variety of enrichment programs including hands-on science, art, engineering, music, and Spanish. Rocketship Texas commits to engaging families to determine the specific enrichment offerings at each of our campuses.

In accordance with TEC §28.002(a)(2), we will offer the required instruction and utilize the appropriate TEKS for each of the enrichment subjects--health, physical education, fine arts, and technology applications. All students will receive daily Physical Education for at least 30 minutes in accordance with TEC §28.002(l). We will hire enrichment instructors who have demonstrated expertise and interest in a specific enrichment content area. Students will receive some type of enrichment during every full school day. As with all members of our instructional staff, our enrichment instructors receive regular coaching,
training, and professional development. We will continually strive to ensure that all enrichment content is rigorous, standards-aligned, and data-driven.

**Online Learning Programs (OLPs):** As mentioned above, part of our approach to personalized instruction will include the purposeful use of adaptive technology through Online Learning Programs (OLPs). While we believe that effective instructors are at the heart of effective instruction, the reality is that no single teacher can reach all learners at every minute. OLPs deliver many benefits, including: 1) Personalized instruction delivered on a constant, reliable basis; 2) Basic skill remediation as well as acceleration; 3) Student accountability, motivation, and engagement; and 4) Additional progress monitoring data for teachers. Students may engage with OLPs during any of the instructional blocks, including Humanities, STEM, and the Learning Lab but typically no more than a total of 30 minutes a day for students in upper grades and less for younger students. The use of OLPs facilitates independent student learning while the teacher or tutor is focused on small group instruction.

**Social Emotional Learning (SEL):** We believe that students must master both academic and critical life skills to become positive and productive contributors to society. Rocketship’s approach to social-emotional learning also aligns well with the principles of high-quality character education with its schools’ Core Values a foundation for both—see Core Values below. Our staff will provide daily SEL lessons during community meetings as well as leveraging teachable moments throughout the day by facilitating a restorative conversation whether class-wide or between just two students.

**School Culture, Systems, and Structures:** Our school culture will be grounded in Rocketship’s core values—Respect, Responsibility, Empathy, and Persistence—but it will be so much more. Culture will be baked into everything we do, from our beliefs and norms to our attitudes and relationships. Our relentless pursuit of strong school culture will shape and influence every aspect of how our campuses function.

**Core Values:** In addition to RPS’s core values—respect, responsibility, persistence, and empathy—each of our campuses will choose its own fifth core value. These will form the basis of our development of character, behavioral instruction, and management systems. At the start of the year, teachers will explicitly teach core values lessons, demonstrating what different core values look like in action. Every campus will also have its own system to promote and reinforce the core values.

**Launch:** Each campus will begin the day with Launch, which brings the campus together around a school-wide focus, usually including one of the core values. During Launch, the campus may also promote a particular successful student habit, such as preparedness, going above and beyond, or urgency. Finally, campuses may use Launch time to foster school culture, pride, and student engagement.

**Community Meetings:** Just after Launch, each grade will participate in a Community Meeting in the classroom led by the classroom teacher. This is a set aside time to complete

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4 "The 11 Principles of Character," Character.org
SEL lessons and sets the tone for the day. Community Meeting time builds relationships between students and teachers and creates a cohesive classroom and school culture. Teachers will be provided with read-alouds, videos, and guided discussion questions that target how students can connect their thoughts, feelings and actions across a variety of situations.

**Positive Behavioral Interventions and Supports (PBIS):** PBIS is our framework for creating learning environments that are consistent, predictable, positive, and safe. We believe that students need to be taught how to behave and struggling students must be taught replacement behaviors. Each campus will have a PBIS Team comprised of a wide cross-section of staff members with each member of the team tasked with overseeing a different PBIS component:

- **PBIS Lead:** Leads the PBIS team and is the point of contact with the entire school leadership team to make sure Tier 1 stays top of mind.
- **Data Lead:** Enters information on negative behaviors that occur at school into an online system to analyze trends and make data-based decisions about how to shift behaviors.
- **Reinforcements Lead:** In charge of school-wide reinforcement programs such as Core Value of the Month and Student of the Month and ensuing consequences are given fairly.
- **Staff Lead:** Oversees staff culture and designs programs to promote staff enjoyment, wellness, and ensure a positive environment.
- **Character Education Lead:** Oversees the fidelity of implementation of the social-emotional learning curricula.

**Behavior Approach and Safety:** We believe that safety, order, as well as student discipline are key to student learning and achievement. All students are expected to behave in a manner that fosters both a safe and welcoming environment for peers, staff, and community members. We believe Rocketship’s deep implementation of Multi-Tiered Systems of Support (MTSS) in the domains of behavior and social-emotional development has been a key differentiator for Rocketship from its neighboring schools in its successful service to all students. For many years, Rocketship has been implementing key Tier I initiatives with PBIS and daily Social-Emotional Learning (SEL) lessons. In addition, it has implemented universal screens for behavior and combined that with multiple behavior and social-emotional interventions at both the Tier II level--Check In, Check Out; Social Skills Groups, Peer Mentorship, Lunch Bunches--and the Tier III level--Behavior contracts with individual students, Behavior plans for individual students, Individual Counseling.

The system is successful because Rocketship has made the commensurate investments in time and money to implement MTSS at a high level. RPS staff provide daily SEL lessons combined with the flexibility for teachers to pause academic instruction to leverage a teachable moment or facilitate a restorative conversation whether class-wide or between two students. RPS has active PBIS teams who faithfully meet monthly to improve its systems for reinforcing positive behavior. Each of its grade level teams meet weekly to review each of the three tiers of interventions for their grade level students. During the...
course of the week, grade level teams hold as many student huddles and Student Study Team meetings as student-need demands. Rocketship has full-time mental health providers in each of its schools to fully implement our tiered interventions for all students who may need it, coordinate the full MTSS system, and coach teachers in implementing our student’s behavior plans. Rocketship has invested in outside experts to provide regular training throughout the school year for all staff--school leaders, teachers, paras, operational staff--to learn about behavior, how to effectively respond to the cycle of escalation, as well as how to implement trauma informed education.

Rocketship’s success in the domain of behavior is further supported by its function-based approach. The purpose of a behavior is also called the function. If we understand why a behavior is occurring, then we can be more likely to provide an intervention that is effective. With a function-based approach, Rocketship has the related five beliefs about behavior, which RTX is embracing:

1. **Behavior Communicates a Need**: We not only need to teach and modify behavior, but we also need to determine what the need is that the student is trying to communicate as behavior is a form of communication.

2. **Behavior is Learned**: Behavior needs to be taught just like we teach academics. Just like we would never expect a student who is unable to currently read to be able to read without being taught, we would not expect a student who is unable to follow the rules of behavior to be able to make appropriate choices without being first taught the necessary behavior.

3. **Behavior Can Be Changed Through an Instructional Approach**: Just as we need to differentiate our instruction to meet students where they are, we need to do the same for student behavior. Our behavior systems--both our approaches to reinforcement and modification--which often work for the vast majority of students, but which need to be differentiated in order to work for a subset of our students.

4. **Behavior is Predictable**: Once we determine the need students are trying to communicate, we need to help them find a better way to meet their need in a way that is least disruptive.

5. **Behavior is Increased through Successive Interactions (Practice)**: We believe students need prompting to learn the new skill/behavior we are trying to teach. We believe just as we reinforce academic progress and growth, we must also reinforce behavior progress and growth. We must communicate what we want students to continue to do for a new behavior to be learned. We know and understand that behavior takes time and must remain consistent.

We will welcome and receive the same students as our neighboring schools. A key reason that all types of students are more successful--both academically and behaviorally--at Rocketship is that they have invested the resources necessary to implement MTSS at a high level across the three domains of academics, behavior, and social-emotional development.
**Professional Development (PD) Plan:** We believe our teachers are most effective when they feel both invested in their school and that their school is invested in them. To this end, we will have structures in place to ensure all members of our staff receive high quality professional development described in detail below.

**Summer:** Each summer, RPS hosts an intensive three-week training for all teachers that emphasizes foundational knowledge in its culture and instructional model. This summer training allows staff to build a collaborative culture of trust while creating a school shaped around personalized learning and the RPS model. RPS provides training in classroom management and effective year-long, unit, and lesson planning. It also introduces foundational components of the RPS program, including the process for the use of data, instructional techniques, and the scope and sequence of curricula. Educators also learn strategies to effectively engage parents, including how to empower parents as key supporters of their children’s education after students graduate from Rocketship. This helps ensure that our students actualize our mission and go on to succeed “to and through” college. Just prior to summer teacher PD, school leaders, including both Principals and Assistant Principals, participate in two weeks of training to become well-versed in similar topics, ensuring that they are well-prepared to be effective instructional leaders while establishing that important school culture that enables student success.

**Weekly:** In addition to summer training, Rocketship schools dedicate time every week throughout the school year for staff PD, for a total of 300+ hours per teacher each year. At each of our schools, we dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. Based on student data, instructional observations and coaching, Principals and Assistant Principals facilitate sessions targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers based on experience, strengths, and key areas for growth to best support student learning. Topics have included analyzing and planning using formative assessment data, creating rigorous independent work, exploring whole brain teaching, launching literature circles, culturally responsive pedagogy, and facilitating small group instruction for struggling readers in the upper grades.

In order to develop the necessary subject expertise for our teachers as well as our school leaders, Rocketship regularly partners with several outside professional development organizations and higher education institutions to conduct in-depth professional development in various content areas. In the past, RPS has partnered with Project GLAD, the Santa Clara County Office of Education, Uncommon Schools, and the Lavinia Group. Based on the needs of our Texas educators and students, we would expect to utilize some of these same partners, with the potential to add local partners, especially in the context of adapting and aligning TEKS standards with the RPS curriculum. Rocketship is constantly reflecting on student achievement data and teacher instructional needs in order to refine the professional development program to best realize significant gains in student achievement.
In addition to weekly PD, all prekindergarten through third grade teachers and principals will also complete a reading academy by the 2022-2023 school year. Teachers also have regular common planning multiple times a week to collaborate on planning, data analysis, and to hone in on both grade level and content specific items that reflect challenges they’re experiencing in their classroom.

**Targeted Training for School Leaders:** RPS also invests in developing school leaders as managers of adults through its Leadership Labs program. The Leadership Lab program is a four-part series that focuses on developing leader skills in communication, feedback, staff motivation and development, and problem solving. During this school year, RPS has targeted a primary focus on its work in the realm of Diversity, Equity, & Inclusion, which are sessions held throughout the school year (facilitated in collaboration with an external partner, LiberatED) that all teachers, staff, and school leaders attend. This work primarily focuses on identifying and responding to personal biases in education, understanding the history of institutional racism, and operating classroom and schools with an anti-racist lens.

**Supporting All Students:** A core component of our PD for both school leaders and teachers is preparing them to effectively support all of our students successfully including our ELs and students with disabilities. Recent RPS trainings for school leaders and teachers have included addressing the English-Language Development Standards and Instructional Strategies, coaching small-group Special Education instruction, understanding and responding to the Behavior Escalation Cycle, and coaching on Trauma Informed Education. RPS has worked with various external partners to prioritize its work around coaching programming for both its general education and special education faculty and has worked deliberately across all of its regions to intensively and intentionally support students with physical, emotional, and alternate disabilities. Additionally, RPS has also started to re-align its curriculum(s) to better reflect the diversity of its students and staff, and has incorporated new research on culturally responsive teaching/pedagogy (CRT) into our instructional design practices and curriculum alignment, which it does both at the national and regional level.

**Coaching:** A foundational piece of RPS’s ongoing staff development is customized, targeted one-on-one coaching that school leaders provide for teachers and staff members. The overarching principles of its coaching program revolve around a tight feedback loop, regular opportunities for practice, the identification of root cases of problems and their accompanying solutions, weekly foci for teachers, and measurable goals for coaches to assess progress and collect data.

RPS implements a variety of coaching strategies and practices for all teachers and find this to be especially important for the development of new teachers. Coaches will both observe and provide written feedback, they may deliver in-the-moment feedback (such as speaking into an earpiece that the teacher wears during instruction), model the instruction methods desired, and engage in co-observations with the teacher (i.e., watching a video of the teacher, or observing a different teacher). All teachers will receive
at least four hours of support outside the classroom per week and are generally observed at least twice a week. They will also receive at least two hours of weekly PD, and also have one-on-one meetings with their coaches. The support that teachers receive is informed by the school leaders’ classroom observations, the teacher’s student data, and the teacher’s unique experiences, interests and goals. To expound on this last component, one arm of RPS’s PD programming is its Rising Leaders program (mentioned below), where high-performing teacher leaders are coached and developed on various aspects of change management during monthly extra-school sessions that reflect their interests to successfully complete a project at their schools each year. Additionally, aside from our experienced and veteran staff, we will also work extensively with our new faculty and staff on deliberate, additional coaching cycles to ensure they are fully ready to tackle the challenges of being a new classroom teacher.

ROLES AND RESPONSIBILITIES

2. Describe the roles and responsibilities of charter school personnel, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Please refer to the CMO Addendum, Attachment MO2, and Attachment MO3 for details and an in-depth discussion.

PARENT AND COMMUNITY ENGAGEMENT

3. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation of the school design and operation of the proposed charter school.  

“Community” is a core tenet of the RTX approach. We strongly believe in the power of a community coming together to demand and design high quality school options for its neighborhood. Accordingly, more than two years prior to our proposed school opening date, RTX initiated community engagement in Fort Worth across three main areas: (1) parent leadership/advocacy, (2) high-level stakeholder engagement, and (3) partner organizations and community engagement. Engagement at each level confirmed a yearning for elementary schools that elevate academic rigor, develop passionate educators, engage families meaningfully, and cultivate a sense of community that raises the bar for educational excellence in Southeast Fort Worth.

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5 For this section, we have drawn heavily from our Gen 26 Community Engagement (pg. 21-25) and Family and Community Engagement (pg. 71-73) sections. Please see for greater detail.
**Parent Leadership and Engagement:** RTX believes in unleashing the power of parents, so families have power to build and catalyze the movement for educational options, excellence, and equity for their children and in their community. RTX has met with parents in their community and held purposeful one-on-one conversations to understand their stories, values, and aspirations. Through these conversations RTX ignited, organized, and propelled parent power in Southeast Fort Worth.

Initial organizing efforts have involved months of meeting a cross-section of families to learn from families, gauge interest, identifying a core group of parent leaders, and forming a Parent Organizing Committee (POC). To identify core parent leaders, education organizers had over 300 one-on-one conversations, 10 house meetings and 25 informal community conversations in childcare centers, community centers, churches and more. Due to this engagement, we have identified over 350 families interested enrolling in our proposed school. POCs will join with Rocketship staff to play a leadership role in founding the school, engaging elected leaders and stakeholders, and moving to action to achieve critical objectives. Our Southeast Fort Worth POC already consists of 10 strong parent leaders who meet weekly to learn about organizing skills, engage with elected officials to build rapport, engage in conversation about the achievement gap and learn about decisions in education and organize other parents to advocate for quality schools in the neighborhood. In the last year, the POC held parent-led meetings to share their stories and engage leaders with questions with the following decision-makers: entire RTX Board & Superintendent, Fort Worth Councilmember Gyna Bivens & Kelly Allen Gray, Tarrant County Commissioner Roy Brooks, Judge Woodard, FWISD Board President Cinto Ramos, State Representative Nicole Collier and current State Board of Education (SBOE) members Pat Hardy, Audrey Young, Jay Johnson and Rebecca Bell- Metereau and former SBOE member Barbara Cargill.

**High-Level Stakeholder Engagement:** RTX originated as a group of committed and diverse Fort Worth leaders who worked to serve students and community at-large through their work as leaders in faith, education, mutual aid services, philanthropy and labor industry and sought to bring quality school options to Tarrant County. This group launched a partnership in August 2019 and later a RTX board with ten diverse members who identified Southeast Fort Worth as an area to bring quality schools to. The board actively facilitated conversations with leading stakeholders and critical constituencies to bring Rocketship to this community. The RTX board is deeply connected to the community and continues to offer insightful leadership, make connections, meet with parents from Southeast and allow regional leadership to maintain the pulse of current trends and ensure an authentic and culturally sensitive approach to community engagement.

The work of RTX is led by our proposed Texas-native Superintendent who directs community engagement and creates the conditions for each school to open and thrive. As an African American educator and leader in the Fort Worth community and state of Texas (Texas Alliance for Black Educators), our Superintendent is committed to elevating the greatness we see in our prospective Southeast students and families, while honoring
the rich history and strengths of the Stop 6 community and its surroundings. RTX believes in the importance of true partnership, listening and learning from community stakeholders to open our doors in a new community. We began this engagement process early in Tarrant County and have been able to have in-depth conversations with over 80 of the leaders of the region and hosted school tours for 15 elected officials and community leaders. This has led to the development of a vast network of people from all levels of the community to engage with at each phase of the process. Many of the connections are evidenced in the letters of support and the number of participants at the public meetings, included as Attachments 4.

Our reflections on our previous efforts led our proposed Superintendent and Board to proactively reach out to previous and existing board members in order to understand their perspectives and learn about how RTX’s model could best meet the unique needs of their communities and students. In addition to previous State Board of Education members, we have reached out to all current State Board members to share deeper context and request their input on our efforts and have had several conversations directly and through a group of dedicated parents who led outreach efforts on behalf of Rocketship families. This includes a conversation with Ms. Aicha Davis, which was arranged by a coalition of local elected officials in Southeast Fort Worth and included Fort Worth ISD School Board members, local philanthropists, parents, and RTX Board Members and Leadership. The meeting allowed us to hear from multiple voices and perspectives, better understand the needs of the community and answer questions that Ms. Davis and others had for us directly in order to ensure we are working in concert and collaboration with local stakeholders. We also have been in regular communication with Ms. Patricia Hardy to update her on strategic needs and keep her apprised of our evolving plans and efforts to ensure a high-quality educational option for the students and families of Tarrant County.

In addition, we have arranged virtual school tours at existing Rocketship campuses the week of January 11th and have invited State Board of Education (SBOE) members and community members to see the model in action. Both SBOE Members Young and Bell-Metereau attended on January 14th. These tours included the opportunity to see and experience “launch”, which is the daily full school opening that is focused on celebrating diverse cultures and welcoming students to the learning community each day. From there, participants engaged in virtual classroom learning walks to see instruction across grade levels and participated in conversation with current Rocketship parents and leaders.

Partner Organizations & Community Engagement: Parallel to high-level stakeholder engagement, RTX has built relationships with organizational stakeholders that serve similar family populations and have a particular interest in high-quality elementary school options. These organizations include preschools, community and recreational centers, faith- and community-based institutions, child and family services agencies, nonprofits, after-school providers, public libraries, institutions of higher learning, housing communities, and other essential public and private institutions. To-date, we have held over 100 meetings with organizational leaders and have engaged in over 35 virtual and
in-person community events in the past year to support the work of other community organizations and ensure partnership and responsiveness to the Southeast Fort Worth community. These community partners assist Rocketship in understanding community interests, strengths, and needs and connect with families (see Attachment 4).

Due to the COVID 19 pandemic, we have also partnered with after school, early childhood and other educators to share our best practices and response to the abrupt shift to online learning and offered virtual school tours to share our success and learnings.

We have engaged community faith leaders and community educators from the beginning due to their leadership locally and educational services and programs many provide. These leaders all expressed concern for students’ educational journeys and access to quality schools. Moreover, Rocketship has begun building rapport with community-based organizations serving the southeast Fort Worth community. From these relationships, we have learned that there is a demand in the area for quality elementary schools that: (1) elevate the academic rigor and preparation of all students in Southeast Fort Worth, (2) rapid response from schools to make distance learning accessible to all families (3) provide transportation, (4) hire and support committed and educators of color, (5) cultivate a safe and inclusive environments, and (6) engage families meaningfully through frequent communication and providing multiple avenues for engagement.

Accordingly, we incorporated transportation into our proposed school model and budget (see Transportation section), invited input from faith-based leaders and parents regarding the hiring of our founding staff in Fort Worth and have committed ourselves to offer a bilingual curriculum for Latinx students and families to feel connected to their roots. We will continue moving forward to engage with community leaders and families to learn and continue to receive feedback.

We also held four formal community meetings virtually on the following dates giving morning and evening times for the community to access the meetings on: January 9th, 12th and 14th. For these meetings, we reached out to parents, community members, and 60 small businesses and nonprofit organizations; by posting on social media, flyering 5,000 doors, making text/phone invitations to over 500 leads, and publishing a notice in the Fort Worth Star-Telegram, as evidenced in Attachment 6. In addition, we have communicated with surrounding districts about our charter application (see Attachment 5). 130 families attended the community meetings in southeast Fort Worth (including 50 within 5mi, 75 within 10 mi, and 84 within 20mi), as well as SBOE Members Davis, Hardy, Young, and Bell-Metereau to learn about Rocketship and share more about the educational needs of their children and community. We heard concerns about school safety, COVID measures, transportation, enrichment offerings, family engagement, community partnership, and teaching students with special and socio-emotional needs. RTX board members Peter Philpott, Loretta Burns, Walter Dansby, Alex Jimenez, Cynthia Prince, Rev. Ralph Emerson, Derek Carson, Vincent Davila, and Mishon Landry attended the formal community meetings and will consider learnings in the design and implementation of the Rocketship model in Fort Worth.
4. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school. ⁶

One of our core pillars is Parent Engagement. At RTX, we believe parents are the first teachers of their children. Consequently, a strong partnership between families and schools is essential to our Rocketeers’ success, and to our collective goal of eliminating the achievement gap in our lifetime. This partnership ensures that our Rocketeers thrive at school and beyond, enabling and encouraging parents to advocate for their children in the years to come and ensure they remain on track for college while also further transforming their home communities. We will accomplish this by reaching out to the community instead of waiting for the community to come to us. We will also be relentless in creating opportunities to build community within the school and finding ways for parents to participate in low-pressure environments such that their input is pursued and heard. Finally, we will drive our parents to recognize their power and influence, whether by helping name the school, by selecting staff, or by organizing and advocating for broader system- and city-wide transformation.

RTX’s Approach: RTX seeks to authentically serve the unique needs of Tarrant County families. Our approach to parental involvement is responsive and respectful to all types of family make-ups and statuses. We are mindful that families have varying dynamics and therefore provide multiple paths to create greater investment, inclusion, and engagement. We recognize that there can be many factors such as income, work schedules, transportation, and language that can present themselves as barriers preventing families from advocating for their children in the way they desire. This leads to deeper understanding and engagement in academic achievement. We will encourage families, but not require them, to achieve 20 hours of parent partnership each school year per family. Parent partnership can take the form of home visits, school community meetings, school volunteering, parent-teacher conferences, and other academic and school-based activities. We will provide food, childcare, and translation at each community event sponsored by the school. Additionally, all printed materials created and distributed by the school will be translated from English to the language(s) responsive to the school community’s needs.

At all meetings, parent-teacher conferences, and home visits, we will offer translation services. All school materials (such as homework) and all school communication (through text, email, or otherwise) will be translated into the languages of our school community. We will also hire bilingual office administrators to ensure we are able to meet the needs of the community.

⁶ For this section, we have drawn heavily from our Gen 26 Community Engagement (pg. 21-25) and Family and Community Engagement (pg. 71-73) sections. Please see for greater detail.
We believe it is our responsibility to keep families informed of school priorities, academic progress of students, and qualifications of teachers. Our front offices are hubs for parent information, where we will provide up-to-date resources and school information. In accordance with TEC §12.1111(a)(9), we will also maintain all staff professional qualification information in our schools’ front offices so that they are available to families at all times. Additionally, as regular practice, we will solicit feedback from our families by administering a beginning-of-year satisfaction survey in August and an annual parent survey in the winter. Once survey responses are collected, we will analyze data and share results with school leaders, who host meetings to present and discuss survey data with parents. In response to survey results and additional parent feedback at these meetings, School Leaders will adjust priorities and initiatives to best serve families.

**Parent Engagement at Existing Schools:** Parent Engagement is the lifeblood of our campuses. We will continue to increase parent engagement through partnership with families, connecting to what is most important to them and how they hope to engage with their school community. Conversations will be facilitated through monthly parent-principal coffee chats, monthly community meetings offered both in the mornings and evenings to accommodate family schedules, and our annual parent survey. To inform and refine our approach, we will prioritize data tracking and analysis of various parent engagement metrics. Through similar efforts, Rocketship has assessed the direct correlation between student achievement and parent engagement and knows that students who receive a home visit tend to achieve 3% more growth on the NWEA MAP test than their peers who do not. Additionally, students who receive a home visit are 13% less likely to be chronically absent. We believe it is our responsibility to ensure students receive a home visit with their teachers. Rocketship has increased parent partnership hours by 10% and the data shows that students whose families complete at least 10 partnership hours showed 11% more growth on the NWEA Map test. We believe it is our responsibility to provide equitable opportunities for families to be involved in our schools and in their student’s achievement.

**Home Visits:** Home visits are critical components of parent engagement at Rocketship. Home Visits will be prioritized for every student from the summer through the first couple of months of school. Home Visits are designed for teachers to build connections with families outside of the classroom. Teachers are encouraged to learn about family values, traditions, and dreams for their children, helping set the foundation for true personalized learning experiences.

**Engagement in School Design:** We commit to engaging families in critical decisions like teacher and administrator interview processes, the school naming process, and enrichment offerings at our schools. In addition, each campus will have five core values, four of which are standard across Rocketship schools: Respect, Empathy, Responsibility, ...

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and Persistence. Each of our campuses will have a unique fifth core value, which will be selected by founding parents and will speak to their community and values.

**Community Resources**: We will partner with community resources at existing schools to provide deeper supports and services to our families. Dental and vision screenings will be coordinated at each campus and, similar to Rocketship’s long-standing partnerships with local children’s healthcare initiatives in its current regions, we will initiate and maintain these partnerships in Tarrant County as well. Rocketship has also secured partnerships with local counseling services, mental health services, community food pantries, and community-based organizations. If awarded a charter, we will continue to secure these partnerships with social and community resources available in Tarrant County.

**TRANSPORTATION**
5. Describe the eligible applicant’s plan for meeting the transportation needs of the students at the proposed charter school.  

While many charters do not offer transportation except to their students with IEP needs or in accordance with McKinney-Vento, and while we anticipate the majority of our families will walk or drive as our campuses will be located in the heart of our communities, we budgeted significant funds to allow us to provide buses and other transportation options where needed. It is RTX’s goal and commitment that transportation will not be a barrier to enrollment at our schools.

We plan to offer daily bus transportation to best serve our students and families. We will conduct focus groups to help set route locations that provide access to our campuses for the largest number of families. To ensure we have sufficient funds, we conservatively budgeted $180K per first-year campus and $200K per full-scale campus (**Attachment 31, Budget**, line 107), which allows for an average of 2-3 routes/school given the $400/day/bus cost we were quoted by a local vendor. As each bus holds 70+ students, this will allow us to serve 200+ students/school. We plan to do in-depth family interviews to determine where transportation is truly needed and sensible and may reallocate some of these funds to other programmatic needs if the full amount is not needed. RPS has experience building successful partnerships with bus companies and we plan to partner with a similar vendor locally. We have spoken with local vendors and Directors of Transportation from other charters to understand the local market and costs. To be conservative, we did not budget for public reimbursement as it is minimal compared to costs. Given this large investment, and the fact that we expect the majority of our families

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8For this response, we have drawn heavily from our Gen 26 Transportation section (pg. 106-107). Please see for greater detail.
to walk or drive, we do not plan to offer public transportation vouchers as a standard practice, but campuses will have the discretion to do so.

We also budgeted transportation for students whose IEPs require it. Our current conservative transportation estimates cover multiple bus routes per school; these will first cover IEP-related requirements and then transportation for other students, so we are confident that we can serve all students with IEP-related needs within this budget. By partnering with a bus company with school expertise, we will have access to buses with the necessary accommodations, creating the option for students with IEP transportation needs to be served on standard bus routes and/or with specialized buses as needed. Paraprofessionals already budgeted within our Special Education model can accompany students if required by student IEPs.

We will also provide transportation for field trips and athletic events. We will hire in-day buses from our same before-and-after-school bus provider. These services cost ~$40-50 per hour (so ~$100-200 per trip) based on our initial vendor conversations. We budgeted >$5K per grade in the field trip line item (Attachment 31, Budget, line 106), which is more than sufficient to cover transportation. Exact cost will depend on how each individual grade level team decides to structure their field trips, allocating funds between transportation and other field trip expenses.

STUDENT OUTCOME GOALS

6. Identify three to five specific Student Outcome SMART Goals that will be achieved by the beginning of Year 3 (August 2024). Smart goals are Specific, Measurable, Attainable, Relevant, and Time-bound.⁹

1. Rocketship students will meet or exceed growth targets each year
   a. 60% of students will achieve one year of growth on NWEA MAP Reading
   b. 60% of students will achieve one year of growth on NWEA Mathematics
   c. 70% of students achieve expected or accelerated growth on STAAR assessments
2. Rocketship students will exceed the average performance levels of students in schools with similar demographics in the local school districts on state assessments each year:
   a. Rocketship proficiency on STAAR assessments equivalent to or higher than schools in local district with similar demographics
3. All student subgroups are achieving proficiency and expected yearly growth annually:

⁹For this response, we have drawn heavily from our Gen 26 Performance Management section (pg. 84-87). Please see for greater detail.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
<th>TEA Contingency Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT OUTCOME</td>
<td>1086</td>
<td><strong>Request:</strong> Verify that Rocketship will be able to identify these campuses and report on progress toward meeting this goal in interim and final progress reports.</td>
</tr>
<tr>
<td>GOALS – SMART Goal #2</td>
<td></td>
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</tbody>
</table>

**Response:**

Rocketship’s SMART Goal #2(a) states that Rocketship’s proficiency on STAAR assessments will be equal to or higher than schools in local districts with similar demographics. Rocketship expects ≥70% of its student population to classify as economically disadvantaged and comparison campuses for this goal will be defined as schools with ≥70% economically disadvantaged students. Rocketship will identify comparison campuses in the local school district using publicly-available enrollment and demographic data for the latest, relevant school year. For the final annual report, Rocketship will compile the STAAR proficiency rates for all the identified comparison schools from the state’s publicly-released STAAR data file and will compare each to Rocketship’s STAAR proficiency rates. For any interim progress reports during the school year or before STAAR results are released, Rocketship will compare the projected STAAR proficiency rates for its schools based on the latest NWEA MAP, nationally normed assessment scores and compare to the STAAR performance of comparison schools in the prior year.
a. Schools earn B or higher on the Closing the Gaps domain in the Texas Accountability Framework.

4. **English Learners make progress toward becoming proficient in English annually:**
   a. 40% of English Learners meet expectations of English Learner Progress Indicator (TELPAS).

5. **Maintain a high average daily attendance rate annually:**
   a. K-5th grade ADA rate is 95% or higher

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Academic Indicators 1-4 will be monitored throughout the school year by reviewing results for all students and specific subgroups on internal interim assessments aligned to TEKS standards, NWEA MAP and STEP/Fountas and Pinnell. Academic Indicator 5 will be monitored through daily attendance records, weekly summary reports and FSP six-weeks report detail.

7. Describe how the board will use evaluation data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s). Include a preliminary timeline when updates on outcome goals will be reported to the board.¹⁰

Rocketship monitors portfolio performance using a network health dashboard. This dashboard monitors the health of our schools across a number of dimensions, including student achievement, staff satisfaction, and staff retention. We also have quarterly data reviews to review in detail the performance of each school, recommend next steps for each school, and determine the appropriate network-level support for each campus. If the network fails to reach our goals, we will reevaluate our organizational resources and priorities to ensure our schools have the direction and staffing needed to accomplish our goals. We would also re-evaluate our growth plans. The board, senior leadership team and school leaders will monitor progress and status of the academic, financial and operational indicators detailed below.

**Academic Indicators:** Academic metrics include STAAR, NWEA MAP, STEP, Fountas and Pinnell, and internal interim assessments to track current proficiency and progress toward end-of-year goals. In accordance with HB3, the Rocketship Texas Board will adopt appropriate annual goals for aggregate student growth on 3rd grade math and reading STAAR results, as well as annual goals for each “closing the gap” subgroup identified in TEC § 39.053.

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¹⁰For this response, we have drawn heavily from our Gen 26 Performance Management section (pg. 84-87). Please see for greater detail.
School leaders frequently review the dashboards to check all grades are on-track and to identify areas in need of support. If we fail to reach our goals, we will reevaluate our organizational resources and priorities to ensure our schools have the direction and staffing needed to accomplish our goals. Moreover, campuses that do not meet Rocketship’s goals will receive deficiency specific professional development for teachers responsible for kindergarten through third grade.

If a school falls below student achievement expectations, we will take immediate corrective action, including working with the state where possible. Technical measures we may take include but are not limited to: (1) performing a gap analysis to identify specific areas of deficiency; (2) consulting with Rocketship Texas staff members, parents, and the Texas Board to develop a targeted corrective action plan; (3) reserving funds for additional professional development; (4) implementing new or revised academic curricula to address specific deficiencies; and (5) restructuring or replacing certain Rocketship Texas staff.

Rocketship Texas will draw on the experiences of Texas Board Members Walter Dansby and Loretta Burns in developing academic goals and evaluating the school’s academic success. Mr. Dansby has nearly 50 years of experience working in Texas’s public education scene, including three years serving as Fort Worth ISD’s superintendent, and is well-qualified to advise on the school’s academics. Similarly, Ms. Burns brings decades of experience in education as a former high school teacher in Fort Worth, an adjunct professor at Tarrant County College, and a founder and leader of an education-focused organization based on Fort Worth.

**GRANT-RELATED BUDGET**

8. Describe the eligible applicant’s planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school.  

To ensure a successful opening and operation of high quality Rocketship schools, we are including one planning year and one operational year of CSP funding for schools 1-4. The total cost of the CSP grant project is $3,525,000, or approximately $1,425 per new high-quality seat over the life of the grant.

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### CSP Start-Up Grant

<table>
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<tr>
<th>Section</th>
<th>Page</th>
<th>TEA Contingency Request</th>
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<tr>
<td>GRANT-REL AT ED BUDGET – Statutory Requirement 8</td>
<td>1088</td>
<td><strong>Request:</strong> The applicant states that the total cost of the CSP grant project is $3,525,000, which exceeds the $900,000 maximum grant award. Provide clarification for the proposed cost of the CSP grant project OR a modified costs that align with the $900,000 maximum grant award.</td>
</tr>
</tbody>
</table>

**Response:**

The application total of $2,525,000 is the total of $900k per school site, with the $825,000 CSP funds for our first campus, assuming it would be covered under our existing CSP grant. Since our application is amended for two sites, the total for each school site is now adjusted to the grant award of approximately $900,000 per site, amounting to a total of $1,725,000, if we are awarded the second CSP grant for our second site.
1. SITE-BASED PERSONNEL

_Rising School Leader Development_: Having strong leaders ready to lead a school with up to 694 elementary students is crucial to ensuring the success of a high quality Rocketship school. The Rising School Leader Development program places the future founding Principal and Business Operations Manager (BOM) at other Rocketship schools during the planning year to learn our model, processes and systems. Providing this development to both the instructional leader (i.e., Principal) and the operational leader (i.e., BOM) of our schools ensure both academic and operational excellence from the first day of school. Current Principals and BOMs who have gone through respective pipelines have performed at a high level. For example, each of our current BOMs who completed the Operations Coordinator received an “excellent” rating at mid-year reviews, a feat achieved by only 37.5% of BOMs. By March of Year 0, rising school leaders will fully transition to their new school. Activities will include setting school wide policies, developing systems, procurement for their new school, community engagement, and recruitment of students and staff. All rising school leaders will be full-time, site-based employees. During this program these rising leaders will be Assistant Principals and Operations Coordinators in Year 0. They will then become the Principals and BOM for the founding school in Year 1. We estimate $137,250 per site and a total of $549,000 over the five years to cover the compensation associated with this program.

_Instructional Coach & Summer Professional Development_: We are requesting funding to support the three weeks of professional development provided to school staff during the summer before the start of school. In addition to summer professional development, Rocketship requests funds for additional coaching resources throughout the first year of operation. These skilled coaches, generally an additional assistant principal, focus solely on helping new teachers, specialists and tutors improve their practice and increase their content knowledge so they can improve their student’s achievement at the pace and quality Rocketship expects. Costs for these supports are estimated at $141,500 per site, totaling $566,000 over the five-year period.

_Family Recruitment_: Rocketship is known for opening schools much larger than other charter networks. This is a testament to its sense of urgency and commitment to closing the achievement gap. Successfully opening a school with over 400 students requires considerable investment in the community during the planning year. Family Recruitment Managers will be hired to build relationships with parents and develop external partnerships to meet parent and community needs. These managers will also support student recruitment and enrollment of new schools during the planning year and into the start of the school year. This CSP budget assumes 0.75 FTE Family Recruitment Manager during the planning year of each new school. In addition to the Family Recruitment Manager, this budget is also requesting funds to cover the Office Manager during the
second half of the planning year. The Office Manager is charged with student recruitment, registration and enrollment. Office Managers are crucial positions in building strong relationships with families before the school begins. These family recruitment efforts are budgeted at $72,500 per site, totaling $290,000 over the five-year period.

2. MATERIALS and SUPPLIES

Technology Equipment: This represents technology purchases required for the replication of Rocketship schools to ensure they have the technology needs to support our academic model. Having high-functioning laptops for students is critically important for Rocketship schools to run their innovative learning labs and personalized learning models. Schools will have a 1:1 student to Chromebook ratio. Other items may include Chromebook carts, classroom TVs, projectors, staff laptops, classroom infrastructure, and lunchroom equipment. We estimate $603 per student. On average a new school spends $210,000 on equipment. This grant will fund a total of $804,400 worth of school equipment over the 5-year grant period.

Furniture: Furniture is another significant expense for new schools. On average Rocketship schools spend $99,100 annually in furniture expense. These expenses will include, but are not limited to, student and staff desks, chairs, tables, bookshelves, file cabinets, lunchroom tables, and appliances. A total of $396,400 of furniture will be covered with CSP.

Curriculum: Outfitting a new school with appropriate curriculum is crucial to ensure students have ample access to content-rich resources in the classroom. Based on historic spending on curriculum, schools normally spend $157,800 in their first year on curriculum. This will include leveled libraries, classroom libraries, Response-to-Intervention curricula, and other core curricula texts and materials. A total of $578,400 will be spent on curriculum under this grant.

3. CONTRACTUAL

SITE-BASED CONTRACTUAL

While our plan is to open our campuses in permanent facilities, this has not always been the case for RPS. In some instances, RPS has opened new charters in temporary facilities, and moved to a permanent facility after the first year of operation. In such cases, they have used contractors to upgrade the temporary facilities to meet their technological needs and used moving services to transport all the school’s furniture and equipment from the temporary facility into the permanent facility. Finally, schools may also contract advertising services to support student recruitment efforts. Our budget estimates $11,600 will be spent on start-up related contractual services at each school. A total of $59,800 is budgeted for the entire grant period.
9. List all allowable grant-related activities for which the applicant is requesting grant funds in the table below. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, the applicant will be required to budget planned expenditures on a separate attachment provided by TEA.

Note: Applicants may delete directions within each row to input responses. Hover the cursor over the bottom left corner of each row and press the [+] button to insert additional rows.

<table>
<thead>
<tr>
<th>COST AREA</th>
<th>PLANNING ACTIVITY BUDGET</th>
<th>IMPLEMENTATION ACTIVITY BUDGET</th>
</tr>
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<tbody>
<tr>
<td>PAYROLL</td>
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<tr>
<td>● School Leader Residency</td>
<td>91,500</td>
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<td>● Instructional Coaches</td>
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<td>● Summer Professional Development</td>
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<td>● Family Engagement &amp; Outreach Managers</td>
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<tr>
<td>● Fringe Benefits</td>
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<td>Total Payroll &amp; Benefits</td>
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<td>PROFESSIONAL AND CONTRACTED SERVICES</td>
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<tr>
<td>● Contractual Services</td>
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<td>8,400</td>
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<tr>
<td>SUPPLIES AND MATERIALS</td>
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<tr>
<td>● Technology Equipment</td>
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<tr>
<td>● Furniture</td>
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<tr>
<td>● Curriculum</td>
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<td>OTHER OPERATING COSTS</td>
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<td>CAPITAL OUTLAY</td>
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</table>
**Total Planning Costs** | 200,000
---|---
**Total Implementation Costs** | 700,000
**Total Planning + Implementation Costs** | 900,000

Note that the CSP budget for School 1 is $825,000, with lower amounts for technology and curriculum.

10. Describe how the eligible applicant will maintain financial sustainability after the end of the grant period. ¹²

We expect our campuses to operate efficiently and solely on public funding and have a positive net asset balance once they reach full enrollment. The CSP funds will help support the campus during the planning and startup years. We also plan to use fundraising to support our growth and already have commitments of $12.9M to support our launch in Tarrant County, which will provide some contingency funds. In addition, the CMO has resources to provide support in the form of deferrals of management fees when in the best interest of RTX and will seek grants and other allowable funding if needed. As appropriate, lines of credit and/or philanthropy will also be pursued to ensure financial sustainability.

**Attachments**

- CSP1: Equitable Access and Participation
- CSP2: Charter Management Receipt of Funds

¹² For this response, we have drawn heavily from Rocketship’s 2017 CPS Replication and Expansion Grant application (available at: [https://oese.ed.gov/files/2019/11/rocketshipeducationNAR.pdf](https://oese.ed.gov/files/2019/11/rocketshipeducationNAR.pdf)) and our Gen 26 **Startup** and **Financial Planning** sections (pg. 107-112). Please see for greater detail.
Evaluation criteria

A strong response will:

✓ Present a clear and robust educational program for the proposed charter school.

✓ Describe specific roles and responsibilities of charter school personnel, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

✓ Present clear and strong plans to solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school.

✓ Present clear and robust plans to support the use of effective parent, family, and community engagement strategies to operate the proposed charter school.

✓ Present clear and viable plans to meet the transportation needs of the students at the proposed charter school.

✓ Identify at least three specific, measurable, attainable, relevant, and time-bound student outcome goals that will be reached by the beginning of Year 3 of operations.

✓ Present realistic and viable plans to evaluate data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s) - Include a preliminary timeline when updates on outcome goals will be reported to the board.

✓ Present allowable activities that are appropriate for the results expected.

✓ Identify personnel, materials and other identified expenses that support the outlined activities.

✓ Present funds that are reasonable and necessary for achieving the objectives.

✓ Present a clear plan to maintain financial sustainability after the end of the grant.
Check the appropriate box below to indicate whether any barriers are foreseeable to equitable access and participation for any groups that will receive services funded by this federal grant.

☒ The applicant assures that no barriers are likely to exist to equitable access and participation for any groups receiving services funded by this grant.

☐ The applicant foresees barriers to equitable access and participation for the following groups that would receive services funded by this grant, as described below.

<table>
<thead>
<tr>
<th>BARRIERS</th>
<th>EFFECTED GROUPS</th>
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<td>☐ Gender-Specific Bias</td>
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<td>☐ Cultural, Linguistic, or Economic Diversity</td>
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<td>☐ Gang-Related Activities</td>
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<td>☐ High Mobility Rates</td>
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<td>☐ Shortage of Qualified Personnel</td>
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<td>☐ Lack of Knowledge Regarding Program Benefits</td>
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<td>☐ Lack of Transportation to Program Activities</td>
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<td>☐ Other Barriers</td>
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ATTACHMENT CSP2
Charter Management Organization Receipt of Funds

A Charter Management Organization (CMO) is defined as a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight.

Check the appropriate box.

☐ The applicant is NOT affiliated with nor proposing to contract with a CMO. Skip this attachment.

☒ The applicant IS affiliated with or proposing to contract with a CMO. If yes, check all that apply below and provide the following documentation:

☐ The CMO does not currently receive or will not receive CSP funds directly from the United States Department of Education. No further documentation is needed.

☒ The CMO currently receives CSP funds directly from the United States Department of Education. Provide the Grant Award Notification Number (GAN#) associated with this CSP grant.

Award Number U282M170011

☐ The CMO will receive CSP funds directly from the United States Department of Education.

Provide a description of the anticipated timeline of award, charter school campuses (including the states in which they will operate) that will benefit from the grant if awarded, and the anticipated award amount.

☒ Other. Provide a thorough explanation.

Insert Material Behind this Page.
Also Include this Cover Page with Submission
Rocketship Texas is requesting application for CSP funding via the Texas administered CSP program for the proposed Rocketship Texas Fort Worth schools #1 - 4. Rocketship Texas is the entity requesting approval and would be the sole governing entity for the schools.

The service provider CMO, Rocketship Education has a CSP grant via the US Department of Education. In such grant, Rocketship Education has previously requested approval for funding related to Texas, and specifically for Fort Worth school #1. The Grant Award Notification Number (GAN#) associated with this CSP grant is award number U282M170011. This grant award performance period concludes on 9/30/2022.

If Rocketship Texas is approved and is able to apply for the Texas CSP program, the CMO will immediately withdraw and forfeit any such prior requests related to Texas school within the CMO CSP USDOE grant.
ADDENDUM
Charter Management Organization

Narratives

OVERVIEW
1. Provide the vision and mission of the charter management company.

The vision of Rocketship Education (d/b/a Rocketship Public Schools) (“RPS”) is to eliminate the achievement gap in our lifetime. In furtherance of that vision, Rocketship’s mission is “to catalyze transformative change in low-income communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.” (https://www.rocketshipschools.org/about/our-mission-and-model/).

MANAGEMENT HISTORY
1. Explain the CMO’s success in serving student populations similar to the target population of the school/campuses proposed in this application. Describe the CMO’s demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs). Summarize information from reference checks conducted regarding the CMO, identifying each reference.

As described throughout the application, Rocketship Texas anticipates and intends to serve a student population that is mostly socioeconomically disadvantaged, with significant proportions of the population identifying as Hispanic or African-American, and many of whom will qualify for and receive special education services or services as English Learners.¹ While every community is unique, RPS has successfully served students and families with demographic profiles similar to those that Rocketship Texas would likely serve in Fort Worth and Tarrant County. For this reason, we believe RPS is a good match for the academic gains we seek.

The following statistics summarize state-level student demographics for Rocketship Public Schools during the 2019-2020 school year, while the Portfolio Performance section of the application (pg. 31-39) offers a detailed breakdown at the individual school level:

**California:** students across 13 schools in the San Francisco Bay Area: 79.4% socioeconomically disadvantaged; 5.0% African American; 74.2% Hispanic; 9.2% SPED; 55.6% ELs

**Wisconsin:** students across two schools in Milwaukee: 73.4% socioeconomically disadvantaged; 22.1% African American; 54.7% Hispanic; 14.9% SPED; 25.7% ELs

**Tennessee:** students across two schools in Nashville: 60.4% socioeconomically disadvantaged; 56.8% African American; 35.7% Hispanic; 11.3% SPED; 33.5% ELs

**Washington, D.C.:** students across two schools in Washington, D.C.: 68.7% socioeconomically disadvantaged; 98.1% African American; 1.1% Hispanic; 11.3% SPED; 1.3% ELs

As further detailed in the Portfolio Performance (pg. 31-39) and Proven Superior Performance (pg. 112-113) sections of the application, RPS has demonstrably improved the academic outcomes for its students.

RPS’ average network performance across all four regions exceeds the average of local occupying districts by 19 percentage points. As 75%+ of RPS students are low-income, it is particularly germane that the differential expands to 28 percentage points for RPS’ low-income students.

As further detailed throughout the application, RPS has achieved these types of results consistently over time and across multiple states. In California, all Rocketship schools outperform their respective local districts on the state assessment (CAASPP) in math within each of the socioeconomically disadvantaged, English Learners, and Hispanic subgroups, and the vast majority outperform in ELA, too. In Washington, D.C., each Rocketship school outpaced its local ward on the standardized assessment (PARCC) by at least 12 percentage points in ELA for all, at-risk and African American students. In Tennessee, the Tennessee Department of Education has named each Rocketship school a “Reward School” --the highest recognition for student achievement based on proficiency and growth on the annual state assessment (TN Ready) and chronic absenteeism rates. In Wisconsin, Rocketship schools (3rd-5th grades) surpassed the Milwaukee Public Schools results by 9 percentage points in math and 8 percentage points in ELA, and 9-13
percentage points compared to local districts for socioeconomically disadvantaged, English Learners, and Hispanic students.

Rocketship also maintains a robust network of experienced professionals to manage or oversee various back-office services and non-academic school operations. All Rocketship schools receive support from RPS’s experienced legal, finance, curricular design, community engagement, and analytics teams. Specific descriptions of key Rocketship Public Schools personnel within these functions are provided in the Proposed Instructional Leadership Team and Proposed Financial and Operational Leadership Teams sections of the application, with fuller job descriptions and resumes provided in **Attachments 18-21**. Moreover, Rocketship Public Schools is well-prepared to support Rocketship Texas’s proposed on-the-ground operational team (i.e., Regional Director of Operations, Business Operations Manager, Operations Specialists, Office Manager, PEIMS Coordinator). These team members will be based in Texas and well trained in the PEIMS, the SAAH, FASRG and all other aspects of finance and accounting for Texas public charter schools.

The Board of Directors for Rocketship Texas has performed considerable due diligence to ascertain the strength of Rocketship Public Schools (RPS) as a CMO. The Board’s due diligence included but was not limited to the following: Board Chairman Peter Philpott interviewed RPS Board Chairman Mr. Louis Jordan at length regarding the RPS vision and the soundness of its academic and financial operations. RPS board member Jean-Claude Brizard was invited and held a two hour working lunch in Fort Worth with Rocketship Texas board members where additional inquiries and diligence was conducted. The former Chief Executive of Chicago Public Schools, Mr. Brizard is a Senior Advisor and Deputy Director at the Bill and Melinda Gates Foundation. Furthermore, Texas board members have had considerable interaction with RPS CEO Preston Smith who has consistently answered their hard questions and assured them of high-quality services.

In addition to the direct interviews of RPS board members and its CEO, Rocketship Texas board members have conducted site visits to see Rocketeers in action. Board members visited Rocketship Nashville Northeast, where they held candid discussions with Nashville parents and teachers regarding their experience as Rocketeers. Board Chair Philpott and proposed Superintendent SaJade Miller did a site visit to San Jose, California. In San Jose, they toured a school and sat in on a board meeting, experiences that further inspired their confidence in the academic integrity of the Rocketship model and in the professionalism of its governance teams.

The favorable impressions RPS made in the direct interviews and during site visits were confirmed by the ongoing reference checks being conducted by Rocketship Texas.
Ralph Emerson held candid discussions with East Bay community leaders to ascertain the authenticity of Rocketship’s love for the children and their families. Kevin Hall, President and CEO of the Charter School Growth Fund, shared a favorable written analysis with the Texas board discussing Rocketship’s academic performance, financial health, and organizational health. Further, the City Fund has regular discussions with the Texas board regarding the considerable confidence it has in RPS and the basis for its philanthropic support for expansion to Fort Worth and Tarrant County.

2. List and explain any contractual obligations that the proposed CMO failed to meet in the past five years.

Rocketship Education has met all of its contractual obligations as a CMO within the past five years.

LEGAL RELATIONSHIPS

NOTE: The governing body of an open-enrollment charter school accepts and may not delegate ultimate responsibility for the school, including the school’s academic performance and financial and operational viability, and is responsible for overseeing any management company providing management services for the school and for holding the management company accountable for the school’s performance. TEC §12.121, TAC §100.1015(b)(2)(F)

1. Provide evidence that the board is independent from the CMO and self-governing, including evidence of independent legal representation and arm’s-length negotiating. Describe any existing or potential conflicts of interest between the school’s governing board, proposed school employees, the CMO, and any affiliated business entities.

Rocketship Texas is a tax exempt, non profit corporation that is entirely separate from and legally distinguished from the CMO, Rocketship Education. Both the Rocketship Texas Amended and Restated Certificate of Formation (Attachment 1) and the Bylaws (Attachment 10) attest that Rocketship Texas is a self-governing entity subject only to applicable Texas and federal law and to the regulatory oversight of its authorizer, the Commissioner of Education. Rocketship Education will NOT serve as a sole member of the Rocketship Texas entity. Moreover, Rocketship Texas board members will be elected by the Rocketship Texas Board of Directors in accordance with the bylaws and will not be subject to any review or approval from Rocketship Education. Rocketship Texas is represented by experienced TX school counsel, Joe Hoffer & Denise Pierce, of Schulman,
Lopez, Hoffer & Adelstein, LLP and their team. Consistent with Texas law, there is no overlap between board members of the CMO and Rocketship Texas. All negotiating between the parties has been and will remain at arm’s length. Further, there are no existing conflicts of interest between the CMO and the Rocketship Texas entity. Rocketship Texas is fiercely loyal to the students and families of Fort Worth and Tarrant County. All of its decisions, including decisions related to the CMO, will be based on the best interest of the school children it seeks to serve.

2. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the CMO and identify the nature of those entities' business activities.

The CMO operates thirteen (13) charter schools in California and two (2) charter schools in Tennessee. Additionally, the CMO serves as the sole member corporation of two regional entities, Rocketship Education D.C., Public Charter School, Inc, (“Rocketship DC”) and Rocketship Education Wisconsin, Inc. (“Rocketship Wisconsin”). Rocketship DC operates three charter schools in the District of Columbia. Rocketship Wisconsin operates two charter schools in Wisconsin.

In addition, Launchpad Development Corporation (“Launchpad”) is a separate tax exempt organization under Section 501(c)(3). Launchpad is also considered a Type 1 “Supporting Organization” to Rocketship Education under Section 509(a)(3). Launchpad supports the mission of Rocketship Education through ownership and leasing of its school campuses. The CFO of Rocketship Education holds a seat as chair of the Launchpad board. There is no board membership that overlaps between the two entities.

3. Explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.

Rocketship Texas will have no legal relationship or service agreements with other Rocketship regional Rocketship entities.

Rocketship Texas may work with Launchpad on a real estate transaction. For additional detail, please see the response to Question 5, below.

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4. Explain the supervisory responsibilities of the CMO (if any), including which school employees the CMO will supervise, how the CMO will supervise these employees, and how the governing board will oversee the CMO's supervisory responsibilities. Additionally, explain how these employees will be reported in PEIMS.

The CMO will report to the Texas Board and be responsible for operating Rocketship Texas' campuses through the establishment of a mutually agreed upon management and services agreement. In this way, the Texas Board will hold ultimate and final responsibility and decisional authority for Rocketship Texas school operations and activities while also benefiting from the support and expertise of the Rocketship Education Board of Directors (National Board), its Network Support Team, and Senior Leadership Team, each as appropriate. Ultimately, the Texas Board will hold hiring and firing authority over the Texas Superintendent, and will be responsible for ensuring that RPS is fulfilling its responsibilities under the management agreement. We anticipate that all school level employees will be employed by Rocketship Texas.

The Texas Board has ultimate responsibility for the operation and activities of Rocketship Texas and for making decisions that are in the best interests of its students and families. The Texas Board discharges its duties, in part, by overseeing and holding accountable RPS as the CMO who, in turn, operates the schools day-to-day as directed by the Superintendent. The Superintendent holds certain non-delegable duties and acts as an agent of the Board to assist in oversight of the CMO and to keep the Texas Board apprised of the school’s academic, financial, and operational progress. An organizational chart illustrating the governance structure between the Texas Board, Rocketship Texas staff, and RPS (as CMO) is provided in Attachment 13. Rocketship Texas’ framework for evaluating the superintendent is outlined in Attachment 14. As for the employees under the CMO’s supervision, Rocketship will report these individuals in PEIMS in a manner conforming to the data reporting requirements promulgated in the Texas Education Data Standards for the Staff Category.

The Texas Board will be solely responsible for all duties assigned in its charter granted by the Texas Commissioner of Education (“Commissioner”). These responsibilities will include the non-delegable duties set forth in 19 TAC 100.1033(b)(14):

   a. Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;

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b. Final authority to adopt or amend the budget of the charter holder or the charter school;

c. Final authority to authorize the expenditure or obligation of state funds or the use of public property;

d. Final authority to direct the disposition or safekeeping of public records;

e. Final authority to adopt policies governing charter school operations;

f. Final authority to approve audit reports;

g. Initial or final authority to select, employ, direct, evaluate, renew, nonrenew, terminate, or set compensation for the Superintendent;

The Texas Board will meet at least quarterly to review and act on its responsibilities (but more often if and when necessary). The Texas Board meetings will be held in accordance with Texas open meetings law and presided over by the Board Chair or other officer of the Board.

The Superintendent will hold certain non-delegable duties, as required by law, to organize Rocketship Texas’ central administration, to approve required reports and data submissions, and to select and terminate charter school employees. See also 19 TAC 100.1033(b)(14). In order to ensure transparency and alignment, each spring Rocketship Texas will require the CMO to produce an Annual Plan to achieve goals for the subsequent school year. The Superintendent also will approve the Annual Plan, which will serve as the blueprint for the Director of Schools who will be responsible to work with the CMO to execute the plan under the Superintendent’s oversight. The Superintendent and CMO will confer on recommended changes to the Annual Plan, including the selection or termination of Rocketship Texas employees, which are subject to the approval of the Superintendent.

5. If the school's governing board intends to enter a lease with the CMO or any of its affiliates, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility agreements must be consistent with Texas state statutes and the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

The exact structure of any real estate transaction between the Rocketship Texas and Launchpad Development (the RPS real estate support organization) has not yet been
confirmed.\textsuperscript{5} Once a charter is approved, Rocketship Texas will make final decisions about its leasing commitments and will work with the TEA to implement a real estate structure that is acceptable to the TEA and compliant with all state laws and regulatory guidance. In no event will any real estate leases or subleases be included in the management agreement. In the past, any leases or real estate agreements between Rocketship Education, its regional entities and Launchpad have been executed in separate documents, which are negotiated at arms-length. Rocketship Texas will ensure that any lease agreement is beneficial to the school and at or below fair market value in accordance with TEA rule. Rocketship Texas will rely on finance, real estate, and legal professionals to help the board execute a lease or lease-to-purchase agreement that reflects proper stewardship of public funds and is in the best interest of students.

ORGANIZATIONAL STRUCTURE
1. Provide a detailed description of the roles and responsibilities of the CMO.

The CMO will have a Network Support Team (NeST) comprised of six core functional groups focused on supporting Rocketship Texas:\textsuperscript{6}

- \textit{School Leadership and Achievement}: School Leader coaching and development, curriculum design and effectiveness, including for subgroup populations

- \textit{Talent and Strategy}: Talent recruitment, performance management, human resources, data analytics, organizational strategy and planning

- \textit{Business}: Finance, accounting, legal, and real estate development and management

- \textit{Growth and Community Engagement}: External relations, family recruitment, parent leadership

- \textit{Marketing and Communications}: Marketing, internal/external comms, development

- \textit{Operations}: Operational systems and support, compliance, and technology.

CMO staff will typically be focused on scalable back-office functions, such as accounting, or national policy, strategy, and systems-building; while Rocketship Texas staff will be focused primarily on regional strategy and execution. For example, Rocketship Texas will have a Community Engagement Manager and a team of Family Recruiters on the ground

\textsuperscript{5} For this question, we have drawn heavily from our Gen 25 charter applications. See, Rocketship Public Schools. (2020, Jan 21). Gen 25 Open-Enrollment Charter Application. \url{http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/25-21.pdf}.

\textsuperscript{6} For this question, we have drawn heavily from our Gen 25 charter applications. See, Rocketship Public Schools. (2020, Jan 21). Gen 25 Open-Enrollment Charter Application. \url{http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/25-21.pdf}. 

Rocketship Public Schools Page 1104
in the region, focused on building local relationships, understanding the landscape, and connecting directly with families. At the national level, the CMO has a Family Recruitment Associate Director who will provide support, building processes and systems that can be used in all regions, providing coaching and thought partnership, and sharing best practices. The CMO and regional team will work together to provide a wide spectrum of activities to our schools (please see attached draft MOU between Rocketship Education and Rocketship Public Schools Texas for more detail, section 4).

2. Describe the scope of services and costs of all resources to be provided by the CMO.

Subject to final negotiation and approval of the MOU between the parties, the CMO shall provide to Rocketship Texas the following services, including, but are not limited to, the following: public relations services, financial accounting services (booking, accounting, payroll, and other financial/back office management services), facilities management services, board meeting logistics, strategic planning and implementation, policy recommendation, human capital management, filing and records management, operations management, educational program design, management of professional development, student testing support, student information systems support, technology support, and services to students with special needs, instructional materials support, and marketing and branding support, community partnerships, and creation of the school calendar. For more details on each of these functions, please see Section 4 of the proposed Management Agreement, included as Attachment MO1 to the CMO Addendum.

3. Describe the oversight and evaluation methods that the governing board will use to oversee the CMO. What are the school-wide and student achievement results that the CMO must achieve? How often, and in what ways, will the board review and evaluate the CMO's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the CMO's performance? What are the conditions, standards, and procedures for board intervention if performance is deemed unsatisfactory?

The governing board will oversee the CMO through regular monitoring of the CMO's activities and school outcomes. These will be reported to the board in its regular board meetings, and shall include academic/instructional, operational, financial, compliance, community engagement, and other data. The CMO will create an annual plan each year

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containing goals and budgets, approved by the Superintendent and board. As the Superintendent and CMO will be working in harmony and close collaboration to achieve the goals laid out in this charter application and the annual goals approved by the board each year, the CMO’s goals will be aligned to the Superintendent’s goals, focused around the aforementioned topics. This includes SMART goals such as 60% of students achieving one year or more of growth on NWEA MAP Reading, 60% of students achieving one year or more of growth on NWEA Mathematics, and 70% of students achieving expected or accelerated growth on STAAR assessments. The Superintendent will approve the more detailed plan of key activities for the year that aligns to the goals, and partner with the CMO throughout the year to execute on the plan. It is not our plan to use an external evaluator to review the CMO's performance, as the board will be able to assess performance directly and regularly using objective data. If the CMO’s performance is deemed unsatisfactory due to failure to meet the objective standards approved by the board, the board shall intervene. The Board will create and monitor an improvement plan for the CMO that outlines deadlines for improvement, and will increase the frequency of outcomes reporting from the CMO to the board. The Superintendent will closely partner with the CMO to ensure the CMO is executing the improvement plan as approved. If the CMO fails to timely achieve the performance objectives set forth in the improvement plan, then Rocketship Texas will terminate the agreement in keeping with the termination provisions in the Management Agreement.

4. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the CMO.

Subject to final negotiation and approval of the MOU between the parties and as approved by the Commissioner, the CMO shall receive a network services fee in the amount of 10% of the Rocketship Texas’s annual Revenues (the “Service Fee”). Beginning in the first year of operation of a Rocketship Texas school, the Service Fee shall be paid by Rocketship Texas to CMO in twelve (12) monthly installments per year with each monthly payment being due no later than the tenth (10th) day of each month in which a payment is due. The term “Revenues” shall include the full gross amount of Revenues received by or on behalf of Rocketship Texas including, without limitation, State and local per pupil basic education funds and other public school State and local funding and federal funds specific to programs or students, but shall not include one-time federal restricted grant funds such as CSP startup grants. The amount of each monthly installment shall be based upon Rocketship Texas’s current school year budget Revenues. For further

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detail on the financial arrangement between the two parties, please see section 6 of the draft Management Agreement, included as Attachment MO1 to the CMO Addendum. Rocketship Texas believes the Service Fee represents appropriate compensation for the breadth of services to be provided by the CMO, leaving ample revenues for other school expenses such as staff compensation and benefits, technology, transportation, and academic resources.

5. Describe the respective financial responsibilities of the governing board and the CMO. Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the CMO submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

The Rocketship Texas governing board will be responsible for all operating and capital expenditures for the School. Further the governing board will be responsible for adopting the annual budget for the School. In turn, the CMO’s responsibility, subject to negotiation and final approval of the MOU between the two parties, will be to manage the School’s finances in accordance with the budget adopted by the Board and to provide regular financial reports to the board regarding the same. Unless previously approved through the board’s adopted annual budget, the CMO can make no spending decisions without first obtaining board approval. The CMO shall report to Rocketship Texas on a quarterly basis all checks that have been prepared on behalf of Rocketship Texas in excess of $100,000 or whatever amount Rocketship Texas deems appropriate.\(^9\) Further, the CMO will prepare regular reports to Rocketship Texas on the following:

- Monthly and quarterly financial reports
- Regular monitoring of the charter district’s likely score on Charter FIRST Accountability
- Annual Plan, to be approved by the Superintendent, aligned with goals established by the Rocketship Texas Board
- State-required annual financial report, coordinating the same with Superintendent and schools
- Online financial information, in accordance with TEA regulations.

The governing board will rely heavily on its Superintendent to oversee the financial transactions prepared by the CMO on the School’s behalf. The governing board and Superintendent will retain signature authority on the school’s depository bank accounts.

6. What is the term of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the CMO and the school must satisfy for the management agreement to be renewed. On what grounds may the CMO or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.

Subject to final negotiation and approval of the MOU between Rocketship Texas and the CMO, the initial term of the agreement shall be five years, and it shall automatically be renewed for additional renewal terms ending on June 30 of each subsequent year unless written notice of intent to terminate or renegotiate is given by either Party not later than March 31, prior to the end of the Initial Term or March 31, prior to the end of any Renewal Term.10

Rocketship Texas may terminate this Agreement for cause at any time during the Term. For purposes of this section, the term “for cause” shall mean: (a) CMO becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors; (b) CMO violates any material provision of law with respect to Rocketship Texas from which Rocketship Texas was not specifically exempted; (c) CMO materially breaches any of the material terms and conditions of this Agreement; (d) the Parties are unable to mutually agree upon the Service Fee payable to CMO during any Renewal Term; (e) CMO’s corporate status is revoked by the California Secretary of State or its authorization to conduct business in Texas is forfeited; (f) CMO loses its tax-exempt status; or (g), the enactment, repeal, promulgation or withdrawal of any federal, State or local law/ordinance, regulation, or court or administrative decision or order finding that this Agreement, the operation of Rocketship Texas in conformity with this Agreement or any Rocketship Texas Charter with the TEA violates Rocketship charter contract, responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations.

Subject to final negotiation and approval of the MOU, the CMO shall be granted a right cure. Prior to exercising its right to terminate this Agreement, Rocketship Texas shall give CMO written notice of its basis for terminating this Agreement (a “Termination Notice”). If the termination is “for cause”, the Termination Notice shall specify the section of this Agreement upon which Rocketship Texas is relying for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, CMO

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shall have sixty (60) days to remedy the breach. If the breach is not corrected within the
cure period, Rocketship Texas may immediately terminate the Agreement.

Subject to final negotiation and approval of the MOU, the CMO may terminate the
agreement for cause at any time during the Term. For purposes of this section, the term
“for cause” shall mean that: (a) Rocketship Texas materially breaches any of the material
terms and conditions of this Agreement; (b) Rocketship Texas fails to comply with its
Bylaws and such failure materially and adversely affects the ability of Rocketship Texas to
operate as contemplated by this Agreement; (c) Rocketship Texas violates any material
provision of law with respect to Rocketship Texas from which Rocketship Texas was not
specifically exempted; (d) Rocketship Texas takes any action which materially interferes
with the ability of CMO to perform under this Agreement; (e) TEA notifies either Party of
its intention to revoke a Rocketship Texas Charter, or does so; (f) the State notifies either
Party of its intention to revoke the Rocketship Texas Charter between the Chartering
Authority and Rocketship Texas pursuant to State statute and rule, or does so; (g) the
Parties are unable to mutually agree upon the Service Fee payable to CMO during any
Renewal Term; (h) the enactment, repeal, promulgation or withdrawal of any federal, State
or local law, regulation, or court or administrative decision or order finding that this
Agreement, the operation of Rocketship Texas in conformity with this Agreement or any
Rocketship Texas Charter with the Chartering Authority violates Rocketship Texas’s, the
TEA’s responsibilities, duties or obligations under the federal or State constitutions,
statutes, laws, rules or regulations, or any contract or agreement. Rocketship Texas Right
to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 9.c.i,
CMO shall give Rocketship Texas a Termination Notice specifying the section of this
Agreement upon which CMO is relying on for the termination and the requirements for
correction of the breach. Upon receipt of the Termination Notice, Rocketship Texas shall
have sixty (60) days to remedy the breach. If the breach is not corrected within the cure
period, CMO may immediately terminate this Agreement.

Further, upon final negotiation and approval of the agreement, both parties may mutually
terminate the agreement upon written notice.

In the case of any termination, both parties shall seek to avoid any student disruption.
Subject to final negotiation and approval of the agreement, each Party shall use its good
faith and best efforts to avoid a termination of the agreement that becomes effective
during the School Year because of the disruption to the educational program and the
students. Therefore, in the event the agreement is terminated by either Party prior to the
end of the Term, absent unusual and compelling circumstances, the termination will not
become effective until the end of the School Year.

Subject to final negotiation and approval of the MOU, and to the extent permitted by
applicable law, the CMO shall hold Rocketship Texas and its officers, directors, successors, assigns, and agents (the “Rocketship Texas Indemnified Persons”) harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs (“Claims”), plus reasonable attorneys’ fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate as published in The Wall Street Journal, from time to time prevailing (collectively, the “Indemnified Claims”), incurred or to be incurred by any Rocketship Texas Indemnified Persons resulting from or arising out of, directly or indirectly, any breach or violation of CMO’s representations, warranties, covenants, or agreements contained in this Agreement, except to the extent caused by the gross negligence or willful misconduct of any Rocketship Texas Indemnified Persons.

To the extent permitted by applicable law, Rocketship Texas shall hold CMO and its officers, directors, successors, assigns, and agents of each of them (the “CMO Indemnified Persons”), harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of CMO Indemnified Persons resulting from or arising out of, directly or indirectly, any breach or violation of Rocketship Texas’s representations, warranties, covenants or agreements contained in this Agreement, except to the extent caused by the gross negligence or willful misconduct of any CMO Indemnified Persons.

7. Describe the plan for the operation of the school in the event of termination of the management agreement.

Should termination occur, the CMO shall provide all reasonable assistance to Rocketship Texas and its schools for the lesser of the remainder of the current school year or ninety (90) days after the effective date of termination of the agreement to assist in the transition to another service provider or to newly hired employees of RPS. This will be included in the management agreement and subject to negotiation and final approval of the MOU between the parties.

8. Provide as Attachment MO2 a term sheet and draft of the proposed management agreement with the CMO.
PERFORMANCE MANAGEMENT

1. Describe the CMO’s approach to academic under performance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.

RPS employs a robust Response to Intervention (RTI) program to serve individual students who fall short of achievement expectations. Working in conjunction with and under the leadership of the Texas Superintendent, RPS will deploy its RTI program to support Rocketeers served by Rocketship Texas. RTI is a data-based instruction and intervention model designed to efficiently identify at-risk and academically low-achieving students, match them with appropriate, evidence-based interventions, and guide teams in engaging in a clear problem-solving process to ensure that every student receives the support they need in order to achieve grade level expectations. We will employ RTI at Rocketship to assist students at the individual level. There are seven essential components to Rocketship’s RTI program, which has been described in previous charter applications (see, e.g., https://www.sccoe.org/supoffice/charter-schools-office/Documents/petitions/RS%20Mateo%20Sheedy%20Renewal%20Petition%202020-25.pdf):

1. Universal Screening: a systematic process for identifying a subset of students from the entire student population who are struggling academically and/or behaviorally, and are at-risk of negative short-or long-term outcomes. Id.

2. Multiple Tiers of Support: the service delivery model of providing a graduate sequence of intensifying interventions in order to match services to student need. Id.

3. Evidence-Based Interventions: the implementation of interventions and supports which are supported by empirical evidence to have positive academic and/or behavioral outcomes for the student population with which they are being implemented. Id.

4. Ongoing Progress Monitoring: the continual monitoring (using research-based assessment methods) of the ongoing progress of students participating in intervention, in order to assess the effectiveness of interventions for specific students and overall. Id.

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5. **Data-Based Decision Making**: the utilization of student progress monitoring data to make decisions whether to intensify, modify, keep in place, or remove particular interventions or supports. *Id.*

6. **Treatment Integrity**: the systematic monitoring of the implementation of interventions in order to ensure that they are implemented as intended to enable appropriate and legally defensible decision-making. *Id.*

7. **Problem Solving**: the dynamic and systematic process that guides the school team’s behavior in: identifying the problem, analyzing the problem, developing a plan of action, implementing the plan, and evaluating the outcomes of the plan. *Id.*

If a classroom falls below student achievement expectations over the course of a data-cycle (8 weeks for Reading, 4-5 weeks for Math, by Trimester for NWEA MAP), Rocketship School Leaders immediately work with teachers to identify the sources of the gaps, co-create a data-action plan, and a coaching plan with academic and teacher execution goals. Following the planning phase, Assistant Principals and Principals prioritize coaching in that particular classroom while also monitoring student outcomes on a weekly basis. Additionally, there is an increase in the frequency of student work review meetings. In the case that a teacher does not execute on the Coaching and Data Action Plan, we create a discussion log that may lead to a PIP.

If the School falls below student achievement expectations, we will work in conjunction with the Superintendent to take immediate corrective action, including working with the state where possible. Technical measures that we would take would include, but not be limited to:

- Perform a gap analysis to identify specific areas of deficiency;
- Consult with Rocketship Texas staff members, parents, and the Texas Board to develop a targeted corrective action plan;
- Reserve funds for additional professional development;
- Consider implementing new or revised academic curricula to address specific deficiencies;
- Consider restructuring or replacing certain Rocketship Texas staff.

2. Describe the CMO’s process for monitoring performance of the portfolio as a whole. What actions will the CMO take if the organization in Texas, or as a whole, fails to meet goals? Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth.
Rocketship monitors portfolio performance using a network health dashboard.\textsuperscript{12} This dashboard monitors the school health across a number of dimensions, including: student achievement, staff satisfaction, and staff retention. We also have quarterly data reviews to review in detail the performance of each school, recommend next steps for each school, and determine the appropriate network-level support for each campus. If the network fails to reach our goals, we would reevaluate our organizational resources and priorities to ensure our schools have the direction and staffing needed to accomplish our goals. We would also advise the governing board to re-evaluate its growth plans.

Rocketship assesses each region’s readiness to grow through a greenlighting process. To greenlight a new school, we apply rigorous standards to evaluate network-wide readiness, which includes the overall health of the network as measured by our existing schools’ performance and the network support team’s capacity to support growth, community support, financial commitments, affordable and safe facilities, and an identified school leader capable of founding a new school. If these conditions are not satisfied, Rocketship will not greenlight a new school or region. We have demonstrated through our past greenlighting decisions that we are willing to modify our growth plans to ensure quality consistent with quantity.

PERFORMANCE EVALUATION INFORMATION

The TEA will use the information in this section to assess the academic, organizational, and financial performance record of the organization and its schools. The CMO must provide all of the requested information for all of its schools. The TEA reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information, including academic proficiency and growth data, recent renewal evaluations and site visit reports, and multiple years of independent financial audit reports.

1. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school in which services were provided by the CMO in the last five years and explain how such deficiencies or violations were resolved.

\textsuperscript{12} For this question, we have drawn heavily from our Gen 25 charter applications. \textit{See}, Rocketship Public Schools. (2020, Jan 21). \textit{Gen 25 Open-Enrollment Charter Application}. \url{http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/25-21.pdf}. 
Performance Deficiencies and Compliance Violations

**Tennessee:** During the 2017-18 school year, Rocketship Nashville Northeast Elementary School (RNNE) was issued a Notice of Probation for Exceptional Education from the MNPS Office of Charter Schools and the Department of Exceptional Students. After further investigation, it was found that Rocketship Nashville Northeast had taken the correct precautions and actions regarding an out-of-state transfer student.

At RNNE, Rocketship depends on the MNPS Department of Exceptional Services to provide Integrated Special Education teachers with access to necessary tools such as Easy IEP. Most often, the services are efficiently provided. However, between August 4, 2017 and September 19, 2017, the department was not able to meet Rocketship’s needs. It was unintentional and without malice. Rocketship deployed its Associate Director of Special Education, along with a psychologist, full-time to RNNE. As a result, RNNE has made great progress in compliance and has made the appropriate shifts to the program for the purpose of driving achievement for all students.

Separately, RNNE received a letter on November 9, 2017, indicating that it had been identified among “the districts lowest 10% performing schools.” Although it achieved the highest possible score on Tennessee’s student growth measure, and ranked second in growth among the city’s 73 elementary schools in its first year of operation, RNNE’s absolute performance on the state assessment ranked between the state’s third and fourth percentile among 3rd and 4th grade students. RNNE responded by adding an additional instructor to focus on science instruction for 3rd and 4th graders and interventionists to provide small group instruction in 3rd and 4th grade. Rocketship also transitioned a new principal into the school and infused senior leadership at the school to support the principal transition and professional development. Rocketship has also continued providing support to RNNE in the form of an Achievement Manager and a Director of Schools.

**California:** In February and April 2019, Rocketship Delta Prep (RDL) received two notices from its authorizer for compliance findings. The areas of concern center around compliance with our MOU obligations and a late audit, not academic performance or student safety. As a new school with a new authorizer, the communication practices between RDL and its authorizer needed improvement on both sides. In addition, RDL surpassed its year one enrollment target by three class sizes and did not start the school year with all the systems and supports needed in place. Those issues were fully addressed by midyear, and all areas of concern noted by its authorizer have been cured.

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For 2017-18 fiscal year, Rocketship submitted its Consolidated Audit past the California statutory deadline of December 15, 2018. Rocketship worked diligently with its auditors for months in a deeply productive process that ultimately led to an audit showing a financially secure and well-managed organization. The audit delay was not due to wrongful conduct by Rocketship, but rather caused by a combination of factors, including the fact that the closing processes are complicated and increased staffing was needed (on both the Rocketship side and auditor side) to complete this complex task in a more timely manner. In response to the delayed audit, the Rocketship Education Board of Directors took strong action to provide additional oversight over the audit process. At their February 28, 2019 board meeting, the Rocketship Board of Directors formally established an Audit Committee. The Audit Committee serves as an additional check and balance to ensure the timeliness of the audit work process and to address any responses to questions raised about the audit by any of our authorizers.

These experiences in Nashville and in California make RPS better prepared to assist Rocketship Texas with its opening in Fort Worth and Tarrant County. RPS will be hyper vigilant in the provision of SPED services for transfer students, help the Texas Superintendent create and maintain frequent and effective communications with the authorizer, and help the governing board identify an auditor early who is approved by TEA and experienced with charter school audits.

2. If applicable, provide as Attachment MO3, any current or past litigation, including arbitration proceedings, per campus, that has involved the CMO or any school it operates.
ATTACHMENT MO1
Portfolio History

Provide the CMO’s historical information from the last 10 years in the tables below.

To add rows, hover mouse over the lower left corner of each row until a [+ ] appears. Click the [+] to add more rows.

### Active charters/campuses

<table>
<thead>
<tr>
<th>Charter/Campus Name</th>
<th>Year Opened</th>
<th>State</th>
<th>Authorizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocketship Mateo Sheedy Elementary</td>
<td>2007</td>
<td>CA</td>
<td>Santa Clara County Office of Education</td>
</tr>
<tr>
<td>Rocketship Si Se Puede Elementary</td>
<td>2009</td>
<td>CA</td>
<td>Santa Clara County Office of Education</td>
</tr>
<tr>
<td>Rocketship Los Suenos</td>
<td>2010</td>
<td>CA</td>
<td>Santa Clara County Office of Education</td>
</tr>
<tr>
<td>Rocketship Mosaic</td>
<td>2011</td>
<td>CA</td>
<td>Franklin McKinley School District</td>
</tr>
<tr>
<td>Rocketship Discovery Prep</td>
<td>2011</td>
<td>CA</td>
<td>Santa Clara County Office of Education</td>
</tr>
<tr>
<td>Rocketship Brilliant Minds Academy</td>
<td>2012</td>
<td>CA</td>
<td>Santa Clara County Office of Education</td>
</tr>
<tr>
<td>Rocketship Alma</td>
<td>2012</td>
<td>CA</td>
<td>Santa Clara County Office of Education</td>
</tr>
<tr>
<td>Rocketship Spark Academy</td>
<td>2013</td>
<td>CA</td>
<td>Franklin McKinley School District</td>
</tr>
<tr>
<td>Rocketship Fuerza</td>
<td>2014</td>
<td>CA</td>
<td>Santa Clara County Office of Education</td>
</tr>
<tr>
<td>Rocketship Redwood City Prep</td>
<td>2015</td>
<td>CA</td>
<td>Redwood City School District</td>
</tr>
<tr>
<td>Rocketship Rising Stars Academy</td>
<td>2016</td>
<td>CA</td>
<td>Santa Clara County Office of Education</td>
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<tr>
<td>Rocketship Futuro Academy</td>
<td>2016</td>
<td>CA</td>
<td>Mount Diablo Unified School District</td>
</tr>
<tr>
<td>Rocketship Delta Prep</td>
<td>2018</td>
<td>CA</td>
<td>Antioch Unified School District</td>
</tr>
<tr>
<td>Rocketship Nashville Northeast Elementary</td>
<td>2014</td>
<td>TN</td>
<td>Metro Nashville Public Schools</td>
</tr>
<tr>
<td>Rocketship United Academy</td>
<td>2015</td>
<td>TN</td>
<td>Metro Nashville Public Schools</td>
</tr>
</tbody>
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### Approved but failed to open

<table>
<thead>
<tr>
<th>Charter/Campus Name</th>
<th>Year</th>
<th>State</th>
<th>Authorizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocketship 17&lt;sup&gt;14&lt;/sup&gt;</td>
<td>Approved in 2012</td>
<td>CA</td>
<td>Santa Clara County Office of Education</td>
</tr>
</tbody>
</table>

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<sup>14</sup> The circumstances of the surrender of this charter are detailed in Attachment MO4, under Litigation 9. This was part of a settlement agreement reached with various school districts in CA that sued our authorizer, Santa Clara County Office of Education, when the authorizer awarded a number 20 “countywide” charters to Rocketship Education. Rocketship Education was named as a “real party in interest” because it was the recipient of the 20 approved charters. Rocketship voluntarily relinquished 6 charters following the resolution of this litigation and “surrendered” 14 charters as part of the settlement agreement.
<table>
<thead>
<tr>
<th>Charter/Campus Name</th>
<th>Year</th>
<th>State</th>
<th>Authorizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocketship 9</td>
<td>Approved in 2012</td>
<td>CA</td>
<td>Withdrawn voluntarily by Rocketship Education in letter to CDE in 2014</td>
</tr>
<tr>
<td>Rocketship 10</td>
<td>Approved in 2012</td>
<td>CA</td>
<td>Santa Clara County Office of Education</td>
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<tr>
<td>Rocketship 11</td>
<td>2012</td>
<td>CA</td>
<td>Santa Clara County Office of Education</td>
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<td>Rocketship 12</td>
<td>2012</td>
<td>CA</td>
<td>Santa Clara County Office of Education</td>
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<tr>
<td>Rocketship 13</td>
<td>2012</td>
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<td>Santa Clara County Office of Education</td>
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<td>Rocketship 14</td>
<td>2012</td>
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<td>Rocketship 15</td>
<td>2012</td>
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<td>Rocketship 16</td>
<td>2012</td>
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<td>Santa Clara County Office of Education</td>
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<td>Rocketship 19</td>
<td>2012</td>
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<td>Santa Clara County Office of Education</td>
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<tr>
<td>Rocketship 21</td>
<td>2012</td>
<td>CA</td>
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<tr>
<td>Rocketship 22</td>
<td>2012</td>
<td>CA</td>
<td>Santa Clara County Office of Education</td>
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<tr>
<td>Rocketship 23</td>
<td>2012</td>
<td>CA</td>
<td>Santa Clara County Office of Education</td>
</tr>
</tbody>
</table>

15 Ibid.
16 Ibid.
17 Ibid.
18 Ibid.
19 Ibid.
20 Ibid.
21 Ibid.
22 Ibid.
23 Ibid.
24 Ibid.
25 Ibid.
26 Ibid.
27 Ibid.
28 Ibid.
29 Ibid.
30 Ibid.
31 Ibid.
<table>
<thead>
<tr>
<th>Charter/Campus Name</th>
<th>Year</th>
<th>State</th>
<th>Authorizer</th>
<th>Status [revoked, non-renewed, returned]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocketship Partners</td>
<td>2018</td>
<td>TN</td>
<td>Achievement School District</td>
<td>Voluntarily Returned</td>
</tr>
<tr>
<td>Community Prep</td>
<td></td>
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</tbody>
</table>

### Pending authorizer decision or court ruling

<table>
<thead>
<tr>
<th>Charter/Campus Name</th>
<th>Year Initiated</th>
<th>State</th>
<th>Authorizer/Court</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

### Pending applications in other states

<table>
<thead>
<tr>
<th>Charter/Campus Name</th>
<th>State</th>
<th>Authorizer</th>
<th>Anticipated Decision Date</th>
<th>Anticipated Year 1 Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

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32 Ibid.
33 Ibid.
Provide the following:

A draft of the proposed management agreement with the CMO. Include the terms and conditions. Applicants must submit a draft that is specific to the State of Texas in both reference and content.

Insert Material Behind this Page.
Also include this Cover Page with submission.

Content provided with permission by SLHA, LLP. SLHA, LLP also has authorized the use and reproduction of same by TEA for Gen. 26 Charter application process.
CHARTER SCHOOL SUPPORT & SERVICES AGREEMENT
By and Between
ROCKETSHIP TEXAS PUBLIC SCHOOLS TEXAS
and
ROCKETSHIP EDUCATION

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Used By Permission for Gen. 26 Charter Application

RECITALS

THIS CHARTER SCHOOL SUPPORT & SERVICES AGREEMENT (the “Agreement”) is made and entered into as of [MONTH, DAY, YEAR] (the “Effective Date”) by and between Rocketship Education d/b/a Rocketship Public Schools, a Charter Management Organization (“CMO”) and Rocketship Public Schools Texas (“Rocketship Texas”). (Rocketship Texas together with CMO, each a “Party” and, collectively, the “Parties”).

WHEREAS, CMO, a California nonprofit corporation, with tax exempt status under section 501(c)(3) of the Internal Revenue Code, is in the business of providing educational services to charter schools that are operated by separate corporations doing business under the trade-name of Rocketship (collectively the “CMO Trademarked Charter Schools”), and such corporations are also nonprofit corporations, pursuant to section 501(c)(3) of the Internal Revenue Code, collectively these entities constitute the CMO Tradename network of Charter Schools;

WHEREAS, Rocketship Texas desires to become a member of the CMO Tradename network of Charter Schools, and contract with CMO as its Charter Management Organization under Texas law.

WHEREAS, CMO’s mission is to assist the various CMO Tradename Charter Schools, in the administration of their businesses in order to create greater efficiencies in their operations and to thereby effectively serve the ever-growing population of at-risk youth underserved by traditional public schools;

WHEREAS, CMO and Rocketship Texas share a common mission of providing educational services to at-risk students and to do so such that efficient administration of all the CMO Tradename Charter Schools educational programs will maximize the efficient use of limited resources available for serving at-risk student populations;

WHEREAS, the Rocketship Texas Board of Directors (the “Board”) has final authority over policy and operational decisions for Rocketship Texas;

WHEREAS, based on experiences of other charter schools across the country, the Board believes that it is in the best interest of Rocketship Texas to contract with CMO to provide services that will maximize the performance and operational efficiency of Rocketship Texas and serve the joint mission of each of CMO and Rocketship Texas as set forth immediately above, and that same is prudent and in the best interests of the students who will be served by Rocketship Texas;

WHEREAS, it is the Parties’ intention to build on a relationship already based on trust, common educational objectives, and will provide necessary resources for the Rocketship Texas to achieve clear accountability, through which they will work together to bring educational excellence to Rocketship Texas, and because of the Parties’ shared goals; and
WHEREAS, for and during the Term (as hereinafter defined in Section 9.a) of this Agreement, the Board desires that CMO provide certain services to Rocketship Texas as set forth herein, and CMO desires to provide such services to Rocketship Texas in a manner that is fully consistent with the charter of Rocketship Texas and applicable Texas law.

AGREEMENT

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

   a. “Chartering Authority” refers to the Texas Education Agency and Texas Commissioner of Education, authorizer of the charter held by Rocketship Texas.

   b. “Charter School Law” means the laws permitting the creation of charter schools in Texas and governing the development and operation of charter schools in Texas, including Subchapter D, Chapter 12, Texas Education Code and Title 19, Chapter 100, Texas Admin. Code. Specific applicable laws are further referenced in Exhibit A, Texas Supplement to this Agreement.

   c. “Marks” means all trademarks, service marks, design marks, trade names, domain names, service names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to each Party.

   d. “Regulatory Authority” means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body, including each Chartering Authority.

   e. “Services” means all the services provided by CMO to Rocketship Texas pursuant to, and as described more fully in, this Agreement.

   f. “State” means the State of Texas.

2. REPRESENTATIONS AND WARRANTIES

   a. Representations and Warranties of CMO represents and warrants as follows:

      i. Organization and Tax-exempt Status. CMO will be authorized to do business in Texas. CMO is, and at all times during the Term will be, duly organized under the laws of California and is exempt from federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code. Should the Internal Revenue Service require changes to this Agreement in conjunction with the granting or continuation of the tax-exempt status of Rocketship Texas, both Parties will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.

      ii. Authority. CMO has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby. This Agreement constitutes a valid and binding obligation of CMO, enforceable against CMO in accordance with its respective terms.
iii. **Litigation.** Except as otherwise disclosed by CMO in a separate writing, there is no suit, claim, action or proceeding now pending or, to the knowledge of CMO, threatened before any Regulatory Authority to which CMO is a party or which may result in any judgment, order, decree, liability, award or other determination, which will, or may reasonably be expected to have an adverse effect upon CMO. No such judgment, order, decree or award has been entered against CMO which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of CMO, threatened before any Regulatory Authority involving CMO, which will, or may reasonably be expected to prevent or hamper the fulfillment of the obligations contemplated by this Agreement.

iv. **Full Disclosure.** No representation or warranty of CMO herein and no statement, information or certificate furnished or to be furnished by CMO pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

v. **Conduct of CMO.** CMO has complied, and at all times during the Term will comply, in all material respects, with all local, State, and federal laws and regulations that are applicable to CMO, which include, but are not limited to, the Internal Revenue Code and the California Corporations Code, as each may be amended, and is registered to do business in the State of Texas as a foreign-entity and is in good standing with the State of Texas. CMO has maintained and will maintain adequate records of the activities and decisions of CMO to ensure and document compliance with all such laws and regulations. CMO agrees to provide Rocketship Texas with copies of all such records, and to allow Rocketship Texas, at Rocketship Texas’s reasonable discretion, to assist with the preparation and retention of such records.

vi. **Insurance.** CMO maintains in effect all insurance as required to perform its obligations hereunder, including the insurance. CMO is responsible for all costs associated with obtaining such insurance.

b. **Representations and Warranties of Rocketship Texas.** Rocketship Texas represents and warrants as follows:

i. **Organization and Tax-Exempt Status.** Rocketship Texas is authorized to do business in the State. Rocketship Texas is, and at all times during the Term will be, duly organized under the laws of the State and is exempt from federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code. Should the Internal Revenue Service require changes to this Agreement in conjunction with the continuation of tax-exempt status of Rocketship Texas, both Parties will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.

ii. **Authority.** Subject to the last two sentences of clause (i) above, Rocketship Texas has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby. This Agreement constitutes a valid and binding obligation of Rocketship Texas, enforceable against Rocketship Texas in accordance with its respective terms.

iii. **Litigation.** Except as otherwise disclosed in a separate writing, there is no suit, claim, action or proceeding now pending or, to the knowledge of Rocketship Texas, threatened before any Regulatory Authority to which Rocketship Texas is a party or which may result in any
judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon Rocketship Texas. No such judgment, order, decree or award has been entered against Rocketship Texas which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of Rocketship Texas threatened before any Regulatory Authority involving Rocketship Texas which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

iv. **Full Disclosure.** No representation or warranty of Rocketship Texas herein and no statement, information or certificate furnished or to be furnished by Rocketship Texas pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

v. **Conduct of Rocketship Texas and the Board.** Rocketship Texas has materially complied, and at all times during the Term will comply, in all material respects with all local, State and federal laws and regulations that are applicable to Rocketship Texas, which include, but are not limited to, the Internal Revenue Code, the California Corporations Code, the open records and meetings laws of State, and the Charter School Law, as each may be amended. Rocketship Texas has maintained and will maintain adequate records of the activities and decisions of Rocketship Texas to ensure and document compliance with all such laws and regulations. Rocketship Texas agrees to provide CMO with copies of all such records, and to allow CMO, at CMO’s reasonable discretion, to assist with the preparation and retention of such records.

vi. **Due Authorization.** Rocketship Texas is authorized to organize and operate its charter (the “Rocketship Texas Charter”), and each such charter school is vested by the Chartering Authority with all powers necessary to carry out the educational program outlined in the Rocketship Texas Charter. Rocketship Texas shall at all times retain all rights, responsibilities and obligations under the Rocketship Texas Charter and nothing in this Agreement is or shall be interpreted in a manner inconsistent with the Rocketship Texas Charter.

vii. **Insurance.** Rocketship Texas maintains in effect all insurance as required by Rocketship Texas and the Rocketship Texas Charter. Subject to the requirements of the Rocketship Texas Charter, CMO will assist Rocketship Texas selecting and procuring the level of insurance coverage as it deems appropriate.

3. **AUTHORITY**

a. **Rocketship Texas’s Fully Retained Duties and Authority.** Rocketship Texas hereby authorizes CMO to undertake the functions specified in this Agreement in regard to Services, it being understood that, at all times, Rocketship Texas remains accountable to each Chartering Authority and State authorities, as provided for in this Agreement, the Rocketship Texas Charter, and to applicable law. For the sake of clarity, the Parties agree that the Board, and not CMO, shall maintain the ultimate fiduciary responsibility for Rocketship Texas and the Rocketship Texas Charter. CMO shall not be required to provide any services to the extent provision thereof: (a) is or becomes impracticable, in any material respect, as a result of a cause or causes outside CMO’s reasonable control, or (b) would require CMO to violate any law or other binding commitment of CMO to any Regulatory Authority or as imposed by law.

b. **CMO Authority to Subcontract.** CMO may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract permitted hereunder shall relieve or discharge CMO rom any obligation or liability under this Agreement and provided that no such subcontract permitted hereunder shall constitute a majority of CMO’s duties under this Agreement.
Nothing in this Section 3.b authorizes CMO to subcontract in a manner that is not permitted by applicable law or any provisions of the Rocketship Texas Charter.

c.  School District Authority. Nothing in this Agreement shall be construed in any way to limit the authority of the Chartering Authority, including, but not limited to, the authority to take and enforce action pursuant to the Charter School Law.

d.  Conflict with Applicable Charter. To the extent there are any conflicts between the terms of the Rocketship Texas Charter and the terms of this Agreement, the terms of the Rocketship Texas Charter shall control.

4.  RIGHTS, DUTIES AND OBLIGATIONS OF CMO

   In addition to the duties and obligations otherwise set forth in this Agreement, CMO shall have the following rights, duties and obligations:

   General Administrative Services. In exchange for the Service Fee described in Section 6 and paid by Rocketship Texas, CMO will provide the Services as and to the extent more specifically described in the balance of this Rocketship Texas Agreement. CMO may perform functions off-site, except as prohibited by law or otherwise restricted by the Board of Rocketship Texas. CMO may utilize web-based systems to provide support and services to Rocketship Texas. CMO shall provide reports indicating the services CMO has provided to Rocketship Texas, as contemplated by this Agreement, and as when the Rocketship Texas Board shall reasonably request, but no less frequently than an annual year-end report. To the extent that Rocketship Texas wishes to contract with a third party unrelated to CMO for any administrative services not provided by CMO or provided by CMO but that Rocketship Texas reasonably deems would be more efficiently or effectively provided by the third party, it shall consult with CMO before entering into any agreement to ensure compatibility with CMO systems and to provide CMO (as the TEA approved charter management organization) an opportunity to offer the same services in a more efficient manner (or even to contract with the third-party directly where in the best interest if Rocketship Texas).

   a.  Public Relations. CMO shall provide public relations services to Rocketship Texas, as determined by further mutual agreement of the Parties, in order to advance the shared mission of CMO and Rocketship Texas as set forth above in the recitals to this Agreement. Without limitation, and subject to consultation with the Rocketship Texas, CMO shall act as Rocketship Texas’s representative on all matters relating to public relations and public information, including, without limitation, preparing press releases on topics relating to the shared mission of CMO and Rocketship Texas as set forth above in the recitals to this Agreement.

   b.  Financial Services (Accounting, Bookkeeping, Payroll, Procurement, and other Financial Functions). Subject to the terms of this Agreement, CMO shall be responsible and accountable for all financial functions in respect of Rocketship Texas, including, without limitation:

      i.  Preparation and submission of financial reports including all required State financial reporting including but not limited to annual audited financial reports, annual budgets, 1st and 2nd Interims, unaudited actual reportings, and monthly financial statements to Rocketship Texas;

      ii.  Coordination and processing of payments of Rocketship Texas’s expenditures;
iii. Management of cash balances to cover Rocketship Texas’s payroll and payments to vendors;

iv. Coordination and processing of Rocketship Texas’s payroll and tax reporting and other filings in accordance with the specific procedures and guidelines as designated and updated from time to time by Rocketship Texas personnel;

v. Coordination and management the annual independent audit of Rocketship Texas’s financial statements. The cost of the audit will be the sole expense of Rocketship Texas.

vi. Assistance with TEA and Independent Auditor financial reviews, when applicable.

vii. Coordination and management of all equipment leasing

viii. Assistance and monitoring of spending and general administration of grant funding in compliance with specific terms and conditions of said grants and participation in any audits related thereto; and,

ix. Acquisition and management of external financing as needed.

c. Facilities. CMO and its affiliated organization, Launchpad Development Corporation, LLC shall assist Rocketship Texas and be responsible for the identification, location and acquisition of learning centers and other required space for Rocketship Texas, including without limitation, coordination of construction and planning associated with the development or redevelopment of learning centers and other facilities. Any leases or financings shall be in Rocketship Texas’s name and not tied in any way to this Agreement.

i. CMO will coordinate with all city or local ordinances for the health and safety of Rocketship Texas staff and students.

ii. CMO will assist in meeting the state and local safety standards during initial acquisition and the day-to-day management of the safety and security of each Rocketship Texas facility. CMO will assist in the negotiation of all new and renewal facility leases.

d. Board Facilitation. CMO shall coordinate the scheduling of and documentation of meetings of the Board, including the preparation of agendas and preparation of minutes. CMO will coordinate the annual Board member training to include training in Rocketship Texas protocols, best practices and legal updates and ensure trainers are TEA approved/certified. All training will be for the purpose of supporting Rocketship Texas’s education mission and other related official school business.

e. Strategic Planning and Implementation. CMO will assist Rocketship Texas in the development of key long term goals for Rocketship Texas in meeting its academic, funding, reporting, accountability, growth requirements and in analyzing the political and legislative educational climate. CMO will assist in setting priorities, focusing resources, strengthening operations, insuring that employees at all levels are working toward common goals, establishing consensuses around intended results, and assessing and adjusting the organizational direction in response to its changing environment.

f. Rocketship Texas Policies. CMO may make reasonable recommendations to Rocketship Texas concerning its calendar, policies, rules, regulations, procedures, personnel, and budget,
as appropriate and consistent with the shared mission of the Parties as set forth in the above recitals. For the avoidance of doubt, Rocketship Texas retains sole and complete control over the foregoing policies.

g. **Human Capital Management.**

i. CMO shall assist in recruiting, screening and recommending certificated and non-certificated individuals for employment by Rocketship Texas;

ii. CMO shall also provide pre-employment screening services, verify, check and monitor credentials for certificated staff and conduct all state required criminal background checks for Rocketship Texas;

iii. CMO shall coordinate and administer health, life and retirement benefits for Rocketship Texas employees, including certificated and non-certificated staff. Rocketship Texas shall be solely responsible for the costs of these benefits;

iv. CMO will develop and provide new hire employee orientation, training; onboarding (at the time of hiring) and off-boarding (upon termination). CMO will also provide all required State and federal mandated training to applicable Rocketship Texas employees. CMO and Rocketship Texas shall comply with all applicable federal and State laws, concerning employee welfare, safety and health;

v. CMO will administer and track leave of absence benefits and monitor employee work related injuries;

vi. CMO will also assist Rocketship Texas with its Authorizer’s visits.

vii. CMO, on behalf of Rocketship Texas, shall secure and maintain the insurance policies which shall be in the amounts that are no less than the minimum levels required by Rocketship Texas, applicable law or both. Liability, casualty, and property insurance for any facility leased directly and/or managed by Rocketship Texas and any capital equipment or furniture leased directly and/or managed by Rocketship Texas, as well as Directors and Officer’s Insurance in the amount required by Rocketship Texas or the Authorizer. All premiums and costs will be the responsibility of Rocketship Texas.

h. **Files and Records.** CMO shall supervise and maintain temporary custody (for the joint benefit of Rocketship Texas and CMO of all files and records relating to the Services. CMO acknowledges that all records, data, communications, and other property of Rocketship Texas entrusted or loaned to CMO during the term of this Agreement are Rocketship Texas’s property and CMO agrees to return any such material to Rocketship Texas immediately upon the termination of this Agreement.

i. **Operations Management.** CMO will provide day-to-day operational oversight for Rocketship Texas in all administrative operational areas including without limitation: human capital, facilities (procurement and management), financial matters, and (as appropriate) legal representation. SAR will work cooperatively with Rocketship Texas on all recommendations and actions.

j. **Reporting Requirements to the Board.** CMO shall report to the Board an annual year-end report and more frequently as the Board shall reasonably request on all actions taken or proposed to be taken by CMO under this Agreement.
**Educational Program.** CMO will work in collaboration with Rocketship Texas on development and implementation of the educational model provided to Rocketship Texas. CMO will work with Rocketship Texas to effectuate any necessary change in the educational program, recognizing that essential principle of this educational program is its flexibility, adaptability and capacity to change in the interest of continuous improvement of efficiency, provided that such changes shall be consistent with the Mission and Purpose of Rocketship Texas.

**Professional Development.** CMO will provide the resources and plans to the Rocketship Texas staff to enhance their effectiveness to meet and exceed the educational standard established by the State of California or otherwise required by Rocketship Texas.

**Testing and Assessments.** CMO will assist Rocketship Texas in the administration of all State required testing and other State mandated assessments, including a series of assessments designed to gauge the Student’s mastery of core concepts and readiness for the State of California’s standardize test or other State mandated testing;

**Student Records Support.** CMO will provide maintenance of Rocketship Texas’s Student Records including digitization of permanent records in accordance with state, local and federal requirements.

**Technology.** CMO will provide a comprehensive Computer Technology and IT infrastructure solution to Rocketship Texas learning centers, office space and employees which shall include procuring, imaging, delivering, repairing, replacing, warehousing and collection of such Computer Technology, as well as other related comprehensive logistical support services including overseeing school level technicians and other related support positions. Rocketship Texas will pay directly or reimburse CMO for all technology costs.

**Services to Special Needs Students.** CMO will assist Rocketship Texas in the development of Special Education English Language Learner, School Counseling, Student Retention Support, and Student Mentor Protocols which Student services are provided including procuring related service providers to students qualifying as English Language Learners, Traditionally Underserved Students or At-Risk students requiring counseling or interventions, and with special education needs Rocketship Texas or any students who have, will have or require an Individualized Education Program (“IEP”). All service provider costs will be the sole responsibility of Rocketship Texas; and CMO will provide consultative support and management of the Rocketship Texas day-to-day operations of Student services. CMO will develop and oversee the academic counseling student support and other related services to the Rocketship Texas students.

**Instructional Materials.** CMO shall assist in developing curriculum and coordinate the purchase of the curriculum and instructional materials to be used by Rocketship Texas in order to offer rigorous and relevant curricula for the purpose of allowing students to progress as quickly as their capabilities will allow. Materials shall be designed in a language and format that are readily accessible, and students will be allowed to complete course work at their own pace, as the program will be formulated based on an initial assessment of the student’s skill levels in reading, math and other core courses. Rocketship Texas will be responsible for all curriculum and instructional material costs. CMO shall retain all ownership and copyrights to any curricular material created by CMO for the use by Rocketship Texas.

**Marketing/Branding.** CMO will provide Rocketship Texas the design of all branded materials, including promo items, website design, collateral, wearables, print assets including tri-fold brochures, rack cards, newsletters, event fliers, graduation programs, and more. CMO will establish brand and communication strategies across all channels and promote the brand. CMO will maintain the Rocketship Texas public website that will contain any information required by Rocketship Texas and applicable state
law. CMO will review and provide a report of all social media properties, which may include Facebook, Twitter, Instagram, and LinkedIn and provide refinements to increase traffic. CMO will coordinate and manage all third party vendors on behalf of Rocketship Texas. Rocketship Texas will be solely responsible for those third party vendor costs.

**Community Partnerships.** CMO shall coordinate Rocketship Texas’s community relationships, including with local non-profits, governmental agencies, local businesses and higher education institutions.

**Learning Center Furnishings.** CMO will procure and oversee the installation of all necessary furnishing and equipment for each Rocketship Texas facility. Rocketship Texas will be solely responsible for the cost of furniture and equipment.

**Student Information.** CMO will serve as the liaison between Rocketship Texas and the Student Information System Provider as well as various curricular, instructional and data warehousing/reporting software and resources; perform quality data tracking, including but not limited to student data such as attendance, performance, etc.; and, shall coordinate and manage school data as the technology system is developed and maintained. CMO shall prepare and submit all required State reporting regarding student enrollment, demographics, etc. CMO will provide periodic reports on student performance, and assessments of whether educational goals and measurements are being achieved.

**Athletics Program Development.** CMO will assist in developing, implementing and monitoring an athletics program to the Rocketship Texas to assist in student retention and engagement and provide additional opportunities for student involvement, interaction and personal growth with Rocketship Texas.

**Operations Management.** CMO will provide day-to-day oversight for Rocketship Texas in all educational operational areas including without limitation: special education, community relationships, instructional materials, marketing/branding, professional development and technology. CMO will work cooperatively with Rocketship Texas on all recommendations and actions.

**School Calendar.** CMO will develop the annual multi-track school calendar to be used by Rocketship Texas.

5. **DUTIES AND OBLIGATIONS OF Rocketship Texas**

In addition to the duties and obligations otherwise set forth in this Agreement, Rocketship Texas shall have the following duties and obligations:

a. **General Principle:** To the extent not otherwise specified either as a duty of Rocketship Texas or as a duty of CMO, all duties applicable to the proper operation of Rocketship Texas and maintenance of applicable academic standards shall remain the duty of Rocketship Texas and the Board.

b. **Damage or Loss.** Rocketship Texas shall maintain adequate insurance, or otherwise hold CMO harmless, for damage or loss to Rocketship Texas’s property unless such damage is caused by the gross negligence or willful misconduct of CMO.

c. **Rocketship Texas Employees.** Rocketship Texas shall employ all of its certificated personnel. Rocketship Texas shall determine and manage compensation (salary and benefit) plans for its employees, provided however that CMO may consult with, administer and advise Rocketship Texas with respect to said matters.
d. **Annual Audit.** Rocketship Texas shall pay for an annual audit of Rocketship Texas to be conducted in compliance with State law and regulations, and showing the manner in which funds are spent at and on behalf of Rocketship Texas. The annual audit shall be performed by a certified public accountant selected by the Board. CMO shall help to identify the certified public accountant.

e. **Legal Services.** While CMO may make recommendations to the Board regarding any arrangements for legal services for Rocketship Texas, Rocketship Texas and the Board shall hire legal counsel as Rocketship Texas may deem appropriate and necessary, and Rocketship Texas shall pay for its own legal services out of its Rocketship Texas Accounts (as defined in Section 5.f).

f. **Control of Funds.** All funds of Rocketship Texas shall be maintained in Rocketship Texas deposit accounts, over which the officers or employees of Rocketship Texas designated by the Board shall have signature authority or in accounts, which are specifically restricted for the benefit of Rocketship Texas (the “Rocketship Texas Accounts”). Rocketship Texas shall disburse or shall cause the disbursement of such funds out of Rocketship Texas Accounts in the manner described in or consistent with this Agreement, except to the extent that any of such funds represent restricted gifts to Rocketship Texas, in which event the funds shall be dispersed in accordance with the applicable restrictions. The Parties shall promulgate specific procedures and guidelines as necessary to further implement the creation, handling and investment of the funds and the Rocketship Texas Accounts described in this Section 5.f, subject to approval by the Board.

g. **Reporting.** Rocketship Texas shall provide CMO with all financial and other information and reporting that CMO reasonably requests, within such times CMO designates in order to enable CMO to fulfill its duties and exercise its rights under this Agreement, including, without limitation, to ensure Rocketship Texas alignment with the mission of the Parties as set forth in the recitals to this Agreement.

h. **Power and Authority.** Rocketship Texas shall ensure that CMO has the requisite power and authority necessary to carry out the duties of CMO under this Agreement, subject in all respects to the Rocketship Texas Charter.

6. **FINANCIAL ARRANGEMENTS**

a. **Funding Eligibility.** Rocketship Texas shall be responsible for compliance with applicable requirements for the purpose of receiving or maintaining eligibility to receive from the Chartering Authority the per pupil allowance to which Rocketship Texas is entitled under applicable law. Rocketship Texas shall apply for all State aid or other monies it is eligible to receive from the Chartering Authority. Rocketship Texas shall permit CMO to review any such applications and reports prior to their submission, and CMO may assume control of the application and report process, if and to the extent Rocketship Texas and its Board reasonably deem appropriate.

b. **Donations and Grants.** CMO may solicit and receive, on behalf of Rocketship Texas, grants and donations consistent with the mission and tax-exempt purpose of Rocketship Texas, provided however, that monies raised from such fund-raising activities, which are to create specific funding sources to and for Rocketship Texas, shall be deposited in the Rocketship Texas Accounts and used for the benefit of Rocketship Texas.

c. **Service Fee and Third Party Costs.**
i. Service Fee: As and for the Services provided by CMO to Rocketship Texas, for each fiscal year, Rocketship Texas will pay to CMO a service fee (the “Service Fee”) in the amount of ten percent (10%) of the Rocketship Texas’s annual Revenues (the “Service Fee”). Beginning in the first year of operation of a Rocketship Texas school, the Service Fee shall be paid by Rocketship Texas to CMO in twelve (12) monthly installments per year with each monthly payment being due no later than the tenth (10th) day of each month in which a payment is due. For purposes of this Section 6.c.i. the term Revenues shall include the full gross amount of Revenues received by or on behalf of Rocketship Texas including, without limitation, State and local per pupil basic education funds and other public school State and local funding and federal funds specific to programs or students, but shall not include one-time federal restricted grant funds such as PCSGP grants. The amount of each monthly installment shall be based upon Rocketship Texas’s current school year budget Revenues. In the event that the total amount of installment payments made by Rocketship Texas for the subject year exceed the total amount due based upon Rocketship Texas’s actual Revenues, CMO shall refund the total amount of said overpayment to Rocketship Texas within thirty (30) days of the end of the fiscal year. In the event that the total amount of installment payments made by Rocketship Texas for the subject year is less than the total amount due based upon Rocketship Texas’s actual Revenues, Rocketship Texas shall pay the total amount of said underpayment to CMO within thirty (30) days of the end of the fiscal year.

ii. Costs: In addition to the Service Fee provided for herein in Section 6.c.i., Rocketship Texas shall also be responsible for all third party costs incurred by CMO for the benefit of Rocketship Texas, which may include, by way of example, and without limitation, marketing expenses, legal fees, personal property purchases (such as furniture and equipment).

iii. The Board may not apply to CMO for financing under Texas law, but may seek donations, grants and philanthropic support from CMO. In addition, CMO may, in its sole discretion, provide funds (with no repayment obligation) for operating losses of Rocketship Texas, if any. CMO, may, in its sole discretion, agree to guarantee any lease, contract or financing of Rocketship Texas if it is deemed to be in the best interest of students and may result in better terms for Rocketship Texas.

iv. CMO must seek the approval of Rocketship Texas prior to soliciting any non-governmental grants, donations or contributions on behalf of Rocketship Texas. Any such funds so received shall be used solely in accordance with the purpose(s) for which they were solicited, applicable terms and conditions or donor restrictions, as otherwise approved by the Board. Upon reasonable advanced request, CMO shall provide evidence to the Board that Rocketship Texas is in compliance with such requirements, and shall provide all reports, data and information reasonably necessary for Rocketship Texas to meet any reporting requirements for such funding. Subject to applicable donor restrictions, the Board shall determine the allocation of any funds subject to this Section 6.c.v. that remain unexpended following completion of the project or purpose for which the funds were originally received.

The Service Fee during any Renewal Term may be adjusted upon the mutual written agreement of the Parties. In the event that the Parties are unable to mutually agree upon the Service Fee payable to CMO during any Renewal Term, then either Party shall have the ability to terminate this Agreement “for cause”.

7. USE OF MARKS

a. Each Party shall use the other Party’s Marks only in the manner and for the duration expressly permitted in writing by the other Party. Neither Party shall acquire any interest in the other Party’s Marks. Neither Party shall utilize the other Party’s Marks in any manner that would diminish their value or harm the reputation of the other Party.
b. Upon termination or expiration of this Agreement, neither Party shall have a right to make any use whatsoever of the Marks belonging to the other Party.

8. INDEMNIFICATION

a. Survival of Representations and Warranties. All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties. The representations and warranties covered in this Agreement will survive the termination or expiration of this Agreement.

b. CMO Not Liable for Operation of the Rocketship Texas Charter Schools. CMO agrees to indemnify Rocketship Texas to the extent more specifically described in the balance of this Section 8, provided however, CMO shall not be liable for any matter applicable to the proper operation of Rocketship Texas and applicable academic standards, which shall be the duty of Rocketship Texas and the Board, as set forth in Section 5.

c. Indemnification of Rocketship Texas. To the extent permitted by applicable law, CMO shall hold Rocketship Texas and its officers, directors, successors, assigns, and agents (the “Rocketship Texas Indemnified Persons”) harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs (“Claims”), plus reasonable attorneys’ fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate as published in The Wall Street Journal, from time to time prevailing (collectively, the “Indemnified Claims”), incurred or to be incurred by any Rocketship Texas Indemnified Persons resulting from or arising out of, directly or indirectly, any breach or violation of CMO’s representations, warranties, covenants, or agreements contained in this Agreement, except to the extent caused by the gross negligence or willful misconduct of any Rocketship Texas Indemnified Persons.

d. Indemnification of CMO. To the extent permitted by applicable law, Rocketship Texas shall hold CMO and its officers, directors, successors, assigns, and agents of each of them (the “CMO Indemnified Persons”), harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of CMO Indemnified Persons resulting from or arising out of, directly or indirectly, any breach or violation of Rocketship Texas’s representations, warranties, covenants or agreements contained in this Agreement, except to the extent caused by the gross negligence or willful misconduct of any CMO Indemnified Persons.

e. Limitations on Damages and Warranties.

i. Rocketship Texas EXPRESSLY UNDERSTANDS AND AGREES THAT CMO MAKES NO WARRANTIES OF ANY KIND OR TYPE, INCLUDING WITHOUT LIMITATION ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. Notwithstanding anything in this Agreement to the contrary, in no event shall CMO be liable in any way to Rocketship Texas and the Rocketship Texas Charter Schools for any Claims related in any way to the quality or the provision of the Services provided by CMO to Rocketship Texas pursuant to this Agreement, except as provided in Section 8(e)(ii) below.

ii. Notwithstanding anything in this Agreement to the contrary and regardless of the nature of any claim or the form of any action that Rocketship Texas may bring against CMO as a result of or arising out of actions, errors or omissions of CMO in failing to provide Services (“Defective Service”), Rocketship Texas’s sole remedy shall be: (i) to demand that CMO provide or arrange for providing the Services in accordance with this Agreement, or (ii) if CMO cannot comply with
(i) and the reason is not because of force majeure as described below, reimbursement of the relevant portion of the Service Fee that Rocketship Texas paid to CMO for such Defective Service; provided, that with respect to a School Year, in no event shall CMO be required to reimburse Rocketship Texas an amount in excess of the Service Fee for such School Year. For purposes of this Section 8(e)(ii) the "relevant portion of the Service Fee" shall equal the actual documented costs incurred by Rocketship Texas to retain a third party to provide such Service during the applicable portion of the School Year for which such Service is required. Any reimbursement under this Section 8(e)(iii) must first be reduced by amounts that Rocketship Texas owes to CMO before the actions, errors or omission of CMO giving rise to the claims. If Rocketship Texas has not paid the Service Fee for the month the Defective Service occurs, Rocketship Texas's obligation to pay the relevant portion of the Service Fee for the Defective Service shall be cancelled (at which time, the obligation of CMO to provide such Services shall be cancelled).

iii. Any other term, covenant or condition of this Agreement to the contrary notwithstanding, each of Rocketship Texas and CMO, and their respective officers, directors, employees and agents retain their statutory governmental, official and any other immunity provided pursuant to the laws of the State and do not waive the defenses of governmental and official immunity derived from such laws.

f. Indemnification of Third-Party Claims. The obligations and liabilities of any Party to indemnify the other under this Section 8 with respect to a Claim relating to or arising from third parties (a “Third Party Claim”) shall be subject to all applicable law and to the following terms and conditions:

i. Notice and Defense. The Party to be indemnified (the “Indemnified Party”) will give the Party from whom indemnification is sought (the “Indemnifying Party”) prompt written notice of any such Third Party Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to give notice shall not affect the Indemnifying Party’s duty or obligations under this Section 8, except to the extent the Indemnifying Party is prejudiced thereby. If the Indemnifying Party undertakes the defense of a Third Party Claim, then the Indemnifying Party shall be deemed to accept that it has an indemnification obligation under this Section 8.f with respect to such Third Party Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such Third Party Claim. So long as the Indemnifying Party is defending any such Third Party Claim actively and in good faith, the Indemnified Party shall not settle such Third Party Claim. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending any such Third Party Claim, and shall in other respects give reasonable cooperation in such defense.

ii. Failure to Defend. If the Indemnifying Party, within thirty (30) days after notice of any such Third Party Claim, fails to dispute the obligation of the Indemnifying Party with respect to such Third Party Claim and fails to defend such Third Party Claim actively and in good faith, then the Indemnified Party will (upon written notice to the Indemnifying Party) have the right to undertake the defense, compromise or settlement of such Third Party Claim or consent to the entry of a judgment with respect to such Third Party Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party shall thereafter have no right to challenge the Indemnified Party’s defense, compromise, settlement or consent to judgment therein.

iii. Indemnified Party’s Rights. Anything in this Section 8.f to the contrary notwithstanding, (i) if there is a reasonable probability that a Third Party Claim may materially and
adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Third Party Claim, and (ii) the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or compromise any Third Party Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Third Party Claim.

g. Payment.

i. With regard to Indemnified Claims between the Parties, CMO shall promptly pay the Rocketship Texas Indemnified Persons any amounts due under Section 8.c, and/or Rocketship Texas shall promptly pay the CMO Indemnified Persons any amounts due under Section 8.d. In the event that the Indemnified Claims between the Parties are disputed in whole or in part, then upon judgment, determination, and settlement or comprise of such Indemnified Claims, the Party from whom indemnification is sought shall promptly pay the Party to be indemnified, the amounts so determined by judgment, determination, settlement or compromise.

ii. With regard to a Third Party Claim, the Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Section 8. Upon judgment, determination, settlement or comprise of any Third Party Claim, the Indemnifying Party shall pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. In the event of any payment under this Agreement, the Indemnifying Party shall be subrogated to the extent of such payment to all of the rights of recovery of any Indemnified Party, who shall execute all papers required and take all action necessary to secure such rights, including execution of such documents as are necessary to enable the Indemnifying Party to bring suit to enforce such rights. The Indemnifying Party may not waive any such subrogation rights in settlement.

h. Adjustment of Liability. In the event an Indemnifying Party is required to make any payment under this Section 9 in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party shall pay the Indemnified Party an amount which is equal to the sum of (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

9. TERM AND TERMINATION

a. Term. This Agreement shall have an initial term commencing on the Effective Date and ending on the fifth (5th) anniversary of the Effective Date (the “Initial Term”), and shall automatically be renewed for additional renewal terms ending on June 30 of each subsequent year (each a “Renewal Term” and collectively with the Initial Term the “Term”) unless written notice of intent to terminate or renegotiate is given by either Party not later than March 31, prior to the end of the Initial Term or March 31, prior to the end of any Renewal Term.
b. **Termination by Rocketship Texas.** Rocketship Texas may terminate this Agreement in accordance with the following provisions:

i. **Termination for Cause.** Subject to the provisions of Section 9.b.ii below, Rocketship Texas may terminate this Agreement for cause at any time during the Term. For purposes of this Section 9.b, the term “for cause” shall mean:

   (A) CMO becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;

   (B) CMO violates any material provision of law with respect to Rocketship Texas from which Rocketship Texas was not specifically exempted;

   (C) CMO materially breaches any of the material terms and conditions of this Agreement;

   (D) the Parties are unable to mutually agree upon the Service Fee payable to CMO during any Renewal Term;

   (E) CMO’s corporate status is revoked by the California Secretary of State or its authorization to conduct business in Texas is forfeited;

   (F) CMO loses its tax-exempt status; or

   (G) the enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of Rocketship Texas in conformity with this Agreement or any Rocketship Texas Charter with the Chartering Authority violates Rocketship Texas’s, the Chartering Authority’s or the State’s responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement.

ii. **CMO Right to Cure.** Prior to exercising its right to terminate this Agreement pursuant to Section 9.b.i, Rocketship Texas shall give CMO written notice of its basis for terminating this Agreement (a “Termination Notice”). If the termination is “for cause”, the Termination Notice shall specify the section of this Agreement upon which Rocketship Texas is relying for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, CMO shall have sixty (60) days to remedy the breach. If the breach is not corrected within the cure period, Rocketship Texas may immediately terminate the Agreement.

c. **Termination by CMO.** CMO may terminate this Agreement in accordance with the following provisions:

i. **Termination For Cause.** Subject to the provisions of Section 9.c.ii below, CMO may terminate this Agreement for cause at any time during the Term. For purposes of this Section 9.c.i, the term “for cause” shall mean that:

   (A) Rocketship Texas materially breaches any of the material terms and conditions of this Agreement;
(B) Rocketship Texas fails to comply with its Bylaws and such failure materially and adversely affects the ability of Rocketship Texas to operate as contemplated by this Agreement;

(C) Rocketship Texas violates any material provision of law with respect to Rocketship Texas from which Rocketship Texas was not specifically exempted;

(D) Rocketship Texas takes any action which materially interferes with the ability of CMO to perform under this Agreement;

(E) a Chartering Authority notifies either Party of its intention to revoke a Rocketship Texas Charter, or does so;

(F) the State notifies either Party of its intention to revoke the Rocketship Texas Charter between the Chartering Authority and Rocketship Texas pursuant to State statute and rule, or does so;

(G) the Parties are unable to mutually agree upon the Service Fee payable to CMO during any Renewal Term;

(H) the enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of Rocketship Texas in conformity with this Agreement or any Rocketship Texas Charter with the Chartering Authority violates Rocketship Texas’s, the Chartering Authority’s or the State’s responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement; or

ii. Rocketship Texas Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 9.c.i, CMO shall give Rocketship Texas a Termination Notice specifying the section of this Agreement upon which CMO is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, Rocketship Texas shall have sixty (60) days to remedy the breach. If the breach is not corrected within the cure period, CMO may immediately terminate this Agreement.

d. Termination Upon Agreement of the Parties. This Agreement may be terminated upon written agreement of the Parties.

e. Avoidance of Disruptions to Students. Notwithstanding the foregoing provisions of this Section 9, each Party shall use its good faith best efforts to avoid a termination of this Agreement that becomes effective during the School Year because of the disruption to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the School Year.

f. Payment of Service Fee. Upon termination of this Agreement, Rocketship Texas shall pay CMO any previously due and unpaid portion of the Service Fee for Services performed by CMO until the time of termination.

g. Assistance Following Termination by CMO. In the event of termination of this Agreement by CMO, CMO shall provide reasonable assistance to Rocketship Texas for the shorter of the remainder of the current School Year or ninety (90) days after the effective date of termination of this Agreement (the “Termination Assistance Period”), to assist in the transition to another service provider.
During the Termination Assistance Period, CMO will be entitled to receive and Rocketship Texas shall continue to pay CMO’s Service Fee and shall reimburse CMO for all reasonable expenses incurred by Rocketship Texas in providing such transition assistance.

h. Records upon Termination. Upon termination or expiration of this Agreement for any reason, CMO shall give to Rocketship Texas as soon as practicably possible all student, fiscal, and other Rocketship Texas records.

10. PROTECTION OF STUDENT INFORMATION

The Parties each acknowledge that Rocketship Texas is a Texas public school subject to State and federal laws governing education, including certain provisions of the Texas Education Code, the federal Children’s Online Privacy and Protection Act (“COPPA”), and the federal Family Education Rights and Privacy Act (“FERPA”). As such the Parties agree to the following terms:

a. Ownership and Control of Public Records. The pupil records shall continue to be the property of and under the control of Rocketship Texas. For all purposes:

i. “pupil records” means both any information directly related to a pupil that is maintained by Rocketship Texas and information acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other Rocketship Texas employee;

ii. “pupil records” does not mean de-identified information, including aggregated de-identified information, used by CMO (i) to improve educational products for adaptive learning purposes and for customizing pupil learning, (ii) to demonstrate the effectiveness of CMO’s products in the marketing of those products, or (iii) for the development and improvement of educational sites, services or application; and

iii. “de-identified information” means information that cannot be used to identify an individual pupil.

b. Ownership and Control of Pupil-Generated Content. To the extent Services provided by CMO contain any pupil-generated content from the pupils of the Rocketship Texas Charter Schools, the pupils may retain possession and control of their own pupil-generated content, or may transfer pupil-generated to a personal account. In such case, Rocketship Texas shall promptly notify and forward a copy of any such pupil request to CMO, and CMO will process the written request and work with Rocketship Texas to return the pupil-generated content in a format acceptable to Rocketship Texas within five (5) business days after CMO receives Rocketship Texas’s request. For purposes of this Agreement, “pupil generated content” includes essays, research reports, portfolios, creative writing, music or other audio files, photographs and account information that enables ongoing ownership of pupil content, but does not include pupil responses to a standardized assessment where pupil possession and control would jeopardize the validity and reliability of that assessment.

c. Use of Pupil Records. CMO shall not use any information in the pupil records for any purpose other than those required or specifically permitted by this Agreement.

d. Review of Pupil Records. A parent or legal guardian, or eligible pupil (meaning a pupil who has reached 18 years of age) may review personally identifiable information in the pupil’s records and correct erroneous information by notifying either Rocketship Texas’s or CMO’s student services department in writing of such request. Rocketship Texas will meet with the parent, legal guardian or eligible pupil to review and correct any information in the pupil’s records that can be changed in
accordance with Rocketship Texas’s policy. Rocketship Texas will notify CMO of the need to review pupil records and/or make corrections to any pupil records in writing. Corrections or changes to pupil records must follow Rocketship Texas’s policies. CMO shall provide records and/or correct such errors within five (5) business days of receipt of written notice. CMO shall cooperate with Rocketship Texas to review and/or correct pupil records.

e. **Security and Confidentiality of Pupil Records.** CMO agrees to hold pupil records in strict confidence. CMO shall not use or disclose pupil records received from or on behalf of Rocketship Texas except as permitted or required by this Agreement, as required by law, or as otherwise authorized in writing by Rocketship Texas. CMO agrees that it will protect the pupil records it receives from or on behalf of Rocketship Texas according to commercially acceptable standards and no less rigorously than it protects its own confidential information. CMO will designate and train responsible individuals to ensure the security and confidentiality of pupil records. CMO shall develop, implement, maintain, and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all electronically maintained or transmitted pupil records received from or on behalf of Rocketship Texas. Pupil records shall not be stored or transmitted outside of the United States.

f. **Unauthorized Disclosure Notification Process.** CMO, within five (5) business days of discovery, shall report to Rocketship Texas any use or disclosure of pupil records not authorized by this Agreement. CMO’s report shall identify (i) the nature of the unauthorized use or disclosure, (ii) the pupil records used or disclosed, (iii) who made or is believed to have made the unauthorized use or received the unauthorized disclosure, (iv) what CMO has done or shall do mitigate any effect of the unauthorized use or disclosure, and (v) what corrective action CMO has taken or shall take to prevent future similar unauthorized use or disclosure. CMO shall provide to Rocketship Texas such other information, including written reports as reasonably requested by Rocketship Texas. If the nature of the breach reported to Rocketship Texas involves an unauthorized disclosure of pupil records, the parties will work together to prepare and send, within five (5) business days, written notification to the parents, legal guardians or eligible pupils detailing the breach and the next steps to be taken to address the specific unauthorized disclosure. Compliance with these requirements shall not, in itself, absolve CMO of liability, if any, in the event of an unauthorized disclosure of pupil records.

g. **Certification of Non-Retention and Destruction of Pupil Records.** CMO certifies that pupil records shall not be retained or available to CMO upon completion of the term of this Agreement. At the termination of this Agreement, pupil records in the possession of CMO shall be returned and/or destroyed. Upon termination, cancellation, expiration or other conclusion of this Agreement, CMO shall return all pupil records to Rocketship Texas in a format acceptable to Rocketship Texas, or if return is not feasible as determined by Rocketship Texas in written notice to CMO, destroy all pupil records; provided, however, CMO shall not destroy any pupil records without express prior written permission of Rocketship Texas. CMO shall comply with all known litigation or orders to preserve pupil records. All student and school records of Rocketship Texas shall be stored in Texas and accessible to the TEA and charter school as required by Texas law.

h. **Compliance with FERPA and other Applicable Laws.** Rocketship Texas and CMO will jointly ensure compliance with the federal FERPA (as defined in this Section 10) (20 U.S.C. §1232g) by following the confidentiality provisions and access to/release of educational records requirements as set forth in this Agreement, and applicable Rocketship Texas policies. The parties acknowledge and agree that Rocketship Texas is subject to federal, state and local laws relating to the protection of “personally identifiable information” (“PII”) of students, including FERPA. For purposes of this Agreement, the term “personally identifiable information” means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or de-anonymize anonymous data. CMO is obtaining such PII as a “school
official” under 34 CFR Section 99.31 for the purpose of providing the services under this Agreement. In addition to FERPA, CMO shall comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to CMO with regard to the Services being provided by CMO and regarding the protection of pupil records and PII, including but not limited to COPPA. CMO acknowledges that it is familiar with these laws, as well as any other applicable requirements for the storage and transmission of pupil records, and CMO will comply with all such requirements.

i. **Prohibition on Targeted Marketing.** CMO shall not use PII in pupil records to engage in targeted advertising.

j. **Cyber Liability Insurance and Indemnity.** CMO shall obtain and maintain for the Term of this Agreement Cyber Liability Insurance with limits of not less than Two Million Dollars ($2,000,000) aggregate including but not limited to coverage for claims involving security and privacy violations, information theft, damage to or destruction of electronic information, intentional and/or unintentional release of information, business interruption, cyber extortion and corruption, and denial of service. CMO shall indemnify, defend and hold Rocketship Texas (including its officers, directors and employees) from and against all claims, losses, liabilities, damages, expenses or judgments involving a third party, including Rocketship Texas’s costs and reasonable attorney’s fees, which arise as a result of any such unauthorized disclosures or misuse of pupil records through the Services provided by CMO, excluding those claims, liabilities, damages or judgments arising from the sole active negligence or willful misconduct of Rocketship Texas.

11. **MISCELLANEOUS**

a. **Governing Law.** This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of the State, without giving effect to the principles of conflict of laws thereof. The Parties hereby irrevocably waive any objection which either may now or hereafter have to the laying of venue of any actions or proceedings arising out of or in connection with this Agreement brought in the courts of the State and hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum.

b. **Alternative Dispute Resolution.**

i. **Good Faith Negotiation of Disputes.** The Parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute relating to any commercial transaction arises in connection with this Agreement, either Party may give notice to the other Party of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or claim arising out of or relating to this Agreement or the relationship resulting in or from this Agreement (a “Dispute”), is unable to be resolved by the Parties (or if one of the Parties refuses to participate in such negotiations) within twenty (20) days from the notice of intent to negotiate, either Party may give written notice to the other (in accordance with Section 11.j) that the Dispute shall be submitted to mediation by a neutral mutually agreed-upon licensed Texas attorney with the parties splitting the expenses for same.

ii. **Notices.** All Notices (defined below), mediation and dispute claims, responses, requests and documents will be sufficiently given or served if mailed or delivered in the manner described in the notice provision of this Agreement.
c. **Breach and Waiver.** No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

d. **No Third Party Beneficiary Rights.** With the exception of the Chartering Authority, no third party, whether a constituent of Rocketship Texas, a member of the community, a student or parent of a student of Rocketship Texas or otherwise, may enforce or rely upon any obligation of, or the exercise of, or failure to exercise any right of, Rocketship Texas or CMO in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

e. **Negligent, Wrongful or Unlawful Acts of a Party.** Nothing in this Agreement shall affect or alter in any way responsibility of either Party of this Agreement for the negligent, wrongful or unlawful act of that Party’s employees, agents or contractors. Nothing herein shall constitute a waiver of Rocketship Texas’s governmental and sovereign immunity under Texas law.

f. **Delegation of Authority.** Nothing in this Agreement shall be construed as delegating to CMO any of the powers or authority of Rocketship Texas or its Board, which are not subject to delegation by Rocketship Texas or the Board under the Charter School Law, applicable State law or the Rocketship Texas Charter.

g. **Compliance with Laws.** Unless specifically waived by appropriate governmental authority, CMO shall comply with all applicable laws, rules, regulations, ordinances, orders or other requirements of the State and any governmental authority relating to its delivery of the goods or services specified in this Agreement.

h. **Incorporation of Recitals.** The recitals to this Agreement are hereby incorporated herein as an integral part of this Agreement.

i. **Inspection and Access to Records.** Upon reasonable notice, the Parties shall make available to each other and to the Chartering Authority for inspection and copying, all books, records, and documents relating to the Parties’ obligations and performance under this Agreement.

j. **Notices.** All notices, demands, consents or other communications (“Notices”) which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

i. CMO: Rocketship Education  
   Preston Smith, CEO  
   350 Twin Dolphin Drive
Any Party may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a Party shall be deemed delivered when so received.

k. The parties acknowledge that, in connection herewith, ATTORNEY (“Firm”) and the SCHULMAN, LOPEZ, HOFFER & ADELSTEIN, LLP, a Texas limited liability partnership, (“SLHA”) have represented CMO and Rocketship Texas respectively. Each Party acknowledges that (a) the foregoing has been discussed fully with that Party, (b) each Party has been represented by independent counsel of that Party's own choosing, and (c) Firm and SLHA owe no duty to any Party other than CMO and Rocketship Texas respectively. Each Party specifically consents to the foregoing representation by Firm and SLHA and waives any objection or conflict of interest (if any) to the foregoing representation in connection with all matters relating to this Agreement.

l. Defined Terms and Use of Terms. All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms “hereunder,” “herein,” “hereby,” and similar terms refer to this Agreement.

m. Section Headings. The headings in this Agreement are for the convenience of the parties only and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

n. Exhibits and Schedules. Each exhibit and each schedule to this Agreement to which reference is made in this Agreement is hereby incorporated in this Agreement as an integral part thereof. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibits or schedules, the terms and provisions of this Agreement shall control.

o. Entire Agreement. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the Parties, expressed or implied, written or oral, are superseded hereby.

p. Modifications and Amendments: No Parol Evidence. This Agreement (including any exhibits and schedules to this Agreement) is the entire agreement between the Parties, and may be altered, changed, added to, deleted from or modified only by agreement in writing by the Parties.

q. Assignment. Subject to CMO’s right to subcontract for any of the Services as set forth in Section 3.b, this Agreement, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntarily or
involuntarily without the prior written consent of the other Party; provided, however, that CMO may assign its rights and obligations under this Agreement to a California nonprofit organization that is (1) related to CMO by legal, beneficial or equitable ownership or other means of control (such as parent/subsidiary or corporations under common control) and (2) dedicated to managing charter schools in the State. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein shall be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

r. **Counterparts.** This Agreement may be executed in counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same agreement.

s. **No Partnership.** This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

t. **Further Assurances.** The Parties agree that they will execute and deliver or cause to be executed and delivered from time to time such other documents, including but not limited to a license in customary form, and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

u. **Severability.** In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

v. **Force Majeure.** Neither Party shall be liable to the other Party for any delay or failure of performance of this Agreement, other than the payment of any monies owed by one Party to the other (including the Service Fee), if the delay or failure is caused by weather conditions, earthquake, fire, flood, externally caused transmission interferences, satellite failure, war, riot, acts of terrorism, civil disturbance, or any cause beyond the control of the non-performing Party. If a delay or failure of performance by a Party is caused by an event of force majeure, such Party shall notify the other Party and shall be released without any liability from its performance under this Agreement to the extent and for the period of time that such performance is prevented by the event of force majeure.

w. **Negotiated Agreement.** The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to the contrary.

SIGNATURES ON NEXT PAGE
IN WITNESS WHEREOF, the Parties have executed and delivered this Agreement as of the date first written above.

By:
Name:
Title:

By:
Name:
Title:
This “Supplemental Agreement” shall constitute a written supplement and amendment to the terms of that certain “Charter School Support & Service Agreement” (“CMO Agreement”) made and entered contemporaneously on [MONTH, DAY, YEAR] by and between CMO, organized and operated exclusively for charitable, scientific, literary, or educational purposes as described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (“CMO” or the “CMO” as defined below) and Rocketship Texas Public Schools Texas (“Rocketship Texas” or “MEMBER SCHOOL”), a Texas not-for-profit corporation established to operate a public charter school in Texas, whose address is 845 Proton Road, San Antonio, Texas 78258.

CMO and Member School are sometimes referred to herein individually as a “Party” and together as the “Parties.” The defined terms found in the CMO Agreement shall also be used herein unless otherwise defined in this Supplemental Agreement. The Parties agree that to the extent any provision of this Supplemental Agreement shall conflict with any provision of the CMO Agreement (or any attachments or amendments thereto) that this Supplemental Agreement and its terms and conditions shall control.

1. **Compliance with Applicable law.** In performing its obligations under CMO Agreement and this Supplemental Agreement, CMO will act in a manner consistent with or refrain from acting in a manner inconsistent with the requirements of Rocketship Texas’s contract for charter and applicable law, and Rocketship Texas and its Board’s policies, including the following and as further described herein:

   a. Daily management and use of all real and personal property acquired using Rocketship Texas funds, including TEC §§12.128, 12.102, 45.105(c) and related rules including 19 T.A.C §100.1063(a), (c), and (f) and 19 T.A.C. §100.1001(11);

   b. Cooperation with all audits of Rocketship Texas and of CMO, including TEC §12.1163 and 19 T.A.C. §100.1051;

   c. Retention of records, under Texas Local Government Code Title 6, Subtitle C, Texas Government Code, Chapter 441, Subchapter J, Texas Local Government Code, Chapter 205, and 19 T.A.C. §100.1203;

   d. Disclosure of campaign contributions and gifts made with state funds, and prohibitions on lobbying with state funds, pursuant to State Board of Education Operating Rule §4.3,
19 T.A.C. § 100.1049 and Election Code §251.001 (2) and (3), as interpreted by the advisory opinions of the Texas Ethics Commission;

e. Joint use of real property, as provided in TEC §12.128 and related rules including 19 T.A.C. §1063(a) and (f) and 19 T.A.C. §100.1001(11);

f. Daily management of public records, including TEC §12.1052, Subtitle C, Title 6, Local Government Code, Subchapter J, Chapter 441, Government Code, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, the Family Educational Records and Privacy Act;

g. Non-charter activities, including without limitations TEC § 12.102 and 19 TAC §100.1047(e);

h. Requirements relating to charter activities and record keeping, as described in TEC §§12.102, 12.1052 and 19 T.A.C. §100.1047(e);

i. Conflicts of interest, pursuant to TEC §12.1054, Local Government Code, Chapter 171 as applied by 19 T.A.C. §§100.1131-100.1135 and 19 T.A.C. §100.1001(11);

j. Requirements relating to interested transactions, including without limitations under TEC §12.1054, 19 T.A.C. §100.1047(f), and Local Government Code, Chapter 171 as applied by 19 T.A.C. §§100.1131-100.1135 and related rules;

k. Student attendance accounting, including as set out in the Student attendance Accounting Handbook, adopted by reference at 19 T.A.C. §129.1025, TEC §§25.002, 25.085-25.0952, 19 T.A.C. Chapter 129, and related laws and six-week reports of actual student attendance, including 19 T.A.C. 100.1047(d);


m. Operations outside the terms of Rocketship Texas’s contract for charter, including without limitations TEC §12.106 and §12.111, 19 T.A.C. §§100.1041(d) and 100.1063(c) and pursuant to 19 T.A.C. §100.1033;

n. Accounting for the expenditure of federal and other restricted funds, including without limitations, pursuant to TEC §12.106, 19 T.A.C. §100.1041, applicable federal and state regulations and circulars, and the terms governing any grants or awards received by Rocketship Texas;

o. Compliance with prohibition on loans from CMO, including pursuant to TEC §12.124 and related rules including 19 T.C.A. §§100.1157 and 100.1001(11);

p. Financial accounting requirements, including without limitations 19 T.A.C. §100.1047(b), generally accepted accounting principles, generally accepted accounting standards of fiscal management, the FASRG as adopted by reference in 19 T.A.C. §109.41 and the federal standards for financial management systems adopted at 34 C.F.R. §80.20 and all other applicable state and federal standards;
q. Requirements for Lease agreements including without limitations under TEC §12.128, 19 T.A.C. §100.1063(a) and 19 T.A.C. § 100.1001(11);

r. Relating to improvements to real property, including without limitations pursuant to TEC §12.1053, Texas Local Government Code, Chapter 271, Subchapter B, 19 T.A.C. §100.1073, and 19 T.A.C. §100.1001.(11); and

s. Record compliance requirements under 19 T.A.C §100.1035 and related rules.

2. Record Keeping. The Parties understand that Rocketship Texas’s Charter School related records, regardless of source of origin or where located/stored, are public records and government documents for all purposes under state law, and that Rocketship Texas is a local government entity for purpose of records and subject to the Texas Public Information Act (“TPIA”), FERPA, and other applicable law. The Parties agree to maintain, retain, disclose, withhold and dispose of Rocketship Texas records in accordance with these and other applicable laws, and to further act as follows:

a. Rocketship Texas hereby initially delegates the disposition and safekeeping of Rocketship Texas’s public records to CMO, subject to Rocketship Texas’s final authority to direct the disposition and subject to the Board’s immediate right to revoke this delegation to CMO, CMO shall act to safe-keep all public records pursuant to 19 T.A.C. §100.1051, and subject to Rocketship Texas’s superior right of ownership, immediate access to, control over, and possession of all such records;

b. CMO will ensure maintenance of complete and accurate records pertaining to the operation of Rocketship Texas and will maintain all records related to the operation of Rocketship Texas (including but not limited to student, attendance, academic and financial records). Original records shall generally be maintained at the Rocketship Texas’s physical locations or in another appropriate and secure physical location authorized by the Board, within the State of Texas except that any records stored electronically by Rocketship Texas or CMO will be stored in accordance with applicable law, including, without limitation, Local Government Code, Chapter 205, which permits such records to be maintained outside the State of Texas if such records remain accessible from within the State of Texas during normal business hours;

c. CMO shall maintain all records relating to its management services under the CMO Agreement or this Supplemental Agreement separate and apart from any other records of CMO pursuant to 19 T.A.C. § 100.1159(a). CMO will further maintain such records in compliance with Title 6, Subtitle C, Texas Local Government Code Chapter 201; Texas Government Code Chapter 441; Subchapter J; Texas Local Government Code Chapter 205; 19 T.A.C. §100.1203, the Student Attendance Accounting Handbook, or other state and federal law or regulation;

d. CMO will separately track costs and maintain cost control records pertaining to Rocketship Texas operations in accordance with FASRG 1.4.1.2 (or subsequent amendments to FASRG);

e. CMO will use reasonable efforts to ensure security of all student, attendance, academic and financial records and data pertaining to Rocketship Texas;
f. CMO will develop and recommend to Rocketship Texas a Document Retention and Safekeeping Plan that comports with Title 6, Subtitle C, Texas Local Government Code Chapter 201; Texas Government Code Chapter 441; Subchapter J; Texas Local Government Code Chapter 205; 19 T.A.C. §100.1203, the Student Attendance Accounting Handbook, or other state and federal law or regulation for Rocketship Texas’s consideration, revision and adoption, which shall ensure Rocketship Texas’s maintains the right of immediate access to, control over, possession of Rocketship Texas related records (in CMO’s custody or control), and compliance with the Texas Public Information Act, the Texas State Archives Act, applicable Texas record retention on laws, and FERPA; and ensuring retention of all such records necessary at either CMO Rocketship Texas facilities in accordance with the Document Retention and Safekeeping Plan adopted by Board; and

g. Ensure accessibility by Board, the Superintendent of Rocketship Texas or his or her designee, and by TEA or other authorized parties of those Rocketship Texas records maintained by CMO at any reasonable time.

3. **Personnel.** The Board of Rocketship Texas (or as delegated by the Board to the Superintendent pursuant to Rocketship Texas policies or resolutions and in accordance with applicable law), shall retain all authority and shall exercise all employment functions respecting Rocketship Texas employees; shall select all Rocketship Texas officers employed by Rocketship Texas within the meaning of 19 T.A.C. §100.1001(16), including without limitation the authority to determine whether any person is to be employed by Rocketship Texas, is qualified, has the appropriate qualifications for employment under and continued employment; to determine employee compensation; and to determine whether an employee shall be disciplined or dismissed by Rocketship Texas. Any person employed by Rocketship Texas shall be an employee of Rocketship Texas, not CMO. CMO will prepare employment agreements for approval of Board and/or Superintendent for Rocketship Texas staff.

a. **SUPERINTENDENT.** In accordance with applicable law, Rocketship Texas will employ the Superintendent of Rocketship Texas ("Superintendent"), who shall be the equivalent of the chief executive officer (CEO) of Rocketship Texas under applicable law, and who shall be a Rocketship Texas employee for all purposes. As defined by 19 T.A.C. §100.1001(17), the Superintendent is a person (or persons) directly responsible to the Board for supervision of one or more central administration officers, campus administration officers, and/or business managers. Although CMO may make recommendations regarding persons to be considered for the Superintendent position, Rocketship Texas’s Board will maintain the exclusive authority to select, employ, direct, evaluate, renew, non-renew, terminate, and set compensation for the Superintendent. The Superintendent shall have the duties and responsibilities of an officer and Superintendent, as defined in the Texas Education Code and the Texas Administrative Code; shall have the duties set forth in the job description and any delegation amendments authorized by the Board (or TEA where applicable); and shall have final authority for organizing Rocketship Texas’s central administration, selecting, hiring, or approving all employees who are assigned to Rocketship Texas charter school as defined by 19 TAC § 100.1001(3)(A), Rocketship Texas employees and charter school officers as defined in 19 T.A.C. § 100.1001(16), and in accordance with 100.1033(c)(7)(D). The Superintendent shall also maintain final authority for approving reports and data submissions required by
and in accordance with applicable law Rocketship Texas shall develop a proposed amended budget for the Charter School to be adopted as required by applicable law. During the school year, CMO shall evaluate the School’s need for teachers, and make recommendations to the Board for appropriate adjustment in teacher staffing and assignments to the extent its recommendations impact the budget. Teachers and staff may work at the Charter School on a full- or part-time basis. If assigned to a Charter School on a part-time basis, such teachers may engage in other employment opportunities, including other employment opportunities within CMO unrelated to Rocketship Texas, so long as such additional employment does not interfere with their work at the Rocketship Texas School. If CMO assigns the teacher to work part-time for any non-Charter School activities, CMO shall present a cost allocation plan to the Board, accounting for all costs associated with that CMO employee. CMO may hire or assign to work as teachers of record at the Charter Schools operated by Rocketship Texas only teachers meeting “Highly Competent” standards under the Every Student Succeeds Act (ESSA, and holding a valid teaching certificate or license issued by the Texas State Board of Educators Certifications where required by law (for Special Education and Bilingual/ESL), or shall otherwise satisfy the state’s requirements for non-certified teachers under Texas Education Code §§ 12.129-12.130. Also by adopting its budget, the Board shall determine the number and functions of support staff required for the operation of the Charter School for each school year. During the school year, CMO shall evaluate the Charter School’s staffing requirements and make recommendations to the Board for appropriate adjustments to its staffing assignments and numbers, to the extent its recommendations impact the budget. Support staff may work for Rocketship Texas on a full- or part-time basis as CMO determines is necessary to fulfill the staffing requirements in the budget approved by the Board. If assigned to the Charter School on a part-time basis, such support personnel may also work elsewhere as long as such other work is also part-time and, as determined by the Superintendent, does not interfere with their work at Rocketship Texas. If CMO assigns the School’s support personnel to work part-time for any non-Rocketship Texas activities, CMO shall present a cost allocation plan to the Board, accounting for all costs associated with that CMO employee.

b. Hiring Staff. CMO may recruit, identify and propose qualified teachers, paraprofessionals, administrators and other staff members and education professionals for any employment by Rocketship Texas. Subject to the Board’s directive and any delegation of authority and applicable law, the Superintendent will have final authority and will make final decisions on those staff which will be offered employment by Rocketship Texas. The Superintendent will coordinate with the CMO to select individuals for Rocketship Texas positions, within the budget parameters authorized by the Board of Rocketship Texas evidenced by the adopted budget.

c. Staff Training Requirements. CMO shall ensure that training is provided to the Board and “officers of a charter school” as defined under applicable law and CMO shall ensure that training is provided to all Rocketship Texas and CMO (where required) employees to meet the training requirements as set forth in 19 T.A.C. §§ 100.1103, 100.1104, and 100.1105.

d. CMO Personnel. With respect to CMO employees assigned to work with Rocketship Texas, CMO and its employees shall comply with all applicable statutes, regulations and
specifically TEA regulations, as may be amended, relating to employee training, nepotism, conflicts of interest, and criminal history background checks.

4. **Budget, Finances and Audits of Rocketship Texas.** In accordance with applicable law, the Rocketship Texas’s Board will adopt an annual budget for Rocketship Texas and shall oversee the financial management, operations and affairs of Rocketship Texas’s Charter Schools.

a. **Budget Process.** Through the budget process, the Board will authorize the expenditure or obligation of Rocketship Texas funds or the use of its property and extension of Rocketship Texas’s credit-worthiness. Each expenditure or obligation of Rocketship Texas funds shall be made in compliance with Rocketship Texas policy, the adopted budget and applicable law. In accordance with these terms, CMO shall work with the Superintendent and shall provide to the Board a proposed budget for its consideration, revision and/or approval. The proposed budget shall be prepared in accordance with a schedule approved by the Board and in compliance with the TEA’s Financial Accountability System Resource Guide (“FASRG”) or any subsequently-amended or adopted system which sets forth the rules for budgeting for charter schools in Texas, with all details and components needed for the Board to adopt it as presented. If the Board requires revisions to the proposed budget, the Board and Superintendent shall identify line items in the budget that it disapproves and CMO shall work with the Superintendent to submit a revised budget to the Board for consideration and action by the Board’s next scheduled meeting or as otherwise determined by the b. State law requires the Board’s approval of the budget and once the annual budget is so adopted, any revisions shall be subject to Board approval. Nothing herein shall diminish the final authority of the Board to adopt or amend its budget, per 19 T.A.C. §§100.1101 and 100.1033(c).

b. **Student Attendance Accounting & Data Reporting.** CMO will assist the Superintendent in compiling, maintaining, reviewing, certifying and submitting student attendance and other data to TEA and in accordance with state law and rule, including the TEA’s Student Attendance Accounting Handbook, PEIMS Data Standards and FASRG.

c. **Financial Statements.** In addition to any financial reports required by applicable law or by the Board on request, CMO shall prepare and submit to Rocketship Texas, reports on the finances of Rocketship Texas as Rocketship Texas shall reasonably request from time to time necessary for the Board’s deliberation and decisions.

d. **Audit.** The Board of Rocketship Texas shall maintain final authority for the approval of audit reports in compliance with 19 T.A.C. § 100.1033(c). CMO will assist Rocketship Texas in the preparation and submission of the Annual Audit Report required by the State. The Report will be submitted to the Board for approval, and CMO will coordinate with the Superintendent and the Board for the delivery and review process established by the State and applicable law for the Annual Report. CMO shall also provide for the compilation, preparation, review, and submission for approval by the Board of financial information and other records as may be requested, necessary, or advisable for operation of Rocketship Texas and for submission of reports required or requested by TEA.

i. **Audit Cooperation.** The Parties will cooperate with all audits and investigations relating to either Rocketship Texas or CMO, including without limitation 19 T.A.C. §100.1051,
(which shall survive termination of this Agreement), including providing access to CMO’s own records related to its services to Rocketship Texas. CMO shall retain all such records as required by Title 6, Subtitle C, Texas Local Government Code, Texas Government Code, Chapter 441, Subchapter J, Texas Local Government Code, Chapter 205, and 19 T.A.C. §100.1203;

e. Public Nature of Funds. The Parties acknowledge that State and federal funds received by Rocketship Texas are Texas public funds for all purposes under state law, and may be used only for a purpose for which a public district may use its local funds under TEC §45.105(c). Further, such funds are held by Rocketship Texas in trust for the benefit of its students. Any other use or application of such funds constitutes misuse and misapplication of public funds and is subject to the civil and criminal laws governing misuse or misapplication of Texas public funds. Pending their use, state and federal funds received by Rocketship Texas must be deposited in a bank account owned and controlled solely by the Board in the name of Rocketship Texas and maintained pursuant to a duly authorized depository agreement. Once properly deposited, Rocketship Texas shall pay or cause to be paid to CMO, for the benefit of the Charter School, a monthly draw in an amount specified in the Charter School’s budget (the “Draw”). CMO and CMO’s employees and contractors who are officers of the Charter School shall receive and hold the Draw funds in trust for the benefit of the Charter School’s students.

i. Federal and state funds received by Rocketship Texas are public funds for all purposes under state law and may be used and expended by Rocketship Texas and CMO only for the benefit of Rocketship Texas students and only as budgeted by the Board. The Board, Rocketship Texas and its employees and CMO and its employees serving as officers of Rocketship Texas shall be held to the standard of care and fiduciary duties that a trustee owes a beneficiary under Texas law.

ii. All Rocketship Texas revenues will go to Rocketship Texas and be maintained in a depository account belonging only to Rocketship Texas conforming to the requirements of applicable law, including but not limited to TEC §12.107 and 19 T.A.C. §100.1043, over which Rocketship Texas shall have sole signature authority. Rocketship Texas shall take such actions as necessary, pursuant to applicable and generally accepted internal controls, to ensure that financial transactions where it is involved conform to applicable law, the Charter, and Rocketship Texas policies and directives of the Board. The Parties agree that CMO’s fee, as defined in the CMO Agreement, is reasonable compensation for the services CMO will provide thereunder. Upon payment of the fee to CMO, those funds become the sole property of CMO, and are no longer Texas public funds. Rocketship Texas Funds shall be segregated in a separate bank account from CMO’s own funds, shall be separately and clearly/discretely accounted for in its budgetary and record keeping systems, and shall not be commingled with any other funds.

iii. Employees of Rocketship Texas and of CMO who are defined as “officers” of Rocketship Texas under applicable law shall receive and hold all Rocketship Texas Funds in trust for the benefit of Rocketship Texas’s Texas students.

iv. Rocketship Texas and CMO shall comply with TEA’s Special Supplement to Financial Accounting and Reporting, Nonprofit Charter School Chart of Accounts
8. Miscellaneous.

a. **Lobbying and Political Advertising.** CMO shall ensure that no state funds are expended by Rocketship Texas for any lobbying (as defined by state and federal law) or political advertising within the meaning of Election Code §251.001(16), as interpreted by the advisory opinions of the Texas Ethics Commission;

b. **Use of Rocketship Texas Property.** There shall be no use of Rocketship Texas property by CMO that is not related to or benefiting Rocketship Texas and its students. CMO shall promptly reimburse Rocketship Texas for any unauthorized use of Rocketship Texas property by CMO employees, agents, or contractors.
IN WITNESS WHEREOF, the undersigned have executed this Supplemental Agreement as of the date and year first written above.

CMO

By:
Name:
Title:

ROCKETSHIP TEXAS

By:
Name:
Title:
ATTACHMENT MO3
CMO Organization Charts

Provide the following:

Organizational chart(s) for the CMO, clearly indicating how the interfacing with the proposed charter school's organizational charts:

a. Year 1 organization as a whole
b. Year 3 organization as a whole
c. Year 5 organization as a whole

The organizational charts should clearly delineate the roles and responsibilities including lines of authority and reporting among the governing board(s), staff, any related bodies (such as advisory bodies or parent/teacher councils).


Insert Material Behind this Page.
Also include this Cover Page with submission.
In addition to formal lines of communication, informal communications occur across the organization and CMO.
In addition to formal lines of communication, informal communications occur across the organization and CMO.
While the positions remain constant from year 1-5, we add additional FTEs in these roles. Please see the Attachment 22 Staffing Chart for FTE counts by year.

In addition to formal lines of communication, informal communications occur across the organization and CMO.
ATTACHMENT MO4¹
Litigation History

Provide the following:

Identify any current or past litigation, including arbitration proceedings and settlement agreements, per charter and campus, that has involved the CMO or any school it operates.

If applicable, provide (a) the complaint; (b) any response to the complaint; (c) settlement agreement; and (d) the results of the arbitration, litigation, or settlement.

<table>
<thead>
<tr>
<th>Litigation Caption</th>
<th>Summary of Litigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Litigation 1: San Jose Unified School District v. Santa Clara County Office of Education, et al., Superior Court of the State of California, Santa Clara County, Case No., 113-CV-241695</td>
<td>(Pending) The matter was initiated in 2013 when San Jose Unified School District brought suit against Santa Clara County Office of Education (SCCOE) and named Rocketship Education as a real party in interest. The San Jose Unified School District alleged that SCCOE had unlawfully granted a zoning exemption to Rocketship Education to build a school on a particular site. Judgement was entered in favor of the plaintiff, San Jose Unified School District, and they brought an action against SCCOE and Rocketship for attorneys fees. An order to pay attorneys fees was entered, and Rocketship Education moved to vacate the order. This motion to vacate was denied, and Rocketship has appealed this order. (Please note that a related case entitled Brett Bymaster v. Santa Clara Office of Education, et al, Superior Court of the State of California, Santa Clara County, Case No. 113CV241932, was also filed in 2013, naming Rocketship Education as a real party in interest. The Bymaster litigation was eventually consolidated with the San Jose Unified School District litigation described above).</td>
</tr>
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</table>

(Settlement Pending) The lawsuit alleges that Rocketship Education illegally diverted public funds to a private school operated by Rocketship Public Schools.

(Pending). On July 7, 2020, a Complaint was filed against Rocketship Education for a claim of indebtedness related to the provision of certain curriculum related materials. Rocketship Education, due to COVID-19 related mailroom issues, did not receive the Complaint. A default judgment against Rocketship Education was entered on Oct. 4, 2020. Rocketship Education is attempting to work out a resolution with the vendor. In the event of no informal resolution, Rocketship Education plans to file a Motion to Remove Default Judgment.

(Past)
### Litigation 7: Rocketship Education d/b/a Rocketship Futuro Academy v. Mount Diablo Unified School District

**Litigation 7:** In March 2017, Rocketship Education brought a declaratory judgement against Mount Diablo Unified School District in California for violations of Proposition 39, a California statutory scheme that mandates that school districts provide facility space to charter schools, based upon a reasonable estimate of in-district average daily attendance. The Superior Court ruled in favor of Rocketship in March 2017.

**Litigation 8: Terri White v. Metropolitan Government of Nashville, et al,** Davidson County Circuit Court, Case No. 16C331.

**Litigation 8** (Past) Rocketship Education was named a defendant in a claim brought in Davidson County, TN in 2016. The case was a personal injury claim arising out of a bus accident that occurred in 2015. Rocketship Education and its transportation vendor, Gray Line of Tennessee, were named defendants but Rocketship Education maintained that it was not a properly named party because its school buses were not involved in the incident. Rocketship Education was dismissed from the case in September 2018.


**Litigation 9** (Past) In January 2012, the Santa Clara County Board of Education (SCCBOE)
### Superior Court of California, Case Number 114CV260070.

Approved a petition to authorize twenty (20) “countywide” Rocketship Education charter schools to be opened over several years. Prior to the proposed opening of the first school under this petition, four local school districts filed suit against SCCBOE. The school districts alleged that the county board had not approved the “countywide” charters in the manner required under California Education Code. Rocketship Education, as the beneficiary of the twenty (20) “countywide” charters, was named a real party in interest. Rocketship Education and the SCCBOE reached a settlement agreement with the four school districts in February 2015. The settlement agreement stipulated that Rocketship must withdraw 14 unopened charters. Rocketship ultimately decided not to open the remaining six schools included in the original authorization.


(Past) Consolidated into the San Jose Unified School District v. Santa Clara County Office of Education, et al. litigation, as described above as Litigation 1.
John R. Yeh (SBN 154576)  
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Attorneys for Petitioner
SAN JOSE UNIFIED SCHOOL DISTRICT

SUPERIOR COURT OF THE STATE OF CALIFORNIA
COUNTY OF SANTA CLARA

SAN JOSE UNIFIED SCHOOL DISTRICT,

v.

SANTA CLARA COUNTY OFFICE OF EDUCATION; BOARD OF TRUSTEES FOR THE SANTA CLARA COUNTY OFFICE OF EDUCATION; and DOES 1-100 inclusive,

Respondents,

ROCKETSHIP EDUCATION,  
ROCKETSHIP EIGHT CHARTER SCHOOL,

Real Parties In Interest.

Case No. 113CV241695

SAN JOSE UNIFIED SCHOOL DISTRICT’S PETITION FOR ALTERNATIVE AND/OR PEREMPTORY WRIT OF MANDATE AND COMPLAINT FOR DEclarATORY RELIEF

Exempt from Filing Fees
Government Code § 6103

Petition Filed: February 22, 2013
Hearing Date: TBD
Dept: TBD
Time: TBD
Comes now Petitioner SAN JOSE UNIFIED SCHOOL DISTRICT ("DISTRICT") and alleges against Respondents SANTA CLARA COUNTY OFFICE OF EDUCATION ("SCCOE"), BOARD OF TRUSTEES FOR THE SANTA CLARA COUNTY OFFICE OF EDUCATION ("SCCOE Board" or "County Board") and DOES 1 through 100, inclusive, as follows:

INTRODUCTION

The DISTRICT through this action challenges an attempt by the SCCOE and County Board to exempt the proposed location for Real Party in Interest ROCKETSHP EIGHT CHARTER SCHOOL, operated by Real Party in Interest ROCKETSHP EDUCATION, from local zoning requirements, a power that is only vested in school districts under Government Code §§ 53094(b) and 53097.3. Respondents SCCOE and County Board seek to exempt the ROCKETSHP EIGHT CHARTER SCHOOL from local zoning requirements, which would allow the charter school to be located at 1197 Lick Avenue, San Jose, California, on a lot that is zoned for light industrial use, that was used as a cannery until the early 1980s, and that is in close proximity to another Rocketship charter school.

THE PARTIES

1. The DISTRICT is, and at all times mentioned herein was, a public entity duly existing under and by virtue of the laws of the State of California and operating as a public school district providing educational services in the County of Santa Clara, State of California, under the California Education Code.

2. Pursuant to the California Constitution and California State law, the DISTRICT is obligated to offer to provide public educational services and facilities to all potential students residing within the boundaries of the DISTRICT’s jurisdiction.

3. The DISTRICT is informed and believes, and thereon alleges, that Respondent SCCOE is, and at all times mentioned herein was, a public entity and a county office of education
duly existing under and by virtue of the laws of the State of California and operating in the County of Santa Clara, State of California.

4. The DISTRICT is informed and believes, and thereon alleges, that County Board is, and at all times mentioned herein was, the governing body of SCCOE.

5. The true names and capacities of Respondents named herein as DOES 1 through 100, inclusive, are unknown to DISTRICT at this time, and therefore DISTRICT sues said Respondents by such fictitious names. DISTRICT will seek leave of this Court to amend its Petition and set forth their true names and capacities when such have been ascertained. DISTRICT is informed and believes, and on that basis alleges, that each such fictitiously-named Respondent is in some manner responsible for the events and harms herein alleged, and for the damages occasioned thereby.

6. The DISTRICT is informed and believes, and thereon alleges, that each of the Respondents herein was the agent, servant, and employee of each of the other Respondents, and in performing the acts herein alleged, was acting within the course and scope of such agency and employment, with the full knowledge, ratification, active assistance, and encouragement, and/or consent, express or implied, of each of the other Respondents.

7. Real Parties in Interest ROCKETSHIP EDUCATION operates ROCKETSHIP EIGHT CHARTER SCHOOL under a charter authorized by the County Board under Education Code § 47605.6 as its charter-granting agency, and is potentially affected by the outcome of this action.

THE SUBJECT OF THE LITIGATION

8. The DISTRICT is informed and believes, and thereon alleges, that the County Board, in 2009 and 2011, granted ROCKETSHIP EDUCATION a charter to operate up to 25 countywide charter schools, 24 of which were to be located within the City of San Jose, including the ROCKETSHIP EIGHT Charter School, under Education Code § 47605.6.

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9. The DISTRICT is informed and believes, and thereon alleges, that in 2011, ROCKETSHIP EDUCATION attempted to pass a resolution to exempt itself from local zoning requirements for another of its charter schools, Rocketship Six Charter School.

10. The DISTRICT is informed and believes, and thereon alleges, that in December 2011, the Office of the County Counsel, County of Santa Clara, advised ROCKETSHIP EDUCATION by letter dated December 9, 2011, that “the County does not believe Rocketship Education may exempt Rocketship Six Public School from the County’s zoning ordinance because Rocketship Education is not a ‘school district’ for purposes of California Government Code Section 53094.”

11. The DISTRICT is informed and believes, and thereon alleges, that the Santa Clara County Counsel’s letter also stated that “under Section 53097.3, the exemption authorized under Section 53094 can only be exercised by a school district to exempt charter school facilities from county zoning ordinances when those facilities are physically located within the geographic jurisdiction of the school district.”

12. The DISTRICT is informed and believes, and thereon alleges, that, thereafter, ROCKETSHIP EDUCATION made a request to the SCCOE and County Board in July 2012 to pass a resolution exempting ROCKETSHIP EDUCATION and ROCKETSHIP EIGHT CHARTER SCHOOL from local zoning requirements under Government Code § 53094.

13. The DISTRICT is informed and believes, and thereon alleges, that on or around January 23, 2013, SCCOE staff prepared a “Resolution Exempting Rocketship Eight Countywide Charter School Site from Local Zoning Ordinances Pursuant to Government Code Section 53094,” styled as Santa Clara County Board of Education Resolution No. 2112-1 (“Resolution”), and recommended that the County Board take action on the Resolution.

14. The Resolution states as a recital that “Government Code section 53094 permits a school district to render city or county zoning ordinances inapplicable to its proposed use of a property, unless the proposed use of property is for non-classroom facilities.”

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15. The Resolution states as a recital that “Government Code section 53097.3 states: ‘Notwithstanding any other provision of this article, no school district may render a city or county ordinance inapplicable to a charter school facility pursuant to this article, unless the facility is physically located within the geographical jurisdiction of that school district.’”

16. The Resolution states as a recital that “Education Code section 35160 states that ‘... the governing board of any school district may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established.’”

17. The Resolution states as a recital that “Education Code section 35160.2 states: ‘for the purposes of Section 35160, ‘school district’ shall include county superintendents of schools and county boards of education.’”

18. The Resolution states as a recital that “Education Code section 35160.1, subdivision (a) states: ‘The Legislature finds and declares that school districts, county boards of education, and county superintendents of schools have diverse needs unique to their individual communities and programs. Moreover, in addressing their needs, common as well as unique, school districts, county boards of education, and county superintendents of schools have the flexibility to create their own unique solutions.’”

19. The Resolution stated that “the power to exempt potential facility sites for charter schools from local zoning ordinances is consistent with the clear powers given to other chartering authorities, such as school districts, to exempt their own schools and authorized charter schools, and the [County Board] as a school district may also exercise this power on behalf of charter schools a authorized by the [County Board].”

20. The Resolution purported to exempt the proposed location for the ROCKETSHP EIGHT CHARTER SCHOOL, operated by ROCKETSHP EDUCATION, at 1197 Lick Avenue, San Jose, California (“Property”), from local zoning requirements.

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21. The Property at 1197 Lick Avenue, San Jose, California is located within the geographic boundaries of the DISTRICT, is located in an area zoned as light industrial, and was last used as a cannery until the 1980s.

22. The Resolution purported to resolve as follows: "That the Property shall be exempt from the zoning ordinances and conformance with the general plan requirements of the City (collectively the 'Local Zoning Ordinances') under the terms and conditions set forth in this Resolution, and shall remain exempt from the City's Local Zoning Ordinances so long as the Property is used for charter school classroom purposes consistent with the project description used in the [Mitigated Negative Declaration]."

23. Government Code §§ 53094 and 53097.3 limit the power to exempt charter school sites from local zoning requirements to school districts, and not to any other educational agencies.

24. The SCCOE and County Board misinterpreted Education Code §§ 35160, 35160.1, and 35160.2 to extend to county boards powers that they are otherwise prohibited from exercising by law.

25. On August 30, 2012, a letter signed by nineteen (19) superintendents of school districts within the County of Santa Clara, including the DISTRICT, was delivered to the SCCOE and County Board, explaining why the SCCOE and County Board did not have the power under Government Code §§ 53094 and 53097.3 to exempt charter school sites from local zoning requirements.

FIRST CAUSE OF ACTION
(Writ of Mandate — Code of Civil Procedure § 1085)

26. The DISTRICT re-alleges and incorporates by reference each and every allegation contained in Paragraphs 1-25, inclusive.

27. Government Code § 53094(b) states, in pertinent part: "Notwithstanding subdivision (a), the governing board of a school district, that has complied with the requirements of Section 65352.2 of this code and Section 21151.2 of the Public Resources Code, by a vote of
two-thirds of its members, may render a city or county zoning ordinance inapplicable to a proposed use of property by the school district. ..."

28. Government Code § 53097.3 states: "Notwithstanding any other provision of this article, no school district may render a city or county ordinance inapplicable to a charter school facility pursuant to this article, unless the facility is physically located within the geographical jurisdiction of that school district."

29. The SCCOE and County Board abused their discretion, and acted arbitrarily and capriciously, in passing the Resolution under Government Code §§ 53094(b) and 53097.3 purporting to exempt ROCKETSHIP EDUCATION and ROCKETSHIP EIGHT CHARTER SCHOOL from local zoning requirements.

30. Alternatively, the SCCOE and County Board lacked jurisdiction and/or legal authority to pass the Resolution.

31. Alternatively, the SCCOE and County Board had a ministerial duty to deny the request of ROCKETSHIP EDUCATION and ROCKETSHIP EIGHT CHARTER SCHOOL to exempt them from local zoning requirements under Government Code §§ 53094(b) and 53097.3.

32. The DISTRICT, as the school district in which the Property subject to the Resolution falls, has a substantial right at stake and has a beneficial interest in ensuring that the discretion exercised in locating schools within its jurisdiction not be usurped by other public agencies not authorized to exercise such powers.

33. The DISTRICT has standing to enforce a public right to ensure that the SCCOE and County Board do not exceed their jurisdiction and interfere with orderly land use planning for public schools by usurping powers not accorded to them under the law.

34. The DISTRICT was not required to exhaust administrative remedies, but has exhausted all necessary administrative remedies, if any, relating to this dispute.

35. The DISTRICT has no plain, speedy, and/or adequate remedy in the ordinary course of law.

///
36. Wherefore, the DISTRICT seeks a writ of mandate prohibiting the SCCOE and the County Board from abusing their discretion, acting in excess of their jurisdiction, acting arbitrarily and capriciously, and/or acting outside the scope of their legal authority by purporting to exempt ROCKETSHIP EDUCATION and ROCKETSHIP EIGHT CHARTER SCHOOL from local zoning requirements. In the alternative, the SCCOE and County Board had a ministerial duty not to take any action that exceeds their jurisdiction or the scope of their legal authority, and to therefore deny the request of ROCKETSHIP EDUCATION and ROCKETSHIP EIGHT CHARTER SCHOOL to exempt them from local zoning requirements.

SECOND CAUSE OF ACTION
(Declaratory Relief)

37. The DISTRICT re-alleges and incorporates by reference each and every allegation contained in Paragraphs 1-36, inclusive.

38. An actual, present controversy exists between the DISTRICT, SCCOE, and County Board with respect to the SCCOE and County Board’s purported exemption of ROCKETSHIP EDUCATION and ROCKETSHIP EIGHT CHARTER SCHOOL from local zoning requirements under Government Code §§ 53094(b) and 53097.3. Further, as alleged herein, a further controversy between the DISTRICT, SCCOE, and County Board is likely to arise as to Government Code §§ 53094(b) and 53097.3 in that further attempts by the SCCOE and County Board to exempt other charter school sites from local zoning requirements will further threaten the DISTRICT’s ability to maintain orderly planning in the location of its school sites.

39. Wherefore, the DISTRICT seeks a declaration that: (1) The SCCOE and County Board did not have jurisdiction to pass the Resolution exempting ROCKETSHIP EDUCATION and ROCKETSHIP EIGHT CHARTER SCHOOL under Government Code §§ 53094(b) and 53097.3; (2) only school districts may exempt charter schools operating within their geographic boundaries from local zoning requirements under Government Code §§ 53094(b) and 53097.3; and (3) that the SCCOE and County Board’s Resolution is in excess of their jurisdiction, and therefore null and void as a matter of law.
PRAYER FOR RELIEF

Based on the foregoing allegations, the DISTRICT prays for judgment as follows:

a. An alternative writ of mandate pursuant to Code of Civil Procedure § 1087 compelling Respondents SCOCOE and County Board to deny the request of ROCKETSHP EDUCATION and ROCKETSHP EIGHT CHARTER SCHOOL for an exemption from local zoning requirements under Government Code §§ 53094(b) and 53097.3, or to alternatively show cause why they have not done so at the time and date specified by this Court;

b. Alternatively, a peremptory writ of mandate prohibiting the SCOCOE and County Board from abusing their discretion, acting in excess of their jurisdiction, and/or acting outside the scope of their legal authority by passing the Resolution purporting to exempt ROCKETSHP EDUCATION and ROCKETSHP EIGHT CHARTER SCHOOL from local zoning requirements; or, in the alternative, a writ of mandate enforcing the ministerial duty not to take any action in excess of their jurisdiction or the scope of their legal authority, and/or to deny the request of ROCKETSHP EDUCATION and ROCKETSHP EIGHT CHARTER SCHOOL for an exemption from local zoning requirements under Government Code §§ 53094(b) and 53097.3.

c. A judicial declaration that: (1) The SCOCOE and County Board did not have jurisdiction to pass the Resolution exempting ROCKETSHP EDUCATION and ROCKETSHP EIGHT CHARTER SCHOOL under Government Code §§ 53094(b) and 53097.3; (2) only school districts may exempt charter schools operating within their geographic boundaries from local zoning requirements under Government Code §§ 53094(b) and 53097.3; and (3) that the SCOCOE and County Board’s Resolution is in excess of their jurisdiction, and therefore null and void as a matter of law.


e. Payment of attorneys’ fees under Code of Civil Procedure § 1021.5; and
f. For any other relief that may be appropriate or available, as this Court may deem proper.

Dated: February 22, 2013

By: 

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SAN JOSE UNIFIED SCHOOL DISTRICT

SUPERIOR COURT OF THE STATE OF CALIFORNIA  
COUNTY OF SANTA CLARA

SAN JOSE UNIFIED SCHOOL DISTRICT,  

Petitioner,  

v.  

SANTA CLARA COUNTY OFFICE OF EDUCATION; BOARD OF TRUSTEES FOR THE SANTA CLARA COUNTY OFFICE OF EDUCATION; and DOES 1-100 inclusive,  

Respondents,  

ROCKETSHP EDUCATION,  
ROCKETSHP EIGHT CHARTER SCHOOL,  

Real Parties In Interest.

Case No. 113CV241695

MEMORANDUM OF POINTS AND AUTHORITIES IN SUPPORT OF SAN JOSE UNIFIED SCHOOL DISTRICT'S PETITION FOR ALTERNATIVE AND/OR PEREMPTORY WRIT OF MANDATE AND COMPLAINT FOR DECLARATORY RELIEF

Exempt from Filing Fees  
Government Code § 6103

Petition Filed: February 22, 2013  
Hearing Date: TBD  
Dept: TBD  
Time: TBD
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>I. FACTUAL BACKGROUND</td>
<td>1</td>
</tr>
<tr>
<td>II. LEGAL ARGUMENT</td>
<td>4</td>
</tr>
<tr>
<td>A. Standard of Review</td>
<td>4</td>
</tr>
<tr>
<td>B. The SCCOE and County Board Cannot Grant Exemptions from Zoning Under Government Code §§ 53094 and 53097.3</td>
<td>6</td>
</tr>
<tr>
<td>C. The SCCOE and SCCBOE Are Not School Districts</td>
<td>8</td>
</tr>
<tr>
<td>1. By Its Own Terms, the Definition of “School District” in Education Code Section 35160.2 Applies Only To Education Code Section 35160</td>
<td>9</td>
</tr>
<tr>
<td>2. The Permissive Code Does Not Authorize the SCCOE and SCCBOE To Adopt The Resolution</td>
<td>9</td>
</tr>
<tr>
<td>D. The District May Seek Declaratory Relief</td>
<td>11</td>
</tr>
<tr>
<td>II. CONCLUSION</td>
<td>12</td>
</tr>
</tbody>
</table>
# TABLE OF AUTHORITIES

### FEDERAL CASES

<table>
<thead>
<tr>
<th>Citation</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associated General Contractors of California v. San Francisco Unified School Dist., (9th Cir. 1980) 616 F.2d 1381</td>
<td>10</td>
</tr>
<tr>
<td><strong>STATE CASES</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Citation</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Colton v. City of Rialto (1964) 230 Cal.App.2d 174</td>
<td>4</td>
</tr>
<tr>
<td>City of Santa Clara v. Santa Clara Unified School District (1972) 22 Cal.App.3d 152</td>
<td>7, 8</td>
</tr>
<tr>
<td>City of Santa Cruz v. Santa Cruz Schools Board of Education (1989) 210 Cal.App.3d 1</td>
<td>7</td>
</tr>
<tr>
<td>Hall v. City of Taft (1956) 47 Cal.2d 177</td>
<td>7</td>
</tr>
<tr>
<td>Lewis v. Superior Court (1999) 19 Cal.4th 1232</td>
<td>9</td>
</tr>
</tbody>
</table>

MEMORANDUM OF POINTS AND AUTHORITIES IN SUPPORT OF SAN JOSE UNIFIED SCHOOL DISTRICT'S PETITION FOR WRIT OF MANDAMUS AND COMPLAINT FOR DECLARATORY RELIEF
STATE STATUTES

Code of Civil Procedure
§ 1060 ........................................................................................................ 11
§ 1087 ........................................................................................................ 6

Education Code
§ 35160 ................................................................................................. 3, 8, 9, 10
§ 35160.2 ............................................................................................... 3, 8, 9, 10, 11

Government Code
§ 17581.6 ................................................................................................ 11
§ 20841 ................................................................................................... 11
§ 36934 ................................................................................................... 5
§ 53090 .................................................................................................... 7
§ 53091 .................................................................................................... 7
§ 53094 .................................................................................................... passim
§ 53094(b) ................................................................................................ 1, 6
§ 53095 .................................................................................................... 7
§ 53097.2 ................................................................................................ passim
§ 53097.3 ................................................................................................ passim
§ 53398.1 ................................................................................................ 11
§ 53646 ................................................................................................... 11
§ 54999.1 ................................................................................................ 11
§ 54999.3 ................................................................................................ 11
§ 54999.35 ............................................................................................. 11
§ 65302 ................................................................................................... 5
§ 6254.3 ................................................................................................... 11
INTRODUCTION

Petitioner San Jose Unified School District ("DISTRICT") petitions the Court for a Peremptory and/or Alternative Writ of Mandate prohibiting the Santa Clara County Office of Education ("SCCOE") and its governing body, the Santa Clara County Board of Education ("County Board"), from abusing their discretion and violating the California Government and Education Codes by granting Real Parties In Interest ROCKETSHP EDUCATION and ROCKETSHP EIGHT CHARTER SCHOOL (collectively, "ROCKETSHP") an exemption from the City of San Jose zoning requirements for the proposed development of the subject property, located at 1197 Lick Avenue, San Jose, California ("Property").

Respondents SCCOE and County Board seek to exempt the ROCKETSHP EIGHT CHARTER SCHOOL from local zoning requirements, which would allow the charter school to be located at 1197 Lick Avenue, San Jose, California, on a lot that is zoned for light industrial use, and that was used as a cannery until the early 1980s. (Petitioner's Request for Judicial Notice (hereafter "RJN"), Exh. D, No. SJUSD 02-22-13-0088-89) The proposed site is also in close proximity to another charter school operated by ROCKETSHP EDUCATION.

Pursuant to statute, this exemption is available only to school districts, and the power to extend the exemption to charter schools is similarly reserved for school districts only. As such, Respondents' resolution to extend the zoning exemption to ROCKETSHP was not permitted by law, and is therefore an abuse of its discretion, and Respondents must be compelled to perform their ministerial duty to reject ROCKETSHP's request to exempt it from local zoning requirements under Government Code §§ 53094(b) and 53097.3.

I.

FACTUAL BACKGROUND

The County Board, in 2009 and 2011, granted ROCKETSHP EDUCATION a charter to operate up to 25 countywide charter schools, 24 of which were to be located within the City of San Jose, including the ROCKETSHP EIGHT Charter School, under Education Code § 47605.6. (RJN, Exh. A, No. SJUSD 02-22-13-00004-5; Exh. D, No. SJUSD 02-22-13-0088-89) In 2011,
ROCKETSHIP EDUCATION attempted to pass a resolution to exempt itself from local zoning requirements for one of its other charter schools, Rocketship Six Charter School. (RJN, Exh. A, No. SJUSD 02-22-13-0005; Exh. D, No. SJUSD 02-22-13-0088-89) In December 2011, the Office of the County Counsel, County of Santa Clara, advised ROCKETSHIP EDUCATION by letter dated December 9, 2011 that “the County does not believe Rocketship Education may exempt Rocketship Six Public School from the County’s zoning ordinance because Rocketship Education is not a ‘school district’ for purposes of California Government Code Section 53094.” (RJN, Exh. A, SJUSD 02-22-13-0010-13) The Santa Clara County Counsel’s letter also stated that “under Section 53097.3, the exemption authorized under Section 53094 can only be exercised by a school district to exempt charter school facilities from county zoning ordinances when those facilities are physically located within the geographic jurisdiction of the school district.” (Id.)

ROCKETSHIP EDUCATION thereafter made a request to the SCCOE and County Board in July 2012 to pass a resolution exempting ROCKETSHIP EDUCATION and ROCKETSHIP EIGHT CHARTER SCHOOL from local zoning requirements under Government Code § 53094. (RJN, Exh. A, No. SJUSD 02-22-13-0005; Exh. D, No. SJUSD 02-22-13-0088-89) On August 30, 2012, a letter signed by nineteen (19) superintendents of school districts within the County of Santa Clara, including the DISTRICT, was delivered to the SCCOE and County Board, explaining why the SCCOE and County Board did not have the power under Government Code §§ 53094 and 53097.3 to exempt charter school sites from local zoning requirements. (RJN, Exh. C, SJUSD 02-22-13-0067-82) On or around January 23, 2013, SCCOE staff prepared a “Resolution Exempting Rocketship Eight Countywide Charter School Site from Local Zoning Ordinances Pursuant to Government Code Section 53094,” styled as Santa Clara County Board of Education Resolution No. 2112-1 (“Resolution”), and recommended that the County Board take action on the Resolution. (RJN, Exh. D, No. SJUSD 02-22-13-0088-93) The proposed Resolution stated that:

- “Government Code section 53094 permits a school district to render city or county zoning ordinances inapplicable to its proposed use of a property, unless the proposed use of property is for non-classroom facilities.”
“Government Code section 53097.3 states: ‘Notwithstanding any other provision of this article, no school district may render a city or county ordinance inapplicable to a charter school facility pursuant to this article, unless the facility is physically located within the geographical jurisdiction of that school district.'”

“Education Code Section 35160 states that ‘... the governing board of any school district may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established.’”

“Education Code Section 35160.2 states: ‘for the purposes of Section 35160, ‘school district’ shall include county superintendents of schools and county boards of education.’”

“Education Code Section 35160.1, subdivision (a) states: ‘The Legislature finds and declares that school districts, county boards of education, and county superintendents of schools have diverse needs unique to their individual communities and programs. Moreover, in addressing their needs, common as well as unique, school districts, county boards of education, and county superintendents of schools have the flexibility to create their own unique solutions.’” (Id.)

The Resolution also stated that “the power to exempt potential facility sites for charter schools from local zoning ordinances is consistent with the clear powers given to other chartering authorities, such as school districts, to exempt their own schools and authorized charter schools, and the [County Board] as a school district may also exercise this power on behalf of charter schools a authorized by the [County Board].” (Id.)

The Resolution purported to exempt the proposed location for the ROCKETSHP EIGHT Charter School, operated by ROCKETSHP EDUCATION, at 1197 Lick Avenue, San Jose, California (“Property”) , from local zoning requirements. The Property at 1197 Lick Avenue, San Jose, California is located within the geographic boundaries of the DISTRICT. (RJN, Exh. G, No. SJUSD 02-22-13-0382)

At a regular meeting on January 23, 2013, the County Board considered Motion No. 21123 to approve a resolution exempting Rocketship from local zoning ordinances pursuant to California Government Code § 53094. (RJN, Exh. F, No. SJUSD 02-22-13-0374-80) After hearing from both supporters and those in opposition to the motion, the County Board voted 5-1-1 to approve the extension of the zoning exemption to Rocketship and adopted the Resolution. (Id.) The Resolution purported to resolve as follows: “That the Property shall be exempt from
the zoning ordinances and conformance with the general plan requirements of the City (collectively, the ‘Local Zoning Ordinances’) under the terms and conditions set forth in this Resolution, and shall remain exempt from the City’s Local Zoning Ordinances so long as the Property is used for charter school classroom purposes consistent with the project description used in the [Mitigated Negative Declaration.]” (RJN, Exh. E, No. SJUSD 02-22-13-0357-372; 0364-367)

II.

LEGAL ARGUMENT

A. Standard of Review.

The Court in California School Boards Ass’n v. State Bd. of Educ. (2010) 186 Cal.App.4th 1298, 1314 (“CSBA”), stated the Court’s standard of review of agency action under traditional mandamus:

Where, as here, the petition seeks a writ of mandate under Code of Civil Procedure section 1085, our review is limited to a determination of whether the agency’s decision was arbitrary, capricious, entirely lacking in evidentiary support, unlawful, or procedurally unfair. [Citation Omitted]

This matter involves a question of statutory interpretation: whether the SCCOE and County Board had the power under Government Code §§ 53094 and 53097.3 to exempt charter school sites from local zoning requirements. As the Court in CSBA, supra, stated, courts can exercise independent review to determine whether agency action is consistent with applicable law based on statutory construction:

Independent review is required, however, where the issue involves statutory or regulatory construction, such as whether the agency’s action was consistent with applicable law. (Associated Builders & Contractors, Inc. v. San Francisco Airports Com. (1999) 21 Cal.4th 352, 361, 87 Cal.Rptr.2d 654, 981 P.2d 499) (Id.)

California courts have recognized that writs of mandate will lie where an agency action exceeds its statutory authority. In City of Colton v. City of Rialto (1964) 230 Cal.App.2d 174, the Court held that writ of mandate was proper where a city ordinance purporting to approve an annexation
of certain territory was void where passed within five (5) days of its introduction, in violation of
Government Code § 36934. As the Court stated:

It must be noted that in the present case, the trial court's decision was that Rialto
Annexation No. 52 was void in its inception and in view of the additional finding
that No. 52 met with a majority protest, the writ of mandate was properly issued
declaring the proceedings void and requiring appellants to take no further action.
(Id at 181)

In Camp v. Board of Supervisors (1981) 123 Cal.App.3d 334, the Court held that writ of
mandate was proper where a county failed to meet the requirement set forth in Government Code
§ 65302 to “have a general plan that encompasses all of the requirements of state law.” In
rejecting the county’s argument that the county’s adoption of the general plan was subject to
judicial deference, the Court stated:

The County's argument ignores the language we have emphasized in the
foregoing quotation. The petitioners in these two actions ... did not undertake to
“probe the merits” of the Mendocino County General Plan. They sought relief in
mandamus, and by way of injunction, because of specific defects in elements of
the plan which allegedly made it “inadequate” and void for lack of compliance
with law. The remedy of mandamus is available “to compel the performance of an
act which the law specially enjoins, as a duty resulting from an office, trust or
station ...” (Id at 348)

In California-Nevada Annual Conference of United Methodist Church v. City and County
of San Francisco (2009) 173 Cal.App.4th 1559, the Court affirmed the right of a church to
challenge by writ of mandate a resolution initiating the process of designating church property as
a landmark, based on the city’s lack of jurisdiction over the issue. In recognizing the church’s
right to challenge the city’s action through writ of mandate, the Court stated:

If an agency is proceeding in a matter beyond its jurisdiction, judicial intervention
may be obtained even though the agency has not yet reached a final decision and
the affected party therefore has not yet exhausted its administrative remedies
[citation omitted]. Relief may be obtained in such a case even if the unauthorized
acts are considered legislative in nature. [citation omitted]. [While quasi-
legislative acts may not be reviewed by way of administrative mandamus under
Code of Civil Procedure section 1094.5, they may be reviewed by traditional
mandamus under Code of Civil Procedure section 1085, as well as by an action
for declaratory relief.] ‘In deciding whether to entertain a claim that an agency
lacks jurisdiction before the agency proceedings have run their course, a court
considers three factors: the injury or burden that exhaustion will impose, the
strength of the legal argument that the agency lacks jurisdiction, and the extent to
which administrative expertise may aid in resolving the jurisdictional issue.”
[citation omitted] [footnote inserted into main text in brackets].

Therefore, the DISTRICT, as a beneficially interested party, may challenge the SCCOE and County Board’s lack of jurisdiction, and violation of statutory law, through a writ of mandate. “[O]nce a sufficient showing of particular interest on the part of the plaintiff has been shown and the duty, clear and present, on the part of the official has been established, no reason presents itself why mandamus is not a proper remedy to attack a ministerial act of an official in violation of the local zoning ordinance.” (Kappadahl v. Alcan Pac. Co. (1963) 222 Cal.App.2d 626 (disapproved of on other grounds, Topanga Assn. for a Scenic Community v. County of Los Angeles (1974) 11 Cal.3d 506, 517))

The Petition also seeks an Alternative Writ of Mandate pursuant to Code of Civil Procedure § 1087 compelling Respondents to deny the request of ROCKETSHP EDUCATION and ROCKETSHP EIGHT CHARTER SCHOOL for an exemption from local zoning requirements under Government Code §§ 53094(b) and 53097.3, or to alternatively show cause why they have not done so at the time and date specified by this Court.

B. The SCCOE and County Board Cannot Grant Exemptions from Zoning Under Government Code §§ 53094 and 53097.3.

Government Code § 53094 authorizes school districts, and only school districts, to grant exemptions to local zoning requirements. Government Code § 53094(b) provides, as follows:

The governing board of a school district ... may render a city or county zoning ordinance inapplicable to a proposed use of property by the school district. (Emphasis added).

Furthermore, any extension of the zoning ordinance exemption to charter schools is expressly reserved to the school district. Government Code § 53097.3 provides:

... [N]o school district may render a city or county ordinance inapplicable to a charter school facility pursuant to this article, unless the facility is physically located within the geographical jurisdiction of that school district. (Emphasis added.)
Put another way, the school district in whose boundaries the location of the proposed charter school facility falls is the only entity that may elect to extend the zoning exemption to a charter school. The plain meaning of these statutes establish that the zoning exemption, and the power to extend that exemption to a charter school, is exclusively held by school districts, and cannot be exercised by county boards.

The history of the statutory scheme supports this conclusion. In 1959, the California Legislature enacted Government Code §§ 53090 through 53095 in response to several court decisions, and in particular, the California Supreme Court decisions in *Hall v. City of Taft* (1956) 47 Cal.2d 177 [holding that construction of public schools was exempt from city building code requirements because “public schools of this state are a matter of statewide rather than local or municipal concern”], and the decision that followed in *Town of Atherton v. Superior Court* (1958) 159 Cal.App.2d 417 [holding that school districts were exempt from municipal zoning ordinances.] (*City of Santa Clara v. Santa Clara Unified School District* (1972) 22 Cal.App.3d 152, 157; *City of Santa Cruz v. Santa Cruz Schools Board of Education* (1989) 210 Cal.App.3d 1, 5) Government Code §§ 53090 through 53095 were added, with Government Code § 53091 providing, in relevant part: “Each local agency shall comply with all applicable building ordinances and zoning ordinances of the county or city in which the territory of the local agency is situated...” However, as has been noted above, Government Code §§ 53094 and 53097.3 grant specific authority to school districts to grant themselves, or charter schools, exemptions from local zoning ordinances.

These statutes were drafted in response to the decisions in *Taft, supra,* and *Town of Atherton, supra,* that school districts were exempt from local regulatory control on the issue of school sites. (*City of Santa Cruz, supra,* 210 Cal.App.3d at 5) It was within this context that the limited authority was granted to school districts, and only school districts. When these sections are read as a whole [and in light of the Legislative intent], it is clear that all local agencies are required to comply with city or county zoning ordinances (Government Code § 53091), but school districts are specifically authorized to exempt themselves form the purview of such
ordinances by a two-thirds vote of their governing boards (Government Code § 53094). (City of Santa Clara, supra, 22 Cal.App.3d at 158) The City of Santa Clara Court goes on to state:

This construction of Government Code sections 53090 through 53095, is entirely consistent with the Assembly Committee Report preceding their enactment. Thus, it appears that the Legislature deliberately accorded different treatment to school districts than to other local agencies because it was well aware that school construction was subject to almost complete control by the State. The Legislature accordingly provided in section 53094 that school districts, as opposed to other local agencies, should retain the right to exempt themselves from local zoning ordinances. (Id, fn. 3 (citations omitted).) (Emphasis Provided)

As the Court noted, the legislative intent behind Government Code § 53094 was to accord “different treatment to school districts” and provide “that school districts, as opposed to other local agencies, should retain the right to exempt themselves from local zoning ordinances.” Therefore, nothing in the plain language of the statute, or its legislative intent, supports a county board’s exercise of the zoning exemption.

C. The SCCOE and County Board Are Not School Districts.

With the clear statutory language vesting both the zoning exemption and ability to extend the zoning exemption to charter schools in school districts, the SCCOE and County Board rely on an unrelated section of the Education Code in an attempt to justify the unlawful Resolution. Education Code § 35160.2 provides that “for purposes of [Education] Code 35160, ‘school district’ shall include county superintendents of schools and county board of education.”

Education Code § 35160, known as the “Permissive Code,” states as follows:

The governing board or any school district may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established. (Emphasis Provided)

The SCCOE and County Board apparently rely on these sections in the Education Code to support the arguments that (1) the definition of “school district” to include county boards, as defined in Education Code § 35160.2, shall be extended to all statutes that reference “school
districts,” including Government Code §§ 53094 and 53097.2; and (2) the Permissive Code justifies the Resolution. Both arguments fail.

1. By Its Own Terms, the Definition of “School District” in Education Code Section 35160.2 Applies Only To Education Code Section 35160.

By the express language of Education Code § 35160.2, the definition of “school district” to encompass county boards of education is limited in its application to only Education Code § 35160 [“for purposes of [Education] Code 35160, ‘school district’ shall mean…”]

Under established principles of statutory interpretation, courts must look first to the words of the statute and give the language its usual, ordinary meaning. When there is no ambiguity in the language, courts shall presume the Legislature meant what it said and the plain meaning shall govern. (Lewis v. Superior Court (1999) 19 Cal.4th 1232, 1245) Education Code § 35160.2 clearly states that the expanded definition of “school districts” is for purposes of Education Code § 35160 only. Had the Legislature intended this definition to apply in other areas, it would not have expressly limited the definition to Education Code § 35160 only.

2. The Permissive Code Does Not Authorize the SCCOE and SCCBOE To Adopt The Resolution.

To the extent that the SCCOE and the County Board contend that their actions in adopting the Resolution are authorized by Education Code § 35160, their reliance is misplaced. As the Office of the Attorney General noted shortly after this section was enacted:

As stated above, [Education Code] section 7503.5 [now section 35160] was enacted in response to the action of the electorate in approving the amendment to section 14, article IX of the California Constitution. The People were informed in the Voters Pamphlet:

‘The proposition doesn’t automatically provide any power to school districts. It won’t change anything currently required or forbidden. It only authorizes the Legislature to delegate power – as it chooses – to school districts…

[T]he intent is to entrust your local school boards with more responsibility and flexibility to tailor education precisely to the unique needs of your own children.’ (Voters Pamphlet, page 16.) (60 Ops. Cal. Atty. Gen. 177 (1977))
It has consistently been recognized that Education Code § 35160 cannot confer upon school districts (and by extension, county boards of education) powers that are otherwise prohibited by law. These include the following:

- The right to pay for or contribute to the payment of crossing guards, where only cities and counties were permitted to do so by statute (60 Ops. Cal. Atty. Gen. 177 (1977));

- The right to enact an affirmative action program for contractors in violation of the bidding requirements in the Education Code (Associated General Contractors of California v. San Francisco Unified School Dist., (9th Cir. 1980) 616 F.2d 1381, 1384-1385);

- The right to impose illegal fees for extracurricular activities (Hartzell v. Connell, (1984) 35 Cal.3d 899, 915-917);

- The right to assess a fee upon providers of deferred compensation plans (87 Ops. Cal. Atty. Gen. (2004)); and

- The right to provide retiree benefits to a former board and faculty member not meeting length-of-service requirements (community college) (81 Ops. Cal. Atty. Gen. 218 (1998)).

Through Education Code § 35160.2, § 35160 is extended to county boards. As such, county boards are bound by the same limitation that they cannot exercise powers otherwise prohibited by law. This is further supported by the Office of the Attorney General’s recognition that county boards cannot exercise powers not expressly granted to it by statute. (86 Ops. Cal. Atty. Gen. 57 (2003)) The Attorney General’s Office has also noted that, in limited and specific instances, county boards can only exercise powers of a school board if the Education Code grants them the specific right to act as a school board in that instance:

However, a county board may serve as the governing board of a school district or be granted the powers of a governing board by statute. (See §§ 1984 [county board “deemed to be a school district” when “maintaining a county community school”], 44944, subd. (b) (“When the county board of education is also the governing board of the school district or has by statue been granted
the powers of a governing board..."], 42127, subd. (j) ["Any school
district for which the county board of education serves as the
governing board..."].) (85 Ops. Cal. Atty. Gen. 167 (2002); See

Here, there is no Education Code or Government Code section expressly granting county
boards the right to exempt school property from zoning. To the contrary, Government Code
§§ 53094 and 53097.3 expressly limit this power to school districts. (See, e.g., City of Long
Legislature intended to extend this power to county boards as well as school districts, it could
have easily done so, and the absence of express authorization for county boards raises the
negative implication that no such authority has been conferred. (85 Ops. Cal. Atty. Gen. 167
1391, fn. 13 [doctrine of statutory construction, expression unis est excluso alterius, meaning that
"the expression of certain things in a statute necessarily involves exclusion of other things not
expressed...." (citation omitted in original.)]) The authority granted by Government Code
§§ 53094 and 53097.3 is expressly for school districts. The absence of any reference to county
boards raises the negative implication that this authority is not extended to them.

Further support for this principle is illustrated by the numerous references to both “school
boards” and “county office of education” throughout the Government Code (e.g., Government
Code §§ 17581.6, 20841, 54999.35, 6254.3, 54999.1, 53646, 54999.3, and 53398.1). Since the
Legislature has recognized the distinction between a school board and a county board in these
instances, as well as in Education Code § 35160.2, it is evident that the Legislature did not intend
to extend the authority granted school districts through Government Code §§ 53094 and 53097.3
to county boards.

D. The District May Seek Declaratory Relief.

Code of Civil Procedure § 1060 allows a party to “ask for a declaration of rights or duties,
either alone or with other relief” in the event of an “actual controversy relating to the legal rights

1 While opinions of the Office of the Attorney General are not binding authority, they have persuasive weight.
and duties of the respective parties.” Respondents’ misuse of Government Code §§ 53094 and 53097.3 presents an actual controversy that is appropriate for adjudication through declaratory relief. (See, e.g., California School Boards Assn. v. State (2011) 192 Cal.App.4th 770, 790 (“[t]he remedy of declarative relief is cumulative and does not restrict any other remedy...”))

III.

CONCLUSION

The SCCOE and County Board purport to grant ROCKETSHP an exemption from local zoning requirements under Government Code §§ 53094 and 53097.3, with the proposed end result being the location of an elementary school on a lot zoned as light industrial, and last used as a cannery. However, the linguistic contortions through which Respondents attempt to justify a clearly illegal resolution are unsupported by the plain language of the statutes, interpreting case law, and the sound public policy of giving local school districts a say in community planning. For the reasons set forth herein, this Court should grant Petitioner’s Petition for Writ of Mandate, and issue all appropriate relief to remedy Respondents’ unlawful action, including but not limited to, a writ of mandate compelling Respondents to deny ROCKETSHP’s request for an exemption from local zoning requirements.

Dated: February 22, 2013

BURKE, WILLIAMS & SORENSEN, LLP

By: 

John R. Yeh
Attorneys for Petitioner
SAN JOSE UNIFIED SCHOOL DISTRICT
Pursuant to Civil Code of Procedure section 431.30, Rocketship Education and Rocketship Eight Charter School (collectively "Rocketship"), as Real Parties in Interest, hereby answers Petitioner’s Petition for Alternative and/or Peremptory Writ of Mandate and Complaint for Declaratory Relief ("Petition") as follows:

1. In answering the unnumbered paragraph on page 1, lines 1 through 5, Rocketship denies generally and specifically each and every allegation contained in this paragraph.

2. In answering the unnumbered paragraph on page 1, lines 7 through 15, Rocketship denies generally and specifically each and every allegation contained in this paragraph.
3. Rocketship is without sufficient knowledge or information to form a belief as to the truth of the allegations contained in paragraph 1. Therefore, except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 1 of the Petition.

4. Rocketship is without sufficient knowledge or information to form a belief as to the truth of the allegations contained in paragraph 2. Therefore, except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 2 of the Petition.

5. Rocketship is without sufficient knowledge or information to form a belief as to the truth of the allegations contained in paragraph 3. Therefore, except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 3 of the Petition.

6. Rocketship is without sufficient knowledge or information to form a belief as to the truth of the allegations contained in paragraph 4. Therefore, except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 4 of the Petition.

7. Rocketship is without sufficient knowledge or information to form a belief as to the truth of the allegations contained in paragraph 5. Therefore, except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 5 of the Petition.

8. Rocketship is without sufficient knowledge or information to form a belief as to the truth of the allegations contained in paragraph 6. Therefore, except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 6 of the Petition.

9. Rocketship admits that the Santa Clara County Board of Education approved Rocketship Eight Charter School as a charter under Education Code section 47605.6. Except as expressly admitted herein, Rocketship denies generally and specifically each and every remaining allegation contained in paragraph 7 of the Petition.

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10. Rocketship denies generally and specifically each and every allegation contained in paragraph 8 of the Petition.

11. Rocketship is without sufficient knowledge or information to form a belief as to the truth of the allegations contained in paragraph 9. Therefore, except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 9 of the Petition.

12. Rocketship admits that the Office of County Counsel, County of Santa Clara County, drafted a letter dated December 9, 2011 to Rocketship Education; the contents of the letter speak for itself. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 10 of the Petition.

13. Rocketship admits that the Office of County Counsel, County of Santa Clara County, drafted a letter dated December 9, 2011 to Rocketship Education; the contents of the letter speak for itself. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 11 of the Petition.

14. Rocketship admits that on or around July 2012 it made a request of the Santa Clara County Board of Education to issue a zoning exemption under the Government Code. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 12 of the Petition.

15. Rocketship is without sufficient knowledge or information to form a belief as to the truth of the allegations contained in paragraph 13. Therefore, except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 13 of the Petition.

16. Rocketship admits that the Santa Clara County Board of Education adopted Resolution No. 2112-1; the contents of Resolution 2112-1 speak for itself. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 14 of the Petition.

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17. Rocketship admits that the Santa Clara County Board of Education adopted Resolution No. 2112-1; the contents of Resolution 2112-1 speak for itself. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 15 of the Petition.

18. Rocketship admits that the Santa Clara County Board of Education adopted Resolution No. 2112-1; the contents of Resolution 2112-1 speak for itself. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 16 of the Petition.

19. Rocketship admits that the Santa Clara County Board of Education adopted Resolution No. 2112-1; the contents of Resolution 2112-1 speak for itself. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 17 of the Petition.

20. Rocketship admits that the Santa Clara County Board of Education adopted Resolution No. 2112-1; the contents of Resolution 2112-1 speak for itself. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 18 of the Petition.

21. Rocketship admits that the Santa Clara County Board of Education adopted Resolution No. 2112-1; the contents of Resolution 2112-1 speak for itself. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 19 of the Petition.

22. Rocketship denies generally and specifically each and every allegation contained in paragraph 20 of the Petition.

23. Rocketship admits that the property located at 1197 Lick Ave., San Jose, California is located within the boundaries of the Petitioner. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 21 of the Petition.

24. Rocketship admits that the Santa Clara County Board of Education adopted Resolution No. 2112-1; the contents of Resolution 2112-1 speak for itself. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 22 of the Petition.
25. As for the content of Government Code section 53094 and 53097.3, the code sections speak for themselves. Except as expressly admitted herein, Rocketship denies generally and specifically each and every remaining allegation contained in paragraph 23 of the Petition. Moreover, the paragraph is argumentative and/or sets forth legal contentions rather than factual averments.

26. Rocketship denies generally and specifically each and every allegation contained in paragraph 24 of the Petition.

27. Rocketship admits that there is a letter from Petitioner’s counsel dated August 30, 2012 addressed to the Santa Clara County Board of Education and County Superintendent of Schools; the contents of the letter speak for itself. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 25 of the Petition.

28. Paragraph 26 of the Petition presents no new allegations for Rocketship to either admit or deny, and as such, Rocketship incorporates it previous admissions and denials as set forth in paragraphs 1 through 27 above.

29. As for the content of Government Code section 53094, the code section speaks for itself. Except as expressly admitted herein, Rocketship denies generally and specifically each and every remaining allegation contained in paragraph 27 of the Petition. Moreover, the paragraph is argumentative and/or sets forth legal contentions rather than factual averments.

30. As for the content of Government Code section 53097.3, the code section speaks for itself. Except as expressly admitted herein, Rocketship denies generally and specifically each and every remaining allegation contained in paragraph 28 of the Petition. Moreover, the paragraph is argumentative and/or sets forth legal contentions rather than factual averments.

31. Rocketship denies generally and specifically each and every allegation contained in paragraph 29 of the Petition.

32. Rocketship denies generally and specifically each and every allegation contained in paragraph 30 of the Petition.

33. Rocketship denies generally and specifically each and every allegation contained in paragraph 31 of the Petition.

34. Rocketship is without sufficient knowledge or information to form a belief as to the truth of the allegations contained in paragraph 32. Therefore, except as expressly admitted herein,
Rocketship denies generally and specifically each and every allegation contained in paragraph 32 of the Petition.

35. Rocketship denies generally and specifically each and every allegation contained in paragraph 33 of the Petition.

36. Rocketship denies generally and specifically each and every allegation contained in paragraph 34 of the Petition.

37. Rocketship denies generally and specifically each and every allegation contained in paragraph 35 of the Petition.

38. Answering paragraph 36 of the Petition, Rocketship contends that this paragraph is a prayer for relief that does not permit nor require a response. Notwithstanding this, Rocketship contends that Petitioner is not entitled to any of the relief sought by way of this prayer. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 36 of the Petition.

39. Paragraph 37 of the Petition presents no new allegations for Rocketship to either admit or deny, and as such, Rocketship incorporates it previous admissions and denials as set forth in paragraphs 1 through 38 above.

40. Rocketship is without sufficient knowledge or information to form a belief as to the truth of the allegations contained in paragraph 38. Therefore, except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 38 of the Petition.

41. Answering paragraph 39 of the Petition, Rocketship contends that this paragraph is a prayer for relief that does not permit nor require a response. Notwithstanding this, Rocketship contends that Petitioner is not entitled to any of the relief sought by way of this prayer. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 39 of the Petition.

42. Answering paragraphs a. through f. of pages 8 through 9 of the Petition, Rocketship contends that these are prayers for relief that do not permit nor require a response. Notwithstanding this, Rocketship contends that Petitioner is not entitled to any of the relief sought by way of this prayer.
AFFIRMATIVE DEFENSES

As separate affirmative defenses to the Petition, Rocketship alleges the following affirmative defenses which apply to all Causes of Action:

1. Petitioner’s claims are barred either in whole or in part due to Petitioner’s lack of standing for bringing such claims.

2. Petitioner’s claims are barred either in whole or in part because Petitioner lacks of the beneficial interest in such claims as alleged in the Petition.

3. Petitioner’s claims are barred in whole or in part, because Petitioner has a plain, speedy and adequate remedy at law.

4. Petitioner’s claims are barred in whole or in part by the doctrine of estoppel.

5. Petitioner’s claims are barred in whole or in part by the doctrine of waiver.

6. Petitioner’s claims are barred in whole or in part by the doctrine of laches.

7. Petitioner’s claims are barred in whole or in part by the doctrine of sovereign immunity and/or the Eleventh Amendment of the United States Constitution, and/or legislative immunity.

8. Petitioner’s claims are barred in whole or in part by the doctrine of unclean hands.

9. Petitioner’s claims are barred in whole or in part because they are moot.

10. Petitioner’s claims are barred in whole or in part because the requested relief is impossible.

11. Petitioner fails to state facts sufficient to constitute any cause of action.

12. Petitioner’s claims are barred by the statute of limitations.

13. Petitioner’s claims are barred by doctrine of preemption.

14. The Real Party in Interest has not completed its investigations and/or discovery and therefore lacks sufficient knowledge and information to ascertain the existence of additional affirmative defense which may be available and therefore reserves their right to raise such additional defenses as supporting information is revealed.

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PRAAYER FOR RELIEF

WHEREFORE, Rocketship prays as follows:

1. That the Petition be denied in its entirety;

2. That Petitioner take nothing by its Petition and that Judgment be entered in favor of Respondent and Real Parties in Interest;

3. That Rocketship be awarded its costs and attorney's fees incurred in this matter (to the extent permitted by applicable law); and

4. For such other relief as the court may deem just and proper.

Dated: April 10, 2013 Respectfully Submitted,

YOUNG, MINNEY & CORR, LLP
PAUL C. MINNEY
ANDREW G. MINNEY

By: 

ANDREW G. MINNEY
Attorneys for Real Parties In Interest
ROCKETSHIP EDUCATION,
ROCKETSHIP EIGHT CHAPTER SCHOOL
PROOF OF SERVICE

I, Jolanthe V. Onishi, declare:

I am over the age of eighteen years and not a party to the within action. I am employed by the law firm of Young, Minney & Corr, LLP. in the County of Sacramento, California and my business address is 701 University Ave., Suite 150, Sacramento, CA 95825. On the date set forth below, I served the foregoing document described as REAL PARTIES IN INTEREST ROCKETSHIP EDUCATION AND ROCKETSHIP EIGHT CHARTER SCHOOL'S ANSWER TO PETITION FOR ALTERNATIVE AND/OR PEREMPTORY WRIT OF MANDATE AND COMPLAINT FOR DECLARATORY RELIEF on the interested parties in this action by placing a true copy thereof enclosed in a sealed envelope and addressed as follows:

SEE ATTACHED SERVICE LIST

[XX] (VIA U.S. MAIL) I caused such document to be placed in the U.S. Mail at Sacramento, California with postage thereon fully prepaid.

I am "readily familiar" with the firm's practice of collection and processing correspondence for mailing. It is deposited with the U.S. Postal Service on that same day in the ordinary course of business. I am aware that on motion of party served, service is presumed invalid if postal cancellation date or postage meter date is more than one day after date of deposit for mailing in affidavit.

[] (VIA ELECTRONIC MAIL) I caused such document to be transmitted via e-mail to the addressee from the e-mail address of jonishi@mycharterlaw.com.

[] (BY PERSONAL SERVICE) I caused such envelope to be delivered by hand to the offices of the addressee.

[] (VIA EXPRESS MAIL) I caused such envelope to be deposited at an authorized "drop off" box on that same day with delivery fees fully provided for at 701 University Avenue, Suite 150, Sacramento, California 95825, in the ordinary course of business.

[XX] (STATE) I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

[] (FEDERAL) I declare that I am employed in the office of a member of the bar of this court at whose direction this service was made.

Executed on April 10, 2013 at Sacramento, California.

Jolanthe V. Onishi
PROOF OF SERVICE LIST

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SANTA CLARA COUNTY OFFICE OF EDUCATION; BOARD OF TRUSTEES FOR THE SANTA CLARA COUNTY OFFICE OF EDUCATION
Family Educational Rights and Privacy Act Protected Material

37 pages have been withheld

PLEASE NOTE: Pages have been removed from the responsive material. These pages contain material that is protected by the Family Educational Rights and Privacy Act (FERPA). Information redacted could include items such as the student's name, names of family members, addresses, personal identifiers such as social security numbers, and personal characteristics or other information that make the student's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at PIR@tea.state.tx.us.
Government Code section 53094, subdivision (b) authorizes “the governing board of a school district” to “render a city or county zoning ordinance inapplicable to a proposed use of property by the school district,” under certain circumstances.\footnote{All further statutory references are to the Government Code unless otherwise indicated. For convenience, we refer to section 53094, subdivision (b) as section 53094.} The parties to this appeal dispute whether a county board of education is a “governing board of a school district” for purposes of section 53094.

Appellants, the Santa Clara County Office of Education, the Santa Clara County Board of Education\footnote{Respondents erroneously identified the Santa Clara County Board of Education as the “Board of Trustees for the Santa Clara County Office of Education” in their Petitions for Writ of Mandate.}, Rocketship Education, and Rocketship Eight Charter School, maintain that county boards of education may issue zoning exemptions pursuant to section 53094. Consistent with that position, the Santa Clara County Board of Education...
(County Board) approved a resolution exempting from local zoning ordinances property to be used by Rocketship Education for a charter school. Respondents, San Jose Unified School District (the District) and Brett Bymaster, contend that county boards of education have no authority to issue zoning exemptions under section 53094. Respondents successfully sought a writ of mandate to set aside the resolution.

We do not need to determine the precise meaning of section 53094 to resolve this appeal. We can and will limit our analysis to the narrower question of whether section 53094 authorizes county boards of education to issue zoning exemptions for charter schools. We conclude it does not. As a result, we will affirm the judgment.

I. **BACKGROUND**

A. **The Public School System**

The Legislature has a constitutionally mandated duty to provide a system of public education. (Cal. Const., art. IX, § 5; *Wells v. One2One Learning Foundation* (2006) 39 Cal.4th 1164, 1195 (*Wells*).) Traditionally, the Legislature carried out that mandate by establishing local school districts. (*Today’s Fresh Start, Inc. v. Los Angeles County Office of Education* (2013) 57 Cal.4th 197, 205 (*Today’s Fresh Start*); *Butt v. State of California* (1992) 4 Cal.4th 668, 681 [“Local districts are the State’s agents for local operation of the common school system”].) Since 1992, the Legislature also has
authorized the creation of charter schools, which are part of the public school system but offer an alternative to district-run schools. (*Today’s Fresh Start*, supra, at pp. 205-206.)

The Constitution calls for the election or appointment of a superintendent of schools and a board of education for each county. (Cal. Const. Art. IX, §§ 3, 7.) Among other things, county superintendents and county boards of education are authorized to establish and maintain emergency elementary schools (Educ. Code, § 1920); community schools (*id.*, § 1980); juvenile court schools (*id.*, § 48645.2); child development programs (*id.*, § 8320); and regional occupational centers providing education and training in career technical courses (*id.*, § 52301).

The county superintendent is the head of the county office of education; the county board of education is its governing board. (*Today’s Fresh Start*, supra, 57 Cal.4th at p. 207, fn. 4.) Each of the state’s 58 counties has a county office of education. County offices of education support school districts by, among other things, providing or helping formulate new curricula and designing business and personnel systems.

**B. The Santa Clara County Office of Education and the Santa Clara County Board of Education**

The Santa Clara County Office of Education (County Office) provides support services to Santa Clara County’s 31 school districts. The County Office also operates preschool and child development programs, provides environmental education to fifth and sixth graders, partners with districts in running their own special education programs, provides regional occupational program services, coordinates services for foster and homeless youth, monitors County-approved charter schools, and provides educational programs for children of migrant families. The County Office operates 144 school sites, which have a total enrollment of 6,789 students.

The County Board is the elected governing body of the County Office. According to the County Office’s 2012 Annual Budget Report, the County Board’s responsibilities include, but are not limited to, conducting regularly scheduled public meetings, reviewing
and adopting the annual budget of the County Office, appointing the County Superintendent of Schools, resolving school district attendance and expulsion appeals, adopting textbooks for instructional programs operated by the County Office, and ruling on charter school petitions received by the County Office.

C. Charter Schools

In 1992, the Legislature enacted the Charter Schools Act (Educ. Code, § 47600 et seq.) “to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure . . . .” (Id., § 47601.) In authorizing the creation of such charter schools, the Legislature intended “to improve learning; create learning opportunities, especially for those who are academically low-achieving; encourage innovative teaching methods; create new opportunities for teachers; provide parents and students expanded choices in the types of educational opportunities available; hold the charter schools accountable for meeting quantifiable outcomes; and provide „vigorous competition within the public school system to stimulate continual improvements in all public schools.”” (California School Bds. Assn. v. State Bd. of Education (2010) 186 Cal.App.4th 1298, 1306, citing Educ. Code, § 47601.)

Charter schools “can be created in one of five ways: By application to a school district ([Educ. Code,] § 47605), by application for a county charter to a county board of education (§§ 47605.5, 47605.6), by appeal of a denial by a school district to a county board of education (§ 47605, subd. (j)(1)), by appeal of a denial by a county board to the [State] Board [of Education] (ibid.), or by application for a state charter to the [State] Board [of Education] (§ 47605.8).” (California School Boards Assn. v. State Bd. of Education (2015) 240 Cal.App.4th 838, 852-853.) Charter schools operate independently. (Today’s Fresh Start, supra, 57 Cal.4th at p. 206.) However, the chartering body (i.e., the school district, county board of education, or State Board of
Education) is obligated to oversee each charter school under its authority. (Wilson v. State Bd. of Education (1999) 75 Cal.App.4th 1125 (Wilson); Educ. Code, § 47604.32.)

Charter schools are part of the public school system. (Wilson, supra, 75 Cal.App.4th at pp. 1139-1140; Educ. Code, § 47615, subd. (a)(2).) As such, “they are eligible equally with other public schools for a share of state and local education funding.” (Today’s Fresh Start, supra, 57 Cal.4th at p. 206.) Charter schools receive funding “‘based on the number of students they recruit and retain at the expense of the traditional system.’” (Id. at p. 207.) Thus, charter schools and district-run public schools are in direct competition for students and dollars.

“In 2000, California voters enacted Proposition 39, which requires school districts to share their facilities with charter schools so that charter school students have access to facilities ‘reasonably equivalent’ to those available to other public school students.” (California Charter Schools Assn. v. Los Angeles Unified School Dist. (2015) 60 Cal.4th 1221, 1226-1227; Educ. Code, § 47614, subd. (b).)

D. Rocketship Education, Rocketship Eight Charter School, and the Resolution

Rocketship Education (Rocketship) is a network of elementary charter schools targeting low-income students and those who are below basic proficiency on state exams. The County Board has granted Rocketship a countywide charter to operate up to 25 charter schools.

Rocketship proposed to locate one of its charter schools on property (the Property) owned by the City of San Jose (the City). The Property is located in the District and in the County Office’s jurisdiction. Use of the Property for a school is not permitted by the City’s General Plan (which designates the Property as open space, parklands, and habitat) or its zoning ordinance (which zones the Property light industrial). Therefore, Rocketship requested that the County Board and the County Office exempt the Property from the City’s General Plan and zoning ordinance. On January 23, 2013, the County
Board approved a resolution (the Resolution) exempting the Property from the City’s General Plan and zoning ordinance pursuant to section 53094.

E. Respondents Seek to Set Aside the County Board’s Resolution

The District filed a petition for a traditional writ of mandate under Code of Civil Procedure section 1085 and a complaint for declaratory relief on February 22, 2013. It sought rescission of the Resolution and a declaration that only school districts, not county boards of education, have the authority to invoke section 53094. Several days later, Bymaster filed a separate petition for writ of mandate requesting similar relief. The matters were consolidated.

F. Trial Court Ruling

In a March 7, 2014 statement of decision, the trial court ruled that the County Board lacked the authority to invoke section 53094. The court concluded that school districts and county boards of education are “tasked with generally different responsibilities” and reasoned that, given those differences, the Legislature would have specifically stated an intent “to grant the power to override local zoning to county boards of education.” The court entered judgment against appellants on April 7, 2014. That same day, the court issued a Peremptory Writ of Mandate directing the County Board to rescind the Resolution or take official action denying Rocketship’s request for an exemption from local zoning requirements.

Appellants timely appealed. The California Charter Schools Association has submitted an amicus curiae brief in support of appellants. The League of California Cities has filed an amicus curiae brief in support of respondents.

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4 Bymaster owns property adjacent to the Property. On appeal, he joins in the District’s respondent’s brief pursuant to rule 8.200, subdivision (a)(5) of the California Rules of Court.
II. DISCUSSION

A. Standard of Review

“„In reviewing a trial court”s judgment on a petition for writ of ordinary mandate, we apply the substantial evidence test to the trial court”s factual findings[, if any.]” [Citation.] . . . We independently review findings on legal issues and the interpretation of a statute is a legal issue subject to de novo review.”’ (Fry v. City of Los Angeles (2016) 245 Cal.App.4th 539, 549 (Fry).)

“An agency interpretation of the meaning and legal effect of a statute is entitled to consideration and respect by the courts . . . .” (Yamaha Corp. of America v. State Bd. of Equalization (1998) 19 Cal.4th 1, 7 (Yamaha).) Thus, we “independently judge the text of the statute, taking into account and respecting the [County Board”s] interpretation of its meaning . . . .” (Ibid.) Below, we consider the degree of deference, if any, to which the County Board”s interpretation is entitled. (Infra, Part II.C.5.)

The parties disagree as to whether the trial court made any findings of fact. Appellants contend it did not. Respondents maintain that deference is owed both to the trial court”s factual findings and its conclusions of law, and they identify four determinations to which we must defer. In fact, most of those determinations are legal conclusions to which we owe no deference. (Fry, supra, 245 Cal.App.4th at p. 549.) In reviewing the statement of decision, we have identified only one factual finding: “[t]he County Board of Education does not have the unique educational task of mass public education that a school district has.” We need not decide whether that finding is supported by substantial evidence because our construction of section 53094 does not depend on whether county boards of education provide mass public education.

B. Principles of Statutory Construction

“„As in any case involving statutory interpretation, our fundamental task here is to determine the Legislature”s intent so as to effectuate the law”s purpose.” [Citation.] „We begin with the plain language of the statute, affording the words of the provision their
ordinary and usual meaning and viewing them in their statutory context, because the
language employed in the Legislature’s enactment generally is the most reliable indicator
of legislative intent.” [Citations.] The plain meaning controls if there is no ambiguity in
the statutory language. [Citation.]” (People v. Cornett (2012) 53 Cal.4th 1261, 1265.)
“A statutory provision is ambiguous if it is susceptible of two reasonable interpretations.”
(People v. Dieck (2009) 46 Cal.4th 934, 940.) “[I]f the language allows more than one
reasonable construction, we may look to such aids as the legislative history of the
measure and maxims of statutory construction. In cases of uncertain meaning, we may
also consider the consequences of a particular interpretation, including its impact on
public policy. [Citations.]” (Wells, supra, 39 Cal.4th at p. 1190.) But “[w]hen statutory
language is clear and unambiguous, there is no need for construction and courts should
not indulge in it. [Citations.]” (People v. Overstreet (1986) 42 Cal.3d 891, 895.)

C. Analysis

1. Plain Meaning

Section 53094 provides, in relevant part: “the governing board of a school
district . . . by a vote of two-thirds of its members, may render a city or county zoning
ordinance inapplicable to a proposed use of property by the school district. The
governing board of the school district may not take this action when the proposed use of
the property by the school district is for nonclassroom facilities, including, but not limited
to, warehouses, administrative buildings, and automotive storage and repair buildings.”
At issue here is the meaning of the phrase “the governing board of a school district.”
Appellants contend that this phrase refers to any public agency that operates public
schools, including county boards of education. Respondents maintain that it refers more
narrowly to the governing boards of local school districts, as they are described in the Education Code.\(^5\)

The Government Code does not define the phrase “governing board of a school district,” or the term “school district,” for purposes of section 53094. In the absence of a statutory definition, we may look to dictionaries to ascertain the ordinary, usual meaning of a word or phrase. (\textit{Heritage Residential Care, Inc. v. Division of Labor Standards Enforcement} (2011) 192 Cal.App.4th 75, 83.)

We begin with the term “governing board.” The Oxford English Dictionary defines “to govern” as “[t]o direct and control the actions and affairs of.” (Oxford English Dict. (2016) \(<http://www.oed.com> [as of 1/24/17].) The Merriam-Webster Online Dictionary defines “govern” as “to officially control and lead (a group of people): to make decisions about laws, taxes, social programs, etc., for (a country, state, etc.).” (Merriam-Webster’s Online Dict. (2016) \(<http://www.merriam-webster.com/dictionary> [as of 1/24/17].) The Oxford English Dictionary defines “board” as “the recognized word for a body of persons officially constituted for the transaction or superintendence of some particular business . . . .” (Oxford English Dict., \textit{supra}, \(<http://www.oed.com> [as of 1/24/17].) Black’s Law Dictionary defines “board” as “[a] group of persons having managerial, supervisory, or advisory powers.” (Black’s Law Dict. (10th ed. 2014).) The foregoing dictionary definitions reveal that the ordinary meaning of “governing board” is “body that controls or manages.”

Turning to the term “school district,” the Merriam-Webster Online Dictionary defines that term as “a unit for administration of a public-school system often comprising several towns within a state.” (Merriam-Webster’s Online Dict., \textit{supra},

\(^{5}\)”\textit{I}n line with the basic rule on the use of extrinsic aids, other statutes may not be resorted to if the statute is clear and unambiguous.”” (\textit{People v. Honig} (1996) 48 Cal.App.4th 289, 327.) Therefore, we must determine whether section 53094 is ambiguous before turning to the Education Code.
The Oxford English Dictionary defines “school district” as “a geographical area, typically comprising several towns, in which public schools are jointly administered.” (Oxford English Dict., supra, <http://www.oed.com> [as of 1/24/17].) Black”s Law Dictionary defines “school district” as “[a]n area within a particular state demarcated for the governance of all the public schools within that area . . . .” (Black”s Law Dict. (10th ed. 2014).) These dictionary definitions indicate that the ordinary meaning of “school district” is “a region in which the public schools are under common management.”

Thus, dictionaries suggest that the phrase “governing board of a school district” means the “body that controls or manages public schools in a particular region.” However, the term “school district” might also reasonably be construed more narrowly to refer only to those entities commonly referred to as “school districts.” Thus, the meaning of the phrase “governing board of a school district” in section 53094 is ambiguous and we may consider extrinsic aids.

2. Legislative History

“„Both the legislative history of the statute and the wider historical circumstances of its enactment may be considered in ascertaining the legislative intent.‟” (McCarther v. Pacific Telesis Group (2010) 48 Cal.4th 104, 110.) The events motivating the enactment of section 53094 are instructive.

a. Hall and Town of Atherton

The Legislature enacted section 53094 and a number of related provisions in response to Hall v. City of Taft (1956) 47 Cal.2d 177 (Hall) and Town of Atherton v. Superior Court (1958) 159 Cal.App.2d 417 (Town of Atherton). (City of Santa Clara v. Santa Clara Unified Sch. Dist. (1971) 22 Cal.App.3d 152, 157 (City of Santa Clara); (City of Santa Cruz v. Santa Cruz City School Bd. of Education (1989) 210 Cal.App.3d 1, 5 (City of Santa Cruz).) In Hall, our high court held that the construction of school buildings by school districts was not subject to local building regulations. The court
rested its decision on two independent grounds. First, the court concluded, based on a number of constitutional provisions, that “[t]he public schools of this state are a matter of statewide rather than local or municipal concern” (Hall, supra, 47 Cal.2d at p. 179); “the power of the state Legislature over the public schools is plenary, subject only to any constitutional restrictions” (id. at pp. 180-181); and “[s]chool districts are agencies of the state for the local operation of the state school system.” (Id. at p. 181.) From those conclusions, the court reasoned that when the state, through its school districts, “engages in such sovereign activities as the construction and maintenance of its buildings, . . . it is not subject to local regulations unless the Constitution says it is or the Legislature has consented to such regulation.” (Id. at p. 183.) Second, the court reasoned that the state had occupied the field of school building regulation, such that conflicting local regulations were invalid. (Id. at p. 184.) For that conclusion, the Hall court noted that “numerous comprehensive building regulations contained in the Education Code and the rules and regulations of the Division of Architecture” govern the construction of school buildings. (Id. at p. 188.)

Town of Atherton applied Hall to hold that school districts were not required to comply with municipal zoning ordinances in designating school locations. The court”s reasoning was two-fold: (1) the location and acquisition of a school site is a sovereign activity of the state (Town of Atherton, supra, 159 Cal.App.2d at p. 428) and (2) the state has occupied the field of school site location (id. at p. 422).

b. The Legislative Response

Between 1957 and 1959, the Assembly Interim Committee on Municipal and County Government studied “the problems resulting from the State Supreme Court decision in the case of Hall v. City of Taft.” (Problems of Local Government Resulting from the Hall v. City of Taft Case Decision, 6 Assem. Interim Com. Rep. No. 8, Municipal and County Government (1959) p. 5, 1 Assem. J. Appendix (1959); City of Santa Clara, supra, 22 Cal.App.3d at p. 158, fn. 3.) Witnesses the Assembly Interim
Committee interviewed expressed concern that *Hall* had immunized a large number of state agencies from local regulation, leaving numerous activities entirely unregulated. By contrast, most witnesses agreed with *Hall’s* decision to immunize school districts from complying with local regulations, given that the state had established comprehensive regulations governing school construction. Witnesses reasoned that “uniformity was desirable in school construction in order to attain the highest level of safety.” Witnesses “believed school construction should be in a category of its own since it is so closely regulated by the State,” and they recommended that the Legislature “[p]rovide that only school districts remain under the immunity provisions of the [*Hall*] decision.”

In response to *Hall* and *Town of Atherton*, the Legislature “in effect, consented to local regulation [of state agencies] by adopting article 5, „Regulation of Local Agencies by Counties and Cities,‟ in chapter 1, title 5 of the Government Code, sections 53090 through 53095.” (*City of Santa Cruz, supra*, 210 Cal.App.3d at pp. 5-6.) Section 53091 requires local state agencies to comply with city or county zoning ordinances. Section 53094 allows school districts to exempt themselves from such regulations.

Based on the Assembly Interim Committee’s report, the court in *City of Santa Clara* concluded that “[s]ections 53090 through 53095 were primarily designed to insure that . . . local agencies [other than school districts] . . . could not claim exemption from city and county zoning requirements by virtue of the language contained in *Hall . . . .” (*City of Santa Clara, supra*, 22 Cal.App.3d at p. 158, fn. 3.) That court further concluded that, in section 53094, “the Legislature deliberately accorded different treatment to school districts than to other local agencies because it was well aware that school construction was subject to almost complete control by the state.” (*City of Santa Clara, supra*, at p. 158, fn. 3.)

This court has noted that section 53094 does not grant school districts “absolute[] immunity from local control . . . [. R]ather than grant absolute immunity from or give unqualified consent to local control, the Legislature in section 53094 struck a balance,
though not equal, between state educational and local regulatory interests and control.”

(City of Santa Cruz, supra, 210 Cal.App.3d at p. 6.) “The Legislature has since
fine-tuned this balance” (ibid.), amending section 53094 three times since 1977.
(Stats. 1984, ch. 657, § 1; Stats. 1990, ch. 275 (A.B. 2781), § 1; Stats. 2001, ch. 396
(A.B. 1367), § 2.)

c. Allowing the County Board to Invoke Section 53094 Here Would Be
   Inconsistent With the Legislature’s Intent

Hall and Town of Atherton sought to prevent local interference with the state’s
sovereign activities of school construction and school location by immunizing school
districts, the entities the state had empowered to carry out those sovereign activities on its
behalf, from local regulation. (Hall, supra, 47 Cal.2d at p. 181 [“[s]chool districts are
agencies of the state for the local operation of the state school system”]; Town of
Atherton, supra, 159 Cal.App.2d at p. 428 [“the state has expressly granted the power of
location to its agencies, the school districts”].) In enacting section 53094, the Legislature
preserved the immunity from local regulation that Hall and Town of Atherton accorded to
school districts. Thus, like the Hall and Town of Atherton courts, the Legislature
intended to forestall local obstruction of state-sanctioned school construction and school
location.

Here, the County Board sought to employ section 53094 in connection with a
proposed location for a charter school. While county boards of education are authorized
to issue charters and oversee charter schools, it is local school districts that are obligated
to provide facilities to charter schools. (Educ. Code, § 47614, subd. (b).) The state has
not tasked county boards of education with acquiring sites for charter schools; to the
extent county boards of education do so, they are not carrying out a sovereign activity on
behalf of the state. It follows, then, that empowering county boards of education to issue zoning exemptions for charter school facilities does not advance the purpose of section 53094—namely, preventing local interference with the state’s sovereign activities. For the foregoing reasons, the legislative history convinces us that section 53094 does not authorize county boards of education to issue zoning exemptions for charter school facilities. None of appellants’ remaining arguments persuades us otherwise, as discussed below.

3. **The Permissive Code**

Appellants urge us to consider Education Code sections 35160 and 35160.2 in construing section 53094. Education Code section 35160, known as the “permissive code section,” was enacted in 1976. (Hartzell v. Connell (1984) 35 Cal.3d 899, 915-916 (Hartzell).) It provides: “the governing board of any school district may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established.” (Educ. Code, § 35160.) “Prior to the effective date of section 35160, local school districts possessed little, if any, power to act without express legislative or administrative authorization. [Citation.] Section 35160 provides local districts with more flexibility.” (Hartzell, supra, at p. 915.) In 1986 the Legislature enacted Education Code section 35160.2. (Stats. 1986, ch. 1124, § 3.) It provides that, “[f]or the purposes of Section 35160, „school district” shall include county superintendents of schools and county boards of education. [¶] This section shall be interpreted to be declaratory of existing law.” (Educ. Code, § 35160.2.)

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6 Appellants note that county boards of education are obligated to deny a petition for a countywide charter school if the petition does not provide a comprehensive description of the proposed location of the charter school facility. (Educ. Code, § 47605.6, subd. (b)(5)(D).) But that obligation does not require county boards of education to identify or secure such locations.
According to appellants, “the permissive code offers critical insight into how the Legislature construes the term „school district” in light of the evolving authority of county boards of education and county superintendents of schools to operate public schools.” Their view appears to be that the Legislature has come to view county boards of education and school districts as possessing the same powers, such that we should construe “the governing board of a school district” in section 53094 as referring to county boards of education. If accepted, that reasoning would require courts to construe the phrase “the governing board of a school district” as including county boards of education throughout the Education Code. Such an interpretation would effectively read out of the Education Code a number of provisions—specifically, those indicating that a county board of education is the governing board of a school district in limited circumstances. (Educ. Code, §§ 35160.2 [school district includes county boards of education for purposes of the permissive code]; 44944, subd. (c)(3) [“If the county board of education is also the governing board of the school district …”]; 42127, subd. (i) [“Any school district for which the county board of education serves as the governing board of the school district…”]; 42131, subd. (f) [“Any school district for which the county board of education serves as the governing board of the school district”]; 41020, subd. (m)(3) [“The Superintendent shall report annually to the Controller on his or her actions to ensure that . . . each county board of education that serves as the governing board of a school district . . .”]; 1984 [county board of education “deemed to be a school district” when “maintaining a county community school”]; 1906 (“[t]he county board of education shall have the same powers and duties with respect to such schools [for prisoners] . . . as the governing board of a school district would have were such schools maintained by a school district”).) We decline to adopt a statutory interpretation that would render those enactments mere surplusage.\(^7\) (\textit{City of Huntington Beach v. Board of Administration}

\(^7\) appellants suggest that those provisions \textit{should} be read out of the statute. For (continued)
(1992) 4 Cal.4th 462, 468 ["legislation must be construed as a whole while avoiding an interpretation which renders any of its language surplusage"]).

4. Our Construction Does Not Produce Absurd Results

Another “fundamental rule[] of statutory construction is that a law should not be applied in a manner producing absurd results, because the Legislature is presumed not to intend such results.” (Fireside Bank Cases (2010) 187 Cal.App.4th 1120, 1129.) However, “[i]f [a] construction does not result in patently absurd results, we may not construe a statute contrary to its plain language and ostensible intent merely because we disagree with the wisdom thereof.” (Fireman’s Fund Ins. Co. v. Superior Court (2011) 196 Cal.App.4th 1263, 1280.)

Appellants say our interpretation of section 53094 would lead to an absurd result: an uneven playing field on which local school districts have a competitive advantage—the zoning exemption power—over charter schools authorized by county boards of education. But appellants ignore the fact that Education Code section 47614, subdivision (b) makes local school districts, rather than the county board of education, responsible for providing facilities to county-authorized charter schools. Those facilities must be “sufficient for the charter school to accommodate all of the charter school’s in-

that view, they rely on a 1986 Education Code study carried out at the behest of the Legislative Analyst in connection with Senate Bill 998 (1987). That study concluded that the Education Code contains a number of provisions granting school districts specific authority that are unnecessary given the Code’s permissive nature. According to appellants, “there is no indication that” provisions of the Education Code granting county boards of education the authority of school districts in limited circumstances (e.g., Educ. Code, §§ 1984, 1906) “were actually needed or that they were intended to revoke or modify the existing powers of county boards.” In other words, appellants opine that those Education Code provisions were unnecessary because county boards of education already had the powers accorded school districts. The legislative study on which appellants rely does not mention any of the relevant Education Code sections specifically (i.e., Educ. Code, §§ 44944, subd. (c)(3); 42127, subd. (i); 1984; 1906). Needless to say, it is a very thin reed on which to read those provisions out of the statute and we decline to do so.
district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district.” (Educ. Code, § 47614, subd. (b).) Thus, there is no risk that charter schools will be deprived of adequate facilities as a result of this decision.

One might question the wisdom of the legislative scheme, given the competitive relationship between local school districts and charter schools. But the scheme, approved by the electorate in 2000, does not prevent charter schools from competing with school district schools, as the Legislature intended in enacting the Charter Schools Act. (Prop. 39, § 6, operative Nov. 8, 2000, approved Nov. 7, 2000.) Accordingly, we see no absurdity and decline to rewrite section 53094 under the absurd consequences doctrine.

5. Our Construction Does Not Violate the Constitution

“,It is the rule that where a statute or ordinance is susceptible of two constructions, one of which will render it constitutional and the other unconstitutional, in whole or in part, the court will adopt the construction which, without doing violence to the reasonable meaning of the language used, will render it valid in its entirety, or free from doubt as to its constitutionality, even though the other construction is equally reasonable.”” (In re Huddleson (1964) 229 Cal.App.2d 618, 624.) The foregoing principle of statutory construction requires us, if possible, to construe section 53094 such that it is constitutionally valid. (Eller Outdoor Advertising Co. v. Board of Supervisors (1979) 89 Cal.App.3d 76, 81-82.)

Article IX, section 6 of the Constitution states, in relevant part: “The Public School System shall include all kindergarten schools, elementary schools, secondary

8 Amicus curiae California Charter Schools Association raises some of the criticisms that can be leveled at the current legislative scheme, which pits school districts and charter schools against one another but requires charter schools to rely on school districts for charters and facilities. California Charter Schools Association maintains that charter schools need greater independence from school districts in order to achieve the goals of the Charter School Act. That argument is better directed to the Legislature.
schools, technical schools, and State colleges, established in accordance with law and, in addition, the school districts and the other agencies authorized to maintain them. No school or college or any other part of the Public School System shall be, directly or indirectly, transferred from the Public School System or placed under the jurisdiction of any authority other than one included within the Public School System.”

According to appellants, any construction of section 53094 under which county boards of education cannot issue zoning exemptions violates article IX, section 6 of the Constitution by giving cities the right to exclude (and thereby control) county-run public schools. In the context of county-chartered charter schools, there is no risk of such exclusion given the obligation of the school district to provide facilities. (Educ. Code, § 47614, subd. (b).) Thus, control over county-chartered charter schools remains squarely in the Public School System under our construction of section 53094.

6. Administrative Construction

We may properly consider administrative construction of section 53094 as an aid to judicial interpretation. (Nativi v. Deutsche Bank National Trust Co. (2014) 223 Cal.App.4th 261, 280.) “An agency interpretation of the meaning and legal effect of a statute is entitled to consideration and respect by the courts . . . .” (Yamaha, supra, 19 Cal.4th at p. 7.) “Depending on the context, [such an interpretation] may be helpful, enlightening, even convincing[, or it may] . . . be of little worth.” (Id. at pp. 7-8.) “Whether judicial deference to an agency’s interpretation is appropriate and, if so, its extent—the „weight’ it should be given—is . . . fundamentally situational.” (Id. at p. 12.)

Yamaha set forth two categories of factors that are relevant to a court’s assessment of the weight to be afforded to an agency’s informal statutory interpretation. (Fonseca v. City of Gilroy (2007) 148 Cal.App.4th 1174, 1193.) “First, there are factors indicating a comparative interpretive advantage the agency has over the court due to, for example, the agency’s authorship of the regulation at issue or the technical nature of the legal text under consideration.” (Ibid.) Here, there are no factors present suggesting county boards
of education have an advantage over courts in interpreting section 53094, as that provision is not “technical, obscure, complex, open-ended, or entwined with issues of fact, policy, and discretion.” (Yamaha, supra, 19 Cal.4th at p. 12.)

The second category of factors to be considered are “those suggesting the agency’s interpretation is likely to be correct.” (Yamaha, supra, 19 Cal.4th at p. 13.) They include “indications of careful consideration by senior agency officials . . . , evidence that the agency „has consistently maintained the interpretation in question, especially if [it] is long-standing” . . . , and indications that the agency”s interpretation was contemporaneous with legislative enactment of the statute being interpreted.” (Ibid.) Appellants contend that they presented evidence of a consistent and longstanding use of the section 53094 zoning exemption by county boards of education. We disagree with their assessment of the evidence.

Appellants presented evidence that six county boards of education invoked the section 53094 zoning exemption on 10 occasions between 1976 and 2013. Three of those occasions involved community schools. A county board of education is deemed to be a school district in that context. (Educ. Code, § 1984 [county board of education “deemed to be a school district” when “maintaining a county community school”].) Therefore, those three uses of the zoning exemption power were appropriate under our construction of section 53094 and offer appellants no support.9 The remaining seven exemptions were issued by four different county boards; one of those exemptions was issued in the charter

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9 A 1996 Attorney General Opinion cited by amicus curiae the California Charter Schools Association does not support appellants for the same reason. Amicus curiae contends the Attorney General recognized the right of county boards of education to issue zoning exemptions under section 53094, but the opinion was limited to situations in which the county board of education is “establishing and maintaining community schools . . . .” (79 Ops.Cal. Atty.Gen. 155, (1996), italics added, citing Educ. Code, § 1984.)
school context. That evidence does not demonstrate an established administrative practice of construing section 53094 as authorizing county boards of education to issue exemptions for charter schools. Rather, it indicates that just four of 58 county boards of education have construed section 53094 as applying to county boards of education. And just one has done so in connection with a charter school.

In sum, the relevant situational factors in this case counsel in favor of granting the County Board’s interpretation of section 53094 very little deference. Given that limited deference, its construction does not persuade us to abandon our own.

7. Application of Section 53094 to Community Colleges

Appellants claim that in People ex rel. Cooper v. Rancho Santiago College (1990) 226 Cal.App.3d 1281, the court recognized the authority of community college districts to override local zoning controls pursuant to Government Code section 53094, even though such districts are not specifically identified in section 53094. Not so. In that case, the court concluded that a community college could not, pursuant to section 53094, exempt a commercial swap meet operated on its property from local zoning laws because the swap meet constituted a nonclassroom facility. The court did not address whether the community college constituted a school district for purposes of section 53094. The case cannot be considered authority for a proposition it did not consider. (Ginns v. Savage (1964) 61 Cal.2d 520, 524, fn. 2; City and County of San Francisco v. Sainez (2000) 77 Cal.App.4th 1302, 1318.)

Appellants also contend that use of the section 53094 exemption by community college districts supports their reading of the statute. Below, they presented evidence that eight community college districts invoked the section 53094 zoning exemption on 10 occasions between 1996 and 2009. That evidence does not shed any light on the narrow question before us: whether a county board of education may use the section 53094 exemption in connection with charter school facilities. Accordingly, it does not alter our analysis.
III. DISPOSITION

The judgment is affirmed. Appellants shall bear the costs of appeal.
ELIA, J.

WE CONCUR:

RUSHING, P. J.

PREMO, J.

San Jose Unified School District et al. v. Santa Clara County Office of Education et al.  
H041088
Trial Court: Santa Clara County Superior Court
Superior Court No.: 1-13-CV-241695

Trial Judge: Honorable Franklin E. Bondonno

Counsel for Plaintiffs, and Respondents:
SAN JOSE UNIFIED SCHOOL DISTRICT et al.
John Yeh
Amy Eileen Hoyt
Burke, Williams & Sorensen
Christopher E. Schumb
Law Offices of Christopher Schumb

Counsel for Defendant and Appellant:
SANTA CLARA COUNTY OFFICE OF EDUCATION et al.
Andrew Scully Oelz
Akin Gump, Strauss Hauer & Feld

Counsel for Real Parties in Interest and Appellants:
ROCKETSHIP EDUCATION, ROCKETSHIP EIGHT CHARTER SCHOOL
Andrew Scully Oelz
Akin Gump, Strauss Hauer & Feld
Paul Christian Minney
Young, Minney, & Corr

Amicus Curiae on behalf of Appellants:
CALIFORNIA CHARTER SCHOOLS
Winston Peter Stromberg
Daniel Jennings Aleshire
Latham & Watkins
Ricardo Jesus Soto
California Charter Schools Association

LEAGUE OF CALIFORNIA CITIES
Raymond A. Cardozo
Reed Smith
SUPERIOR COURT OF THE STATE OF CALIFORNIA  
COUNTY OF SAN MATEO  
UNLIMITED CIVIL JURISDICTION

McGRAW HILL LLC, a limited liability company dba McGRAW HILL EDUCATION,

Plaintiff,

vs.

ROCKETSHIP EDUCATION, a corporation;
and DOES 1 through 50, inclusive,

Defendants.

Case No.: 20-CIV-03044

COMPLAINT FOR MONEY DUE FOR GOODS SOLD AND DELIVERED AND/OR SERVICES RENDERED ($52,512.02)

FIRST CAUSE OF ACTION (Money due against all defendants)

Plaintiff complains of Defendants, and each of them, and for a First Cause of Action, alleges as follows:

1. That Defendants, DOE 1 through DOE 50, inclusive, are unknown to Plaintiff, who therefore sues said Defendants by such fictitious names, and Plaintiff will amend this Complaint to show their true names and capacities when the same have been ascertained.

2. The obligation sued upon herein was incurred within the jurisdiction of the above-entitled Court.
3. Plaintiff is a limited liability company transacting business in interstate commerce and/or is authorized to transact business within the State of California.

4. At all times mentioned herein, Defendants, ROCKETSHP EDUCATION, and DOE 1 were corporations organized and doing business under the laws of the State of California.

5. The claim of indebtedness sued upon herein is not subject to the provisions of Section 1812.10 and Section 2984.4 of the Civil Code for the reason that said indebtedness did not arise from a retail installment contract or under a contract pertaining to the purchase and/or financing of a motor vehicle.

6. Within two (2) years last past, and prior to the commencement of this action, Defendants, and each of them, became indebted to Plaintiff in the sum of $52,512.02 for goods sold and delivered and/or services rendered to Defendants, and each of them, by Plaintiff at the request of Defendants, and each of them.

7. On or about August 10, 2018, demand was made upon Defendants, and each of them, for the sum due, but Defendants, and each of them, have not paid said sum, or any part thereof, and there is now due, owing and unpaid from Defendants, and each of them, said sum, together with interest thereon at the rate of ten percent (10%) per annum from and after said date.

8. Plaintiff is informed and believes and on that basis alleges that there exists, and at all times herein mentioned there existed, a unity of interest between and among the defendants such that any individuality and separateness between them has ceased, that each of said defendants is the alter ego of the other defendants in that each defendant corporation was undercapitalized and was completely controlled, dominated and managed by the other defendants for their own convenience and benefit, and that adherence to the fiction of the separate existence of each defendant would sanction fraud and promote injustice.
SECOND CAUSE OF ACTION  
(Book Account)

9. Plaintiff herein incorporates by reference each and every allegation contained in Paragraphs 1, 2, 3, 4, 5, 6, 7 and 8 of the First Cause of Action as though fully set forth and pleaded herein.

10. Within four (4) years last past, Defendants, and each of them, became indebted to Plaintiff in the sum of $52,512.02 as and for a balance due on an open book account for goods sold and delivered and/or services rendered to Defendants, and each of them, by Plaintiff at the request of Defendants, and each of them.

11. The said goods and/or services were sold and delivered on an open book account and were not primarily for personal, family or household purposes.

Pursuant to the provisions of Section 1717.5 of the Civil Code, Plaintiff is entitled to reasonable attorney's fees of $1,200.00.

WHEREFORE, Plaintiff prays for judgment against Defendants, and each of them, as follows:

1. For damages in the amount of $52,512.02;

2. For interest on said amount at the rate of ten percent (10%) per annum from August 10, 2018;

3. For attorney's fees in the sum of $1,200.00 pursuant to the provisions of Section 1717.5 of the Civil Code;

4. For costs of suit incurred herein; and

5. For such other and further relief as this Court may deem just and proper.

Dated: July 22, 2020

GLASSBERG, POLLAK & ASSOCIATES

By: [Signature]

ROBERT L. POLLAK
Attorneys for Plaintiff
1. **BY DEFAULT**
   a. Defendant was properly served with a copy of the summons and complaint.
   b. Defendant failed to answer the complaint or appear and defend the action within the time allowed by law.
   c. Defendant's default was entered by the clerk upon plaintiff's application.
   d. **Court's Judgment** (Code Civ. Proc., § 585(a)). Defendant was sued only on a contract or judgment of a court of this state for the recovery of money.
   e. **Court Judgment** (Code Civ. Proc., § 585(b)). The court considered
      1. plaintiff's testimony and other evidence.
      2. Plaintiff's written declaration (Code Civ. Proc., § 585(d)).

2. **ON STIPULATION**
   a. Plaintiff and defendant agreed (stipulated) that a judgment be entered in this case. The court approved the stipulated judgment and
   b. the signed written stipulation was filed in the case.
   c. the stipulation was stated in open court

3. **AFTER COURT TRIAL**. The jury was waived. The court considered the evidence.
   a. The case was tried on (date and time):
      before (name of judicial officer):
   b. Appearances by:
      1. Plaintiff (name each):
      2. Defendant (name each):
      3. Continued on Attachment 3b.
   c. Defendant did not appear at trial. Defendant was properly served with notice of trial.
   d. A statement of decision (Code Civ. Proc., § 632) was not requested.
JUDGMENT IS ENTERED AS FOLLOWS BY:

☐ THE COURT  ☐ THE CLERK

4. ☐ Stipulated Judgment. Judgment is entered according to the stipulation of the parties.

5. Parties. Judgment is

a. ☑ for plaintiff (name each):
   McGRAW HILL LLC, a limited liability company dba McGRAW HILL EDUCATION and against defendant (names):
   ROCKETSHIP EDUCATION, a corporation
   ☐ Continued on Attachment 5a.

b. ☐ for defendant (name each):

c. ☐ for cross-complainant (name each):

and against cross-defendant (name each):

   ☐ Continued on Attachment 5c.

d. ☐ for cross-defendant (name each):

6. Amount.

a. ☑ Defendant named in item 5a above must pay plaintiff on the complaint:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Damages</td>
<td>$52,512.02</td>
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<tr>
<td>2</td>
<td>Prejudgment interest at the annual rate of 10%</td>
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</tr>
<tr>
<td>3</td>
<td>Attorney fees</td>
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<tr>
<td>4</td>
<td>Costs</td>
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</tr>
<tr>
<td>5</td>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

| (6) TOTAL | $65,053.45 |

b. ☐ Plaintiff to receive nothing from defendant named in item 5b.

   ☐ Defendant named in item 5b to recover costs $ and attorney fees $

c. ☑ Cross-defendant named in item 5c above must pay cross-complainant on the cross-complaint:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Damages</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Prejudgment interest at the annual rate of %</td>
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<td>Other (specify)</td>
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| (6) TOTAL | $0.00 |

d. ☐ Cross-complainant to receive nothing from cross-defendant named in item 5d.

   ☐ Cross-defendant named in item 5d to recover costs $ and attorney fees $

7. ☐ Other (specify):

Date: OCT 05 2020

Clerk, by __________________________, Deputy

CLERK'S CERTIFICATE (Optional)

I certify that this is a true copy of the original judgment on file in the court.

Date:

Clerk, by __________________________, Deputy
Family Educational Rights and Privacy Act Protected Material

79 pages have been withheld

PLEASE NOTE: Pages have been removed from the responsive material. These pages contain material that is protected by the Family Educational Rights and Privacy Act (FERPA). Information redacted could include items such as the student's name, names of family members, addresses, personal identifiers such as social security numbers, and personal characteristics or other information that make the student's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at PIR@tea.state.tx.us.
IN THE SUPERIOR COURT OF THE STATE OF CALIFORNIA

COUNTY OF CONTRA COSTA

ROCKETSHIP EDUCATION, a California corporation, dba ROCKETSHIP FUTURO ACADEMY,

v.

MT. DIABLO UNIFIED SCHOOL DISTRICT
and DOES 1 through 10, inclusive,

Respondents and Defendants.

CASE NO.: N17-0137

PETITIONER'S EX PARTE APPLICATION ESTABLISHING PROP. 39 PROJECTION TO USE IN FACILITIES OFFERS AND MEMORANDUM OF POINTS AND AUTHORITIES.

[Assigned for All Purposes to the Honorable Judith Craddick, Dept. 9]

Date: January 31, 2017
Time: 10:00 a.m.
Dept: 9

Petition/Complaint filed: January 30, 2017

Petitioner and Plaintiff ROCKETSHIP EDUCATION ("Rocketship" or "Petitioner"), which operates ROCKETSHIP FUTURO ACADEMY, a California public charter school, hereby applies ex parte for orders ("Application") against Respondent and Defendant MT. DIABLO UNIFIED SCHOOL DISTRICT ("District"). Rocketship filed its Verified Petition for Writ of Mandate and Complaint for Declaratory Relief against District on January 30, 2017 ("Petition").

I. APPLICATION

Identification of Attorney or Party

Respondent District is a California unified public school district located in Contra Costa County.
California. It is represented by Deborah Cooksey, Esq., its Associate General Counsel and John Yeh, Esq. Burke, Williams & Sorenson, LLP, 1503 Grant Road, Suite 200, Mountain View, California, 94040; telephone number (650) 327-2672.

**No Previous Applications and Opposition**

No previous applications for this or similar relief have been sought by Petitioner against Respondent. Respondent has indicated it will oppose the Application, except to having no objection to sealing of portions of documents.

**Notice Per Cal. Rules of Court, Rules 3.1203, 3.1204**

As established by the Declaration of William J. Trinkle (“Trinkle Declaration”), counsel for Petitioner, written notice of this *ex parte* application was given prior to 10:00 a.m. on January 30, 2017 to both counsel, Deborah Cooksey and John Yeh. Previously, on the afternoon of January 26, 2017, the Associate General Counsel Cooksey advised she was authorized to accept notice of this ex parte application. The District has known since last week of the intended ex parte application. Given that ex parte applications on writ matters are heard in the assigned department, while notice of the date and courthouse were given before 10:00 a.m., the department and time of the ex parte were provided as soon as known at 12:57 p.m. on Monday, January 30, 2017.

**Relief Sought and Grounds of Ex Parte Application**

As the initial relief sought, Rocketship seeks to have the Court order that certain attachments to the Exhibits to the Petition be filed under seal as containing confidential personal information of parents/guardians and students and also as otherwise potentially violating FERPA, the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99), a Federal law that protects the privacy of student education records. Specifically, Petitioner seeks an order sealing as confidential portions of Exhibits to the Petition/Complaint, specifically the attachments to Exhibits 1, 2, 3, 5, and 6.

On the substantive issues, in summary, Proposition 39 (“Prop.39”) is a statutory initiative which requires school districts to share public school facilities with charter schools who make a complete and timely request for such facilities. In requesting facilities, the charter school must provide a projection of in-District Average Daily Attendance (“ADA”) to be used in determining what facilities constitute reasonably equivalent facilities. A school district can object in writing to the charter school’s
projection by stating its own projection of in-District ADA by December 1. If the District fails to timely provide such a projection, the regulation explicitly provides: “the charter school’s projections are no longer subject to challenge and the school district shall base its offer of facilities on those projections.”

Here, Rocketship timely provided its required reasonable in-District ADA projections, supported by substantial supporting documentation in the form of signed “Intent to Enroll” forms from the families of meaningfully interested students. (Petition, Exhibit 1, “Request”.) In its response, the District did not state its own projection of in-District ADA in its attempted objections. (Petition, Exhibit 2, “District’s Response”.) In addition, the District wrongfully disregarded the signed Intent to Enroll forms submitted of families, stating their meaningful interest in attending Rocketship, solely because those parents did not pick up the telephone when the District called them, or did not return the District’s phone call. This does not comply with the law. On January 2, 2017, Rocketship responded to the District’s Response, noted some minor errors and reduced its in-District ADA projections to 285. (Petition, Exhibit 6.) As a result, the District must make its facilities offer(s) based on Rocketship’s projections and specifically the reduced 285 in-District ADA projection. (Petition, Exhibit 6.) This is the relief sought.

To be more specific, first, and in accordance with California Education Code § 47614 and California Administrative Code, Title 5, § [“5 CCR §”] 11969.9,1 including subsections (b), (c), (d), by December 1, 2016, the applicable regulatory deadline (subsection (d)), the District failed to make any counter-projections of in-District ADA in response to Rocketship’s Prop. 39 request and ADA projections. (Petition, Exhibit 2.) Therefore, “the charter school’s projections are no longer subject to challenge, and the school district shall base its offer of facilities on those projections” (Id., at (d)), and more specifically, Rocketship’s in-District ADA projection of 367.65 is no longer subject to challenge

Second, in accordance with 5 CCR § 11969.9(d) and Education Code §47614, the District would be legally required to base its offer of facilities, both its written (a) preliminary proposal and (b) final notification of space offered, on Rocketship’s in-District ADA projection of 367.65; however, Rocketship’s January 2, 2017 Response to District’s December 1, 2016 Objections made and presented

1 The “Implementing Regulations” to Prop. 39.
a “modified total projected in-District classroom ADA of 285.” (Petition, Exhibit 6.) This modification is reaffirmed in a binding manner by Rocketship in the Petition and in this Application.

Third, Mt. Diablo Unified School District, in accordance with 5 CCR § 11969.9 and Education Code § 47614, shall base its offer of facilities, both written (a) preliminary proposal and (b) final notification of space offered, on Rocketship’s modified total projected in-District classroom ADA of 285.

II. MEMORANDUM

A. Legal Standards

Rocketship seeks a writ of mandate to compel the admission of a party to the use and enjoyment of a right or office to which the party is entitled, and from which the party is unlawfully precluded. (CCP § 1085, subd. (a)). Generally, mandamus may be to compel the performance of a duty that is purely ministerial in character (Morris v. Harper, (2001) 94 Cal.App.4th 52, 62), and the District has a ministerial, non-discretionary duty to follow the law. (See Bullis Charter School v. Los Altos School Dist., (2011) 200 Cal.App.4th 1022.) The District must allocate to Rocketship “reasonably equivalent facilities” compared with the other District-run schools, and charter schools have a right to enforce a district’s obligations under Prop. 39 through traditional mandamus proceedings. (Id.)

Prop. 39 and the Implementing Regulations provide a clear framework where a charter school’s ADA projection shall be used in a facilities offer if the school district fails to counter-project an ADA prior to December 1. This is decision that the court must make as a matter of law. (Bullis Charter School, 200 Cal.App.4th 1022; issues as to the propriety of the methodology employed by a district in creating a facilities offer are legal questions entitled to de novo review).

B. Rocketship is Likely to Prevail on the Merits Because the District Failed to Make the Required ADA Projection in Violation of California Law and Regulation and Unreasonably Rejected Rocketship’s Projections of in-District ADA.

Rocketship will suffer irreparable injury if the Court does not mandate that the District use Rocketship’s Prop. 39 in-District ADA projection. Rocketship relies upon Prop. 39 and the Implementing Regulations in order to predict and plan for the number of children that will attend the charter school each year. According to Prop. 39, if the District does not make a counter-projection of ADA prior to December 1, Rocketship shall rely on its own projected ADA number. Rocketship
depends upon the District’s allocation of reasonably equivalent facilities so that it can operate, and it must do to in the February 1 preliminary proposal. If the District is allowed to base its allocation of facilities on the District’s illegal projection, Rocketship will not be able to house, and educate, potentially 200 students who would otherwise choose to attend Rocketship.

1. The District Failed to Make the Required ADA Projection

Instead of making a counter-projection of in-District Average Daily Attendance, the District counter-projected enrollment for Rocketship. As a result, the District failed to meet the strict requirements of Prop. 39, thus rendering Rocketship’s original in-District ADA projections no longer subject to challenge. In addition, the District’s counter-projections ignored clear, signed statements by many in-District parents that they were meaningfully interested in enrolling their child(ren) in Rocketship, simply because those parents did not pick up the telephone when the District called them. Thus, the District’s counter-projections were unreasonable and arbitrary and capricious.

California Education Code § 47614(b)(2) states:

Each year each charter school desiring facilities from a school district in which it is operating shall provide the school district with a reasonable projection of the charter school's average daily classroom attendance by in-district students for the following year. The district shall allocate facilities to the charter school for that following year based upon this projection. If the charter school, during that following year, generates less average daily classroom attendance by in-district students than it projected, the charter school shall reimburse the district for the over-allocated space at rates to be set by the State Board of Education. (Emphasis added.) Prop. 39 does not require a charter school to demonstrate arithmetical precision in its ADA projection or provide the kind of documentary or testimonial evidence that would be admissible at a trial. Rather, the school is subsequently penalized if its projection was incorrect by having to reimburse the district for over-allocated space. (Sequoia Union High School District v. Aurora Charter School (2003) 112 Cal.App.4th 185, 195-96; Ed. Code § 47614, subd. (b)(2).

On November 1, 2016, Rocketship submitted its written request for facilities, the Request, Petition Exhibit 1, pursuant to Prop. 39, which requires that school districts provide charter schools with public school facilities that are “reasonably equivalent” to those which the charter school’s students would otherwise enjoy had they chosen to attend district schools. (Educ. Code § 47614.) In its Request, Rocketship provided its reasonable projection of the school’s in-District classroom ADA, as required under California Education Code § 47614.
“Attendance” means the attendance of charter school pupils while engaged in educational activities required of them…on days when school is actually taught....” (5 CCR § 11960.) Average daily attendance, ADA, is “computed by dividing a charter school's total number of pupil-days of attendance by the number of calendar days on which school was actually taught in the charter school.” (Id.) ADA is very different from enrollment. Enrollment is the “count of the students enrolled in each school and district on a given day in October. This is different from average daily attendance (ADA), which is the average number of students who attended school over the course of the year.” (See definition of enrollment and a summary of how ADA is calculated at Ed-Data’s glossary; Ed-Data is a partnership between the California Department of Education (“CDE”), EdSource, and the Fiscal Crisis & Management Assistance Team (“FCMAT”), at http://www.ed-data.org/. A school’s general purpose funding is based on its ADA – in other words, the state only pays public schools for the number of days they actually teach a student, not for the number of students they have enrolled at the school. Prop. 39 unequivocally uses in-District classroom ADA as the sole unit which Rocketship may use to make its projections, and which the District must use if it is to state counter-projections, as well as to allocate reasonably equivalent school facilities to accommodate a charter school’s students.

In its Prop. 39 request, Rocketship – using a reasonable methodology with supporting documentation, as detailed below – determined that a reasonable projection of its in-District classroom ADA was 367.65. The District was required to allocate facilities based upon this reasonable in-District classroom ADA projection, unless it expressed written objections and stated its own in-District classroom ADA counter-projection on or before December 1, 2016. (5 CCR § 11969.9, subd. (d).) The District failed to provide a counter-projection of in-District classroom ADA by the December 1 statutory deadline. In its letter, the District claimed that Rocketship’s projections were not reasonable, and counter-projected “a total of 135 students, consisting of the 80 current students submitting Intent to Enroll forms, and the 55 for which verification of meaningful interest was obtained.” The number of “students” is a measure of enrollment, not ADA. Therefore, the District’s letter did not state any projections of in-District ADA that it considered reasonable, thereby rendering Rocketship’s in-District ADA projection no longer subject to challenge. (5 CCR §11969.9, subd. (d).) ///
The District also called all those parents or guardians of students who submitted “Intent to Re/Enroll” forms indicating their meaningful interest in enrolling or reenrolling their child(ren) in Rocketship for the 2017-2018 school year. Although the District claims these calls were to “verify” the meaningful interest of the students to enroll in Rocketship, there is no “verification” or “confirmation” process contemplated by the Implementing Regulations. The Implementing Regulations state that the District “shall review” the supporting documentation provided by the charter school with its ADA projection. (5 CCR § 11969.9, subd. (d).) Moreover, the District’s phone calls to the parents and guardians of students who submitted Intent to Enroll forms were not merely calls to verify that the parent or guardian had signed the form. Rather, the District callers made misrepresentations and intimidating statements to the parents, and made parents feel they had been threatened. For example, Rocketship was informed by several parent/guardians that during the District’s call, the District indicated that their child could not return to the District if the child enrolled in Rocketship. This is blatantly false and terrifying to parents trying to navigate the schooling of their children. As an example, according to the Declaration of Miguel Soza (Petition, Exhibit 8), one parent stated that they were extremely interested in enrolling her child in Rocketship in 2017-2018 but changed her mind because the District frightened her and said that if she enrolled her student in Rocketship then her child would lose her spot in the District and she would not be allowed to return. (See also, Petition Exhibit 7.)

Furthermore, the District did not verify the meaningful interest of these parents as stated in the Intent to Re/Enroll forms and as contemplated by the Implementing Regulations; instead, the District asked the parents if, at the time of the call, they were still meaningfully interested in enrolling in Rocketship. (Petition, Exhibit 2.) The District’s calls failed to review the documentation submitted by Rocketship as contemplated by the Implementing Regulations and should be disregarded as any basis for reducing Rocketship’s ADA projections.

In sum, the Education Code and Implementing Regulations provide no explicit or implicit basis for this type of conduct by the District to “verify” the Intent to Enroll forms signed and submitted by the parents and guardians of interested students, nor to threaten or harass these parents as part of their “verification” process. In fact, the statute provides the opposite framework: the district “shall
allocate” the facilities based upon charter school’s projections, and then the charter school must reimburse the district the following year if it generated a lower ADA than it projected. (Cal. Educ. Code § 47614, subd. (b)(2).

2. **Rocketship’s ADA Projection Was Reasonable**

The clear mandate of Prop. 39 – for districts to fairly share their facilities, which they hold in trust for the public, with charter school students – is being subverted and undermined by the District’s actions. Rocketship made a reasonable projection of in-District classroom ADA and provided supporting documentation by November 1. (Petition, Exhibit 1.) The District failed to provide its own in-District classroom ADA projection by December 1. (Petition, Exhibit 2.) Apparently, having no grounds to do so, the District instead acted to specifically attempt to limit and minimize the number of students upon which it would base the amount of facilities it provided to Rocketship students.

The Implementing Regulations outline how the reasonable projection of in-District classroom ADA is to be determined. Rocketship needed to provide: (i) “reasonable projections of in-district and total ADA and in-district and total classroom ADA;” (ii) “a description of the methodology used for the projections;” and (iii) “documentation of the number of in-district students meaningfully interested in attending the charter school that is sufficient for the district to determine the reasonableness of the projection, but that need not be verifiable for precise arithmetical accuracy.” (5 CCR § 11969.9, subd. (c); emphasis added.)

Courts evaluating the sufficiency of documentation submitted with Prop. 39 requests have made it clear that they “do not expect this showing to be arithmetically precise.” (Sequoia Union High School Distr. v. Aurora Charter High School, (2003) 112 Cal.App.4th 185.)

Rocketship’s Request stands in stark contrast to the facts in Environmental Charter High School v. Centinela Valley Union High School Dist., (2004) 122 Cal.App.4th 139. The Environmental court was considering whether a charter school that had submitted no documentation was entitled to a conclusion that its ADA projection was reasonable. The court stated, “[I]t must be reasonable in the sense that it has some basis in logic, reason and experience.” (Environmental Charter High School, (2004) 122 Cal.App.4th 139, 153.).

///
Rocketship’s Request provided the requisite projections, methodology and supporting documentation including 289 Intent to Re/Enroll forms, representing approximately 350 meaningfully interested in-District students. (Petition, Exhibit 1.)

Each Intent to Re/Enroll form included the name of the students and the parents’ name, address, and telephone number, and a statement that the parent was “meaningfully interested in in enrolling or re-enrolling (as applicable) your child in the Charter School’s classroom-based program during the 2017-18 school year” as well as “by signing below, I am indicating that I am meaningfully interested in re-enrolling/enrolling the above-named child(ren) in Rocketship Futuro Academy for the 2017-18 school year,” as well as in almost all cases the students’ grade level in 2017-2018, whether they were a District resident, their District school of residence, whether they were a current Rocketship student, (Petition, Exhibit 3.) In further support of its projections, Rocketship attached a roster of its current student body, with each student’s name, age, date of birth, parent/guardian contact information, and home address. (Petition, Exhibit 1.) Finally, Rocketship attached 2016-2017 ADA reports for the school. (Id.)

In addition to providing its improper enrollment prediction, instead of the mandated in-District ADA counter-projection, the main thrust of the District’s Response (Petition, Exhibit 2) was to attempt to attack the Intent to Enroll forms Rocketship submitted to support its projections.

The District also discounted Rocketship’s reasonable projections because it could not verify all information on the Intent to Enroll forms. A review of the notes produced (Petition, Exhibit 5) and the District’s Response (Petition, Exhibit 2) establishes the District actually refused to count any parents that it could not reach by phone, either because the parent did not return their call, or because the phone number provided was allegedly disconnected or the wrong number. In other words, even though the District had Intent to Re/Enroll forms for students which included the student’s name, address, grade level in 2017-2018, parent name, and parent signature verifying that parent was meaningfully interested in having their child attend Rocketship for the 2017-2018 school year, the District threw those forms out, ignored the wishes of those parents, and did not count those students in its projections if the parent did not return their call, or because the phone number provided was allegedly disconnected or the wrong number. The only Intent to Re/Enroll forms the District counted were the 89
forms submitted by existing families, and the 55 forms for students where the parent confirmed their meaningful interest on the phone.

There also appear to be significant issues with the District failing to confirm that the parent/guardian the District spoke to on any given call was the same parent/guardian who signed the corresponding Intent to Enroll form, or confirming that they were even speaking about the same child. (See Petition.) This is precisely why the Implementing Regulations do not call for data to be “verifiable” for “arithmetical accuracy.”

In addition, the Implementing Regulations state the documentation should show the students were “meaningful interested” and “need not be verifiable” for precise arithmetical accuracy. Yet the District called each parent/guardian, in a thinly-veiled attempt to see if they were still meaningfully interested in enrolling their child at Rocketship (instead of whether they were meaningfully interested in Rocketship at the time they submitted their Intent to Enroll form). Per the script the District cited, the District asked each parent/guardian a series of questions going above what is required by Prop. 39, which is the names and addresses of meaningfully interested students that is required under governing case law. Moreover, per the Declarations of Miguel Soza and Alice Gonzalez (Petition, Exhibits 7 and 8), and the notes the District produced (Petition, Exhibit 5), the callers went even further beyond the script, asking about support for the school and threatening disenrollment. The sufficiency of a charter school’s supporting documentation must be evaluated on its face, as of the time the charter school submits the Application. The District did not ask the parents/guardians if they were meaningfully interested at the time the Intent to Enroll forms were signed; the District asked if they are still interested, which would be a wholly unworkable system, requiring the charter school to continuously update its signatures throughout the several months’ long process leading up to the final facilities allocation.

The District’s “verification” and intimidation efforts are not allowable under the law. Prop. 39’s statutory and regulatory framework were crafted to ensure that a charter school is allocated facilities it needs to accommodate its students in the following school year that are reasonably equivalent to those facilities the students would have enjoyed if they had chosen to attend a District school. If Rocketship is not allocated the reasonably equivalent, contiguous and furnished and equipped facilities to which it
is entitled, according to the reasonable projection of in-District classroom ADA it submitted to the
District in its Request, Rocketship will be unable to accommodate all of its students. Further, if the
District is allowed to continue with or benefit from its conduct of harassing and intimidating parents,
students that would otherwise attend Rocketship as their school of choice may be too afraid to enroll
and these students, and Rocketship, will be denied their legal right to attend the school of their choice.

C. **The Court Should Order The Conditionally Sealed Documents To Be Filed Under Seal**

Rocketship hereby applies ex parte for an order sealing as confidential portions of Exhibits to
the Petition, specifically the attachments to Exhibits 1, 2, 3, 5, and 6. The Exhibits are not subject to
sealing and will be fully available to the public, only the attachments are requested to be sealed. The
attachments to Exhibits 1, 2, 3, 5, and 6 contain personal information of the parents/guardians and
students who have indicated interest in attending Rocketship, including names, addresses, telephone
numbers, dates of birth. (Kollman Declaration.) While such information has been properly provided to
the Respondent as part of the Proposition 39 facilities request process, parents/guardians have not
authorized its general release to the public.

Since the great majority of the information is related to potential students and their
parents/guardians there has been no opportunity to request release of the portions of this information
which might constitute directory information. The Family Educational Rights and Privacy Act
(FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student
education records. The law applies to all schools that receive funds under an applicable program of the
U.S. Department of Education. Petitioner is concerned that not filing under seal could violate such
laws. (Declaration of Sarah J. Kollman In Support of Petitioner Rocketship Education’s Ex Parte
Application (“Kollman Declaration”)).

Further, this new charter school is subject of dispute in the local community and there is concern
that the personal contact information might be used by members of the public to inappropriately
contact and harass the parents/guardians of the potential Rocketship students. Sealing this contact
information protects from any such attempts. (Kollman Declaration.)

Petitioner requested the District to stipulate to the filing under seal of the attachments. (Trinkle
Declaration, para. 10.) On Saturday morning January 28, 2017, counsel for the District, John Yeh sent
an email in its first paragraph stating: “We have considered your request for a representation that the District will not object to Rocketship’s request for the Court to seal its filing in this matter to avoid disclosure of the intent to enroll forms and District call sheets.” (emphasis added.) Mr. Yeh then went on further to indicate concerns about the sealing. The email is attached hereto as Exhibit 11 to the Trinkle Declaration.

California Rules of Court, Rule 2.551 establishes the process for filing under seal requiring an order of the Court to seal.

III. CONCLUSION

For all the reasons stated herein, Petitioner Rocketship hereby requests the following ex parte relief and orders:

The relief sought on this Ex Parte application is:

1. For a writ of mandate compelling the District to comply with its ministerial obligation under Prop. 39 and its Implementing Regulations as and allocate reasonably equivalent, contiguous, and furnished and equipped facilities to accommodate all of Rocketship’s projected in-District ADA of 285 for the 2017-2018 school year, as identified in Exhibit 6, and immediately cease and desist from taking any action that is inconsistent with allocating said facilities based on an in-District ADA of 285 to Rocketship;

2. For a declaration as follows:
   a. The District failed to make a counter-projection of in-District ADA in its December 1, 2016 letter, and as a result Rocketship’s original in-District ADA projection of 367.65 is no longer subject to challenge, and the District must allocate reasonably equivalent, contiguous, and furnished and equipped facilities to Rocketship based on an in-District ADA of 285, as established in Exhibit 6.
   b. The District is required to acknowledge and accept Rocketship’s reduction of its in-District ADA projection from 367.65 to 285, as provided in Exhibit 6.
   c. The supporting documentation submitted by Rocketship with its Request, Exhibit 1, and the associated methodology is sufficient in and of itself to, and does, demonstrate that Rocketship’s in-District ADA projections are reasonable, and the District may not ignore
Intent to Enroll forms verifying meaningful interest and signed by a parent if it is not able to reach the parent who signed that form by telephone.

d. The District’s reduction of Rocketship’s student numbers based solely on having been unable to reach or to receive a telephone call or other contact from parents who had signed Intent to Re/Enroll forms is improper and legally impermissible.

e. Any efforts by the District to verify whether Rocketship’s in-District ADA projections are reasonable must be limited to review of the Intent to Enroll forms to determine if the signatures are genuine and calling parents to verify whether, at the time they signed an Intent to Enroll form, they were meaningfully interested in enrolling their child at Rocketship.

3. For a temporary restraining order, preliminary injunction, and permanent injunction as follows:

   a. For an order enjoining the District from making a preliminary offer of Prop. 39 facilities and/or a final offer of Prop. 39 facilities to Rocketship for the 2017-2018 school year in an amount less than sufficient to house the 285 projection of in-District ADA as established in Exhibit 6.

   b. Correspondingly, for an order requiring District to base its offer of facilities to Rocketship for the School’s 2017-2018 school year on the 285 in-District ADA projected in Rocketship’s January 2, 2017 response to District’s Response, Exhibit 6.

4. For an order enjoining District from making telephone calls or other contacts with parents of students for whom Intent to Re/Enroll forms and been completed by the parents which threaten, harass or provide inaccurate information to such parents regarding the impact of having signed such Intent to Enroll forms and the educational rights of such parents’ child(ren).

5. For an order sealing as confidential portions of Exhibits to the Petition/Complaint, specifically portions of the attachments to Exhibits 1, 2, 3, 5, and 6. The Exhibits are not subject to sealing and will be fully available to the public, only the attachments are requested to be sealed.

6. Alternatively only, pending resolution of the matters addressed herein, for an order requiring the District to present to Rocketship, no later than February 1, 2017, two (2) preliminary offers of Prop. 39 facilities, one based on Rocketship’s ADA projections of 285 and one based on
District’s enrollment projections, so as to preserve the offers timelines of Prop. 39 pending the resolution of this proceeding.

This *Ex Parte* application is based on the Verified Petition and its Exhibits, this Application and Memorandum of Points and Authorities, the Declarations of William J. Trinkle and Sarah J. Kollman, and any and all arguments or evidence that may be submitted at the time of hearing.

Dated: January 30, 2017

By: WILLIAM J. TRINKLE
   *Attorney for Petitioner and Plaintiff, ROCKETSHIP EDUCATION*
SUPERIOR COURT OF THE STATE OF CALIFORNIA
COUNTY OF CONTRA COSTA

Case No. CIVMSN17-0137

MT. DIABLO UNIFIED SCHOOL DISTRICT'S OPPOSITION TO PETITION FOR WRIT OF MANDATE/COMPLAINT FOR DECLARATORY RELIEF

Exempt from Filing Fees
Government Code § 6103

ROCKETSHIP EDUCATION, a California corporation, dba ROCKETSHIP FUTURO ACADEMY,

Petitioner and Plaintiff,

v.

MT. DIABLO UNIFIED SCHOOL DISTRICT and DOES 1-10, inclusive,

Respondents and Defendants,

MT. DIABLO UNIFIED SCHOOL DISTRICT,

Cross-Complainant,

v.

CLAYTON VALLEY CHARTER HIGH SCHOOL, and ROES 1-10, inclusive,

Cross-Defendants,

Petition Filed: January 30, 2017
Hearing Date: February 22, 2017
Dept: 9 (Hon. Judith Craddick)
Time: 9:00 a.m.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II. FACTUAL BACKGROUND</td>
<td>2</td>
</tr>
<tr>
<td>III. LEGAL ARGUMENT</td>
<td>4</td>
</tr>
<tr>
<td>A. The Charter School’s Request for Relief is Premature, as it Has Failed to Exhaust Administrative Remedies as to the Proposition 39 Process</td>
<td>4</td>
</tr>
<tr>
<td>1. The Proposition 39 Process and Timelines</td>
<td>4</td>
</tr>
<tr>
<td>2. The Facilities Request Procedure Requires Charter Schools to Submit Documentation To Support a Reasonable Projection of no less than 80 ADA, and Provides the School District Discretion to Determine if the Charter School’s Projections are Reasonable</td>
<td>5</td>
</tr>
<tr>
<td>a. The DISTRICT Has Not Forfeited its Right to Counterproject</td>
<td>5</td>
</tr>
<tr>
<td>b. The District’s Counterprojection was Reasonable and Supported by Substantial Evidence</td>
<td>7</td>
</tr>
<tr>
<td>3. The DISTRICT Was Not Prohibited from Verifying Whether the Signatories Met the Threshold Eligibility Requirements</td>
<td>8</td>
</tr>
<tr>
<td>4. The Charter School’s Claims that Parents were Intimidated by the DISTRICT are Not Supported by Competent Evidence, but only Inadmissible and Unsworn Hearsay</td>
<td>10</td>
</tr>
<tr>
<td>5. The Charter School’s Writ of Mandate is Premature Because the Charter School Has Failed to Exhaust Administrative Remedies</td>
<td>11</td>
</tr>
<tr>
<td>6. The Charter School Unlawfully Seeks Mandate and Injunctive Relief Directing a Particular Exercise of Discretion by the District</td>
<td>12</td>
</tr>
<tr>
<td>7. The Charter School’s Lawsuit is a Strategic Lawsuit Against Public Participation, Intended to Chill the District’s Exercise of its Rights under Proposition 39</td>
<td>12</td>
</tr>
<tr>
<td>IV. CONCLUSION</td>
<td>13</td>
</tr>
</tbody>
</table>
TABLE OF AUTHORITIES

State Cases

<table>
<thead>
<tr>
<th>Case</th>
<th>Year</th>
<th>Citation</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abelleira v. District Court of Appeal</td>
<td>1941</td>
<td>17 Cal.2d 280</td>
<td>11</td>
</tr>
<tr>
<td>Campbell v. Regents of University of California</td>
<td>2005</td>
<td>35 Cal.4th 311</td>
<td>11</td>
</tr>
<tr>
<td>Clark v. Patterson</td>
<td>1977</td>
<td>68 Cal.App.3d 329</td>
<td>10</td>
</tr>
<tr>
<td>Friends of Bay Meadows v. City of San Mateo</td>
<td>2007</td>
<td>157 Cal.App.4th 1175</td>
<td>10</td>
</tr>
<tr>
<td>Johnson v. City of Loma Linda (2000)</td>
<td></td>
<td>24 Cal.4th 61</td>
<td>11</td>
</tr>
<tr>
<td>Mooney v. Garcia</td>
<td>2012</td>
<td>207 Cal.App.4th 229</td>
<td>12, 14</td>
</tr>
<tr>
<td>Uhl v. Collins</td>
<td>1932</td>
<td>217 Cal. 1</td>
<td>9, 10</td>
</tr>
</tbody>
</table>

MT. DIABLO UNIFIED SCHOOL DISTRICT'S OPPOSITION TO PETITION FOR WRIT OF MANDATE
State Statutes

Cal. Admin. Code tit. 5
§ 11969.9(c) ................................................................. 4
§ 11969.9(e)(1) ................................................................. 5
§ 11969.9(c)(1)(C) .......................................................... 2, 5, 12, 14
§ 11969.9(d) ................................................................. passim
§ 11969.9(e) ................................................................. 4, 7
§ 11969.9(f) ................................................................. passim
§ 11969.9(g) ................................................................. passim
§ 11969.9(h) ................................................................. passim

Cal. Code Regs., tit. 5, §11969(d) ........................................ 3

Code of Civil Procedure
§ 425.1 ................................................................. 12, 13
§ 425.16(e)(1) ................................................................. 13
§ 425.16(e)(2) ................................................................. 13

Education Code
§ 47605(a)(1) ................................................................. 3
§ 47605(j) ................................................................. 2
§ 47614 ................................................................. 2, 3, 4, 14
§ 47614(b)(2) ................................................................. 4
§ 47614(b)(4) ................................................................. 4
§ 47614(b)(5) ................................................................. 4

Elections Code, § 18650 ........................................... 10
I.

INTRODUCTION

MT. DIABLO UNIFIED SCHOOL DISTRICT ("DISTRICT") hereby opposes the Petition for Writ of Mandate of ROCKETSHIP EDUCATION, a California Corporation, dba ROCKETSHIP FUTURO ACADEMY ("Petitioner" or "Charter School") on the following grounds:

(1) The Charter School’s motion is based on the fallacious argument that the DISTRICT somehow forfeited its right to issue a counterprojection based on a counterprojection of enrollment, as opposed to Average Daily Attendance ("A.D.A"). This argument is unsupported by Cal. Admin. Code tit. 5, § 11969.9(d), which calls for the District to “state the projections the district considers reasonable” and only requires a forfeiture if the District fails to “state its own projections by the deadline.” Nowhere do the regulations call for a forfeiture if the DISTRICT bases a counterprojection on enrollment as opposed to A.D.A.

The Charter School, in responding to a similar counterprojection made by the DISTRICT on December 1, 2015, in response to the Charter School’s request for facilities for 2016-2017, admitted this when it stated in its December 28, 2015 letter that it looked forward to receiving the DISTRICT’s “preliminary proposal regarding the space the District will allocate Rocketship for 249.62 students [not A.D.A] under Section 11969.9(f) of the Proposition 39 regulations.” (Emphasis Provided.) The Charter School has therefore also waived this argument and conceded that the DISTRICT has substantially complied with the requirements of Proposition 39.

(2) The Charter School has conceded that a significant number of the Intent to Enroll forms were submitted for students who were only eligible to enter a grade level not even to be offered by the Charter School in 2017-2018. However, if, as the Charter School argues here, the DISTRICT is not allowed to assess the Charter School’s projections for reasonableness, the DISTRICT would have been forced to take 2-4 classrooms away from DISTRICT students in reliance upon the Charter School’s false and fraudulent misrepresentations.

The Charter School asks this Court to ignore Cal. Admin. Code tit. 5, § 11969.9(d)’s provision that “[t]he school district shall review the charter school’s projections of in-district and
total ADA and in-district and total classroom ADA and, on or before December 1, express any
objections in writing and state the projections the district considers reasonable.”

Education Code section 47614 only obligates the DISTRICT to allocate facilities to the
Charter School’s in-District students. The Charter School is required to submit “documentation
of the number of in-district students meaningfully interested in attending the charter school” (Cal.
Admin. Code tit. 5, § 11969.9(c)(1)(C)). The DISTRICT has found 160-187 Intent-to-Enroll
forms for which the students were not age-eligible to attend the charter school in 2017-2018; in
which the Charter School mislead the parents/guardians as to the meaning of their signature; or
which did not contain valid contact information. The DISTRICT’s counterprojections are
therefore supported by substantial evidence and therefore must stand.

(3) The Petition is premature, as the Charter School failed to exhaust administrative
remedies by completing the steps required under Education Code section 47614 (“Proposition
39”). The Charter School has the opportunity under the regulations to “to respond to, and to
express concerns regarding, the preliminary proposal of facilities,” including the DISTRICT’s
counterprojections, under Cal. Admin. Code Tit. 5, § 11969.9(g) before the DISTRICT makes its
final offer by April 1, 2017. (Cal. Admin. Code Tit. 5, § 11969.9(h).) Therefore, this matter is not
ripe for adjudication.

II.

FACTUAL BACKGROUND

The Petition to form ROCKETSHP FUTURO ACADEMY was denied twice by local
educational agencies before it began operating within the boundaries of the DISTRICT at the
beginning of the 2016-2017 school year. (Declaration of John R. Yeh in Support of Opposition to
Petition for Writ of Mandate (“Yeh Decl.”), para. 1.)

On August 10, 2015, the DISTRICT’s governing board denied the petition to form the
Charter School. The Charter School appealed the DISTRICT’s denial under Education Code
section 47605(j) to the Contra Costa County Board of Education, which denied the Charter
School’s appeal to form the Charter School on October 21, 2015. (Yeh Decl., para. 2.)
The Charter School then appealed to the State Board of Education in Sacramento. On February 9, 2016, the State Board granted the Charter School’s appeal. (Yeh Decl., para. 3.)

On or about November 1, 2016, the Charter School, subsequently renamed Rocketship Futuro, submitted to the District a request for facilities under Proposition 39, projecting a total of 367.65 in-District units of Average Daily Attendance (“ADA”). (Yeh Decl., para. 4, Exh. A.) On or about December 1, 2015, the District, in accordance with Cal. Code Regs., tit. 5, §11969(d), issued its written objections to the Charter School’s ADA projections for 2017-2018, and issued a counterprojection of 135.00. (Yeh Decl., para. 5, Exh. B.) On or about January 2, 2015, the Charter School reduced its projection to 285.00 ADA. (Yeh Decl., para. 6, Exh. C.)

The Charter School also made a request for facilities under Proposition 39 for the 2016-2017 school year. For the 2016-2017 school year, the Charter School made a projection of 330.40 in-District classroom ADA; the District make a counterprojection of 249.62; and the Charter School’s in-District classroom ADA turned out to be only 101.65. (Yeh Decl., para. 7, Exh. B.)

When Rocketship submitted its petition to form the charter school in 2015, the DISTRICT also found significant errors and attrition in the signatures submitted of persons who purportedly were meaningfully interested in sending their child to the Charter School, as required by Education Code section 47605(a)(1). The District attempted to contact 682 signatories, and was only able to verify 149 signatures of persons who were meaningfully interested in enrolling their child in the Charter School. (Yeh Decl., para. 8, Exh. D) The petition received significant opposition from the DISTRICT community. (Yeh Decl., para. 9, Exh. E)

For the prior [2016-2017] school year, the DISTRICT exercised its right to issue a counterprojection, stating in its December 1, 2015 letter that “[b]ased on the factors discussed above here, the District counterprojects a total of 249.62 in-District students.” (Yeh Decl., para. 10, Exh. F.) The Charter School had no objection, responding in writing on December 28, 2015 that “[w]hile Rocketship disputes the conclusion that the District reached, Rocketship accepts the District’s ADA projection of 249.62 [1] We look forward to receiving from the District on or before February 1, 2015 your written preliminary proposal regarding the space the District will
allocate Rocketship for **249.62 students** [not A.D.A.] under Section 11969.9(f) of the Proposition 39 regulations.” (Yeh Decl., para. 11, Exh. G.)

The District issued a Preliminary Offer to the Charter School on February 1, 2017, with an adjusted counterprojection of 175 A.D.A. (Yeh Decl., para. 12, Exh. H.)

III.

**LEGAL ARGUMENT**

A. **The Charter School’s Request for Relief is Premature, as it Has Failed to Exhaust Administrative Remedies as to the Proposition 39 Process.**

1. **The Proposition 39 Process and Timelines**

Education Code section 47614(b)(2) states as follows:

Each year each charter school desiring facilities from a school district in which it is operating **shall provide the school district with a reasonable projection of the charter school’s average daily classroom attendance by in-district students** for the following year. The district shall allocate facilities to the charter school for that following year based upon this projection. (Emphasis Provided.)

Education Code section 47614(b)(4) states that “[f]acilities requests based upon projections of fewer than 80 units of average daily classroom attendance for the year may be denied by the school district.” Education Code section 47614(b)(5) states that “[t]he term ‘operating,’ as used in this section, shall mean either currently providing public education to in-district students, or having identified at least 80 in-district students who are meaningfully interested in enrolling in the charter school for the following year.”

Following is the timeline for a charter school’s request for facilities under Proposition 39:

- No later than November 1, the charter school shall make a written request for facilities. (Cal. Admin. Code Tit. 5, § 11969.9(c));

- No later than December 1, the District has the right to review the Charter School’s projections, “express any objections in writing and state the projections the district considers reasonable.” (Cal. Admin. Code Tit. 5, § 11969.9(d));

- No later than January 2, the Charter School has a right to respond to the District’s objections to the projections (Cal. Admin. Code Tit. 5, § 11969.9(e));

- No later than February 1, the school district shall prepare in writing a preliminary proposal regarding the space to be allocated to the charter school and/or to which the charter school is to be provided access. (Cal. Admin. Code Tit. 5, § 11969.9(f));
• No later than March 1, the Charter School has an opportunity to respond to, and to express concerns regarding, the preliminary proposal of facilities. (Cal. Admin. Code Tit. 5, § 11969.9(g));

• No later than April 1, assuming that it finds the Charter School eligible for facilities, the District must make a final offer. (Cal. Admin. Code Tit. 5, § 11969.9(h).)

2. The Facilities Request Procedure Requires Charter Schools to Submit Documentation To Support a Reasonable Projection of no less than 80 ADA, and Provides the School District Discretion to Determine if the Charter School’s Projections are Reasonable.

The regulations implementing Proposition 39 set forth the procedure and requirements by which a charter school is required to provide sufficient documentation to support a reasonable projection of no less than 80 A.D.A. Cal. Admin. Code tit. 5, § 11969.9(c)(1) contains the requirements for a charter school’s request for facilities (quoted in pertinent part):

The written facilities request consists of:

(A) reasonable projections of in-district and total ADA and in-district and total classroom ADA, based on ADA claimed for apportionment, if any, in the fiscal year prior to the fiscal year in which the facilities request is made, adjusted for expected changes in enrollment in the forthcoming fiscal year;

(B) a description of the methodology for the projections;

(C) if relevant (i.e., when a charter school is not yet open or to the extent an operating charter school projects a substantial increase in in-district ADA), documentation of the number of in-district students meaningfully interested in attending the charter school that is sufficient for the district to determine the reasonableness of the projection, but that need not be verifiable for precise arithmetical accuracy … (Emphasis Provided.)

The regulations require the charter school to provide “documentation of the number of in-district students meaningfully interested in attending the charter school that is sufficient for the district to determine the reasonableness of the projection” and explicitly states that the District has the discretion to “determine the reasonableness of the projection.” (Cal. Admin. Code tit. 5, § 11969.9(c)(1)(C).)

a. The DISTRICT Has Not Forfeited its Right to Counterproject

The District has the right to review the charter school’s projections, “express any objections in writing and state the projections the district considers reasonable.” Under Cal. Admin. Code tit. 5, § 11969.9(d):
The school district shall review the charter school’s projections of in-district and total ADA and in-district and total classroom ADA and, on or before December 1, express any objections in writing and state the projections the district considers reasonable. If the district does not express objections in writing and state its own projections by the deadline, the charter school’s projections are no longer subject to challenge, and the school district shall base its offer of facilities on those projections.

The Charter School’s motion is based on the fallacious argument that the DISTRICT somehow forfeited its right to issue a counterprojection based on a counterprojection of enrollment, as opposed to Average Daily Attendance (“ADA”). This argument is unsupported by Cal. Admin. Code tit. 5, § 11969.9(d), which calls for the District to “state the projections the district considers reasonable” and only requires a forfeiture of the District fails to “state its own projections by the deadline.” Nowhere do the regulations call for a forfeiture if the DISTRICT bases a counterprojection on enrollment as opposed to ADA.


For the 2016-2017 school year, the DISTRICT exercised its right to issue a counterprojection, stating in its December 1, 2015 letter that “[b]ased on the factors discussed above here, the District counterprojects a total of 249.62 in-District students.” (Yeh Decl., para. 10, Exh. F.) The Charter School had no objection, responding in writing on December 28, 2015 that “[w]hile Rocketship disputes the conclusion that the District reached, Rocketship accepts the District’s ADA projection of 249.62 [¶] We look forward to receiving from the District on or before February 1, 2015 your written preliminary proposal regarding the space the District will allocate Rocketship for 249.62 students [not A.D.A] under Section 11969.9(f) of the Proposition
39 regulations.” (Yeh Decl., para. 11, Exh. G.) (Emphasis Provided.) The Charter School has therefore waived any right to contest substantial compliance by accepting the same methodology in the previous year. (See, Rollins v. Stokes (1981) 123 Cal.App.3d 701, 713.)

b. The District’s Counterprojection was Reasonable and Supported by Substantial Evidence.

After the charter school has a right to respond to the district’s objections (Cal. Admin. Code tit. 5, § 11969.9(e)), the school district makes its preliminary offer. The regulations are clear that the school district is not bound to accept the charter school’s projection at face value, but may make its own counterprojection of what it considers a reasonable projection based on its analysis of the documentation submitted by the charter school:

On or before February 1, the school district shall prepare in writing a preliminary proposal regarding the space to be allocated to the charter school and/or to which the charter school is to be provided access. At a minimum, the preliminary proposal shall include (1) the projections of in-district classroom ADA on which the proposal is based … (Emphasis Provided.)

The District’s Preliminary Offer was based on a counterprojection of 175 A.D.A., as opposed to 135. The Preliminary Offer explained how the DISTRICT reached its counterprojection of 175 A.D.A.:

<table>
<thead>
<tr>
<th>367.65 A.D.A.</th>
<th>Charter School’s Original Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>-75.00 A.D.A.</td>
<td>Deduction of Intent to Enroll Forms for students in grade levels (4-9) not to be served by the Charter School in 2017-2018</td>
</tr>
<tr>
<td>-112.00 A.D.A.</td>
<td>Deduction of Intent to Enroll Forms for students with wrong or inoperable telephone number, or not meaningfully interested in enrolling in the Charter School</td>
</tr>
<tr>
<td>175.00 A.D.A.</td>
<td>Counterprojection</td>
</tr>
</tbody>
</table>

Contrary to the Charter School’s representation that only 36 of such forms existed (Yeh Decl., para. 6, Exh. C, p. 6, ¶2)¹, the DISTRICT counted at least 75 forms submitted for grades 4-9, grades that the Charter School does not intend to serve in 2017-2018. (Supp. Yeh Decl., para. 1, Exh. 1.) The DISTRICT also identified at least 107 Intent to Enroll forms in which parents/guardians stated that they were misled as to the purpose of signing the form, or who did

¹ The DISTRICT is also not obligated to consider additional names not submitted with the November 1, 2016 request for facilities, as is contended in the same paragraph by the Charter School.
not provide valid contact information. For example, the parents/guardians told the DISTRICT the following with respect to what the Charter School represented was the purpose of the forms:

- The signature only conveyed support for the Charter School, not an intent to enroll their child;
- The Charter School needed signatures to obtain a bigger school site;
- A signature did not convey a meaningful interest in attending the Charter School;
- The signature was provided to support the opening of a new school, or a “closer” school. (See, Declaration of Carmen Garces, Exhibit A; see also, Declarations of Laura Matsuzaki, Sofia Soto and Carmen Lopez, Exhs. A thereto.)

It is within the DISTRICT’s right to make a facilities offer based on its evaluation of the Charter School’s projections. After the charter school has an opportunity to respond to the preliminary proposal of facilities no later than March 1, the District (Cal. Admin. Code tit. 5, § 11969.9(g)), assuming that it finds the charter school eligible for facilities, makes a final offer. Under Cal. Admin. Code tit. 5, § 11969.9(h) (quoted here in pertinent part):

On or before April 1, having reviewed any concerns and/or counter proposals made by the charter school pursuant to subdivision (g), the school district shall submit in writing a final notification of the space offered to the charter school. The notification shall include a response to the charter school’s concerns and/or counter proposals (if any). The notification shall specifically identify: …

... (3) the in-district classroom ADA assumptions for the charter school upon which the allocation is based and, if the assumptions are different than those submitted by the charter school pursuant to subdivision (e), a written explanation of the reasons for the differences ... (Emphasis Provided.)

The regulations make it clear that the DISTRICT is not bound to accept the charter school’s ADA projection (“if the assumptions are different than those submitted by the charter school pursuant to subdivision (e), a written explanation of the reasons for the differences”), but that the school district is obligated to provide a written explanation for any differences. Therefore, the DISTRICT met its obligations under the Proposition regulations.

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2} Though not obligated, the DISTRICT did not deduct parents/guardians not returning calls, or failing to identify the pupil’s DISTRICT school of attendance, in making its February 1, 2017 Preliminary Offer.
3. The DISTRICT Was Not Prohibited from Verifying Whether the Signatories Met the Threshold Eligibility Requirements

Because limited public school resources are allocated based upon a charter school’s enrollment projections, school districts have an obligation to verify that each signatory meets the requirements for eligibility: that they reside within school district boundaries, that their children are of eligible age to attend the charter school for the request year in question, and that they are meaningfully interested in enrolling their child in the charter school.

Mere submission of an intent-to-enroll form or signature is not sufficient to count as an eligible signature under Proposition 39. The DISTRICT has not only the discretion, but the obligation, to verify, at the least, that: 1) the parent/guardian providing the signature lives within the boundaries of the school district; 2) the parent/guardian providing the signature is meaningfully interested in enrolling his/her child in the charter school in the upcoming school year; and 3) the child in question is of the proper age to enroll in a grade level to be offered to the charter school.

In the course of verifying signatures, the DISTRICT found that a significant number of intent to enroll forms either were submitted by parents who were not in fact meaningfully interested in enrolling their child in the Charter School, but were signing the form in a general show of support for the Charter School; did not have children who were in fact of the proper age to attend the Charter School; or were misled as to the nature of the form that they were signing.

A California court has recognized that school districts should be accorded discretion in determining whether charter schools have provided sufficient documentation to prove eligibility for facilities under Proposition 39. The court in Environmental Charter School v. Centinela Union High School District (2004) 122 Cal.App.4th 139, 152-153, issued before the original Proposition 39 regulations took effect, affirmed a school district’s right to deny a charter school’s request for facilities based on inadequate documentation. (But see, Sequoia Union High School Dist. v. Aurora Charter High School (2003) 112 Cal.App.4th 185.) The DISTRICT assessed the reasonableness of the Charter School’s projections, exercising the discretion accorded to it under the Proposition 39 regulations. Under the abuse of discretion standard, courts “may not reweigh
the evidence or substitute their judgment for that of the agency.” (Sequoia, supra, 112 Cal.App.4th at 194-5.)

The Charter School's citation to Uhl v. Collins (1932) 217 Cal. 1 is inapposite because that case dealt with the State initiative process, and not the Proposition 39 facilities request process. The court's holding in Uhl in fact helps the DISTRICT, since it establishes an exception to the rule cited by the Charter School for cases of fraud:

On principle, it seems clear that the elector whose name is placed upon a petition through fraud, inadvertence, or upon insufficient reflection, should not be irrevocably bound by the mere signing, but should be permitted to correct his error and assume his true position with regard to the proposed measure, if this can be done without injury to the initiative system. (Id. at 4.)

Here, many of the Intent-to-Enroll forms were fraudulently induced because the Charter School told the parents/guardians that their signature did not indicate an intent to enroll their child in the school, but could only indicate a general show of support for the school, or for the opening of a new school in their neighborhood. (See, Garces Decl., Exh. A.) Therefore, the DISTRICT had the right to verify that the Intent to Enroll forms not only met the statutory requirements under Proposition 39, but that they were not fraudulently induced, as is recognized not only in Uhl, supra, but by the court in Friends of Bay Meadows v. City of San Mateo (2007) 157 Cal.App.4th 1175 (court upholds City's invalidation of referendum petition due to disqualified signatures); Clark v. Patterson (1977) 68 Cal.App.3d 329, 337 (distinguishing Uhl, court states that "among the relevant factors to be considered in a determination of whether persons are to be allowed to withdraw signatures from initiative petitions are: 1) justice to one who has changed his mind...").

4. The Charter School's Claims that Parents were Intimidated by the DISTRICT are Not Supported by Competent Evidence, but only Inadmissible and Unsworn Hearsay.

The Charter School, in an attempt to further malign the DISTRICT, makes the baseless accusation that the DISTRICT attempted to intimidate the parents submitting Intent to Enroll

3 Elections Code section § 18650 provides that "[u]se of signatures for other than qualification for ballot" is a misdemeanor.

-10-
forms by telling them that their children would not be able to return to DISTRICT schools if they
enrolled in the Charter School. This allegation is completely unsupported by any competent,
admissible evidence. The only evidence submitted by the Charter School in support of this claim
are the _unsworn_ hearsay statements submitted by employees of its parent corporation. (Petition
for Writ of Mandate, Exhs. 7, 8.) This offer has no probative value since its fails to identify any
of the hearsay declarants, and fails to identify the number of hearsay declarations making this
allegation, therefore making it impossible to determine the extent to which these allegations
should, under the contention of the Charter School, impact the counterprojection process.⁴ The
DISTRICT has also rebutted these hearsay allegations with admissible, non-hearsay evidence of
its own. (See, Declaration of Carmen Garces, Declarations of Laura Matsuzaki, Sofia Soto and
Carmen Lopez.)

5. **The Charter School’s Writ of Mandate is Premature Because the Charter
School Has Failed to Exhaust Administrative Remedies.**

The Charter School’s Petition is premature and not ripe for adjudication. (See, e.g.,
Moreover, the Court lacks jurisdiction to hear the Petition due to the Charter School’s failure to
exhaust administrative remedies. (*Abelleira v. District Court of Appeal* (1941) 17 Cal.2d 280,
283-4; *Kaiser Foundation Hospitals v. Sacramento County Superior Court* (2005) 128
Cal.App.4th 85; *Campbell v. Regents of University of California* (2005) 35 Cal.4th 311; *Johnson
v. City of Loma Linda* (2000) 24 Cal.4th 61, 70.)

The DISTRICT issued its offer on February 1, 2017. (Yeh Decl., para. 12, Exh. H.) After
the charter school has an opportunity to respond to the preliminary proposal of facilities no later
than March 1, (Cal. Admin. Code tit. 5, § 11969.9(g)) the District makes a final offer. Under Cal.
Admin. Code tit. 5, § 11969.9(h) (quoted here in pertinent part):

> On or before April 1, having reviewed any concerns and/or counter proposals
> made by the charter school pursuant to subdivision (g), the school district shall
> submit in writing a final notification of the space offered to the charter school. The

⁴ The DISTRICT also reserves the right to take the deposition of the hearsay declarants before the Court issues any
adjudication of the issues raised in the Petition for Writ of Mandate.
notification shall include a response to the charter school's concerns and/or counter proposals (if any). The notification shall specifically identify: ...

... (3) the in-district classroom ADA assumptions for the charter school upon which the allocation is based and, if the assumptions are different than those submitted by the charter school pursuant to subdivision (e), a written explanation of the reasons for the differences ... (Emphasis Provided.)

The regulations make it clear that the district is not bound to accept the charter school's A.D.A. projection ("if the assumptions are different than those submitted by the charter school pursuant to subdivision (e), a written explanation of the reasons for the differences"), but that the school district is obligated to provide a written explanation for any differences. The DISTRICT has met this requirement.

Because the Charter School filed its Petition before the completion of the Proposition 39 final offer process, the Court lacks jurisdiction to hand down any of the remedies sought in the Petition, including but not limited to declaratory relief, mandamus or injunctive relief. The charter school has an opportunity to respond to the preliminary proposal of facilities, and express and concerns or objections, no later than March 1 (Cal. Admin. Code tit. 5, § 11969.9(g)) before the DISTRICT issues its final offer of facilities no later than (Cal. Admin. Code tit. 5, § 11969.9(f)). It has not provided good cause as to why it should be able to truncate this administrative process.

The Charter School has actually conceded that its motion is untimely. If, as is contended in paragraph 2 of the Declaration of Cheye Calvo, the Charter School has no remedy with respect to the DISTRICT's counterprojection after issuance of the preliminary offer, then the Charter School's Petition is moot since the DISTRICT issued its preliminary offer on February 1.

6. **The Charter School Unlawfully Seeks Mandate and Injunctive Relief Directing a Particular Exercise of Discretion by the District.**

The Petitioners seek an order purporting to direct the DISTRICT to accept, without question, the Charter School's ADA projections. However:

"[M]andamus will not lie to control an exercise of discretion, i.e., to compel an official to exercise discretion in a particular manner. [Citation.] Generally, mandamus may only be employed to compel the performance of a duty that is
purely ministerial in character.” [Citation Omitted.] “Mandate will not issue if the
duty is not plain or is mixed with discretionary power or the exercise of
judgment.” [Citation Omitted.] “Even if mandatory language appears in the statute
creating a duty, the duty is discretionary if the [entity] must exercise significant
discretion to perform the duty. [Citation.] We examine the entire statutory scheme
to determine whether the [entity] must exercise significant discretion to perform a

The Proposition 39 regulations give the DISTRICT the discretion to “determine the
reasonableness of the [charter school’s] projection.” (Cal. Admin. Code tit. 5, §
11969.9(c)(1)(C).) The Charter School seeks through its Petition a final adjudication compelling
the DISTRICT to exercise its discretion in determining the reasonableness of the Charter School’s
projection in a particular manner. This it cannot do.

7. The Charter School’s Lawsuit is a Strategic Lawsuit Against Public
Participation, Intended to Chill the District’s Exercise of its Rights under
Proposition 39.

The Charter School’s Petition constitutes a Strategic Lawsuit Against Public Participation
(“SLAPP”) subject to a special motion to strike pursuant to Code of Civil Procedure Section
425.1 because it plainly challenges activity expressly protected thereby. The gravamen and
principal thrust of all causes of action is its challenge to oral and written statements made by the
District before and in connection with its state law-mandated Proposition 39 charter schools
facilities process. Such actions epitomize those expressly protected by Code of Civil Procedure
Section 425.1 Section 425.16(e)(1) and (2). The DISTRICT plans to file such a motion before
the February 22, 2017 hearing date on this matter and will ask the Court to defer adjudication of
the Charter School’s Petition until after consideration of the DISTRICT’s anti-SLAPP motion,
and only if such adjudication is necessary.
IV.

CONCLUSION

The Charter School has attempted to conceal the submission of fraudulently-induced documentation as part of the Proposition 39 request process with its ad hominem attacks on the District and its employees.

The DISTRICT did not forfeit its right to issue a counterprojection based on a counterprojection of enrollment, as opposed to ADA. This argument is completely unsupported by Cal. Admin. Code tit. 5, § 11969.9(d), which calls for the District to “state the projections the district considers reasonable” and only requires a forfeiture of the District fails to “state its own projections by the deadline.” Nowhere do the regulations call for a forfeiture if the DISTRICT bases a counterprojection on enrollment as opposed to ADA. The DISTRICT has substantially complied with the statute by providing a counterprojection to which the Charter School could respond, and the Charter School has waived this argument through its acceptance of the DISTRICT’s projections in the prior request year.

The DISTRICT has found no less than 160-187 Intent-to-Enroll forms for which the students were not age-eligible to attend the charter school in 2017-2018; in which the Charter School misled the parents/guardians as to the meaning of their signature; or which did not contain valid contact information. The Charter School has conceded that a significant number of the Intent to Enroll forms were submitted for students who were only eligible to enter a grade level not even to be offered by the Charter School in 2017-2018. Cal. Admin. Code tit. 5, § 11969.9(d)’s allows the DISTRICT to “review the charter school’s projections of in-district and total ADA and in-district and total classroom ADA and, on or before December 1, express any objections in writing and state the projections the district considers reasonable.” The DISTRICT’s counterprojections are therefore supported by substantial evidence and therefore must stand.

The Charter School’s Petition is also premature, as the Charter School failed to exhaust administrative remedies by completing the steps required under Proposition 39. The Charter School has the opportunity under the regulations to “to respond to, and to express concerns regarding, the preliminary proposal of facilities,” including the DISTRICT’s counterprojections,
under Cal. Admin. Code Tit. 5, § 11969.9(g) before the DISTRICT makes its final offer by April
1, 2017. (Cal. Admin. Code Tit. 5, § 11969.9(h).) The Charter School demands that the
DISTRICT accept the Charter School’s projections. However, this Court cannot compel a
Therefore, this Court cannot prescribe the remedy sought by the Charter School.

Finally, in light of the DISTRICT’s anti-SLAPP motion, the DISTRICT requests that the
Court take the Petitioner’s motion off calendar until such time that it is able to adjudicate the
DISTRICT’s motion, if such adjudication becomes necessary.

Dated: February 14, 2017

BURKE, WILLIAMS & SORENSEN, LLP

By: John R. Yeh
Attorneys for Respondent and Defendant
MT. DIABLO UNIFIED SCHOOL DISTRICT

-15-
IN THE SUPERIOR COURT OF THE STATE OF CALIFORNIA
COUNTY OF CONTRA COSTA

ROCKETSHIP EDUCATION, a California corporation, dba ROCKETSHIP FUTURO ACADEMY,

Petitioner and Plaintiff,

v.

MT. DIABLO UNIFIED SCHOOL DISTRICT and DOES 1 through 10, inclusive,

Respondents and Defendants.

CASE NO.: N17-0137

PROPOSED JUDGMENT GRANTING WRIT OF MANDATE

[Assigned for All Purposes to the
Honorable Judith Craddick, Dept. 9]

Date: March 8, 2017
Time: 9:00 a.m.
Dept.: 9

Petition filed: January 30, 2017

On March 8, 2017, in Department 9 of the above-entitled Court, the Honorable Judith Craddick presiding, this matter came for hearing on the Petition for Writ of Mandate and Complaint filed by Petitioner and Plaintiff ROCKETSHIP EDUCATION, a California corporation, dba ROCKETSHIP FUTURO ACADEMY ("ROCKETSHIP" or "Petitioner") against Respondents and Defendants, MT. DIABLO UNIFIED SCHOOL DISTRICT, a California public school district ("DISTRICT" or "Respondent") and Does 1 through 10, inclusive (collectively "Respondents"). Sarah J. Kollman, Esq. and J. Scott Smith, Esq. of Young, Minney & Corr LLP appeared on behalf of Petitioner; John R. Yeh, Esq. of Burke, Williams & Sorensen, LLP appeared on behalf of the Respondents.

Evidence having been presented by all parties, the cause having been argued and submitted for decision on March 8, 2017, the Court adopted its Tentative Ruling on the same date with clarification that the District must offer not only reasonably equivalent classroom facilities but also reasonably...
equivalent specialized classroom facilities and non-teaching station space. A true and correct copy of
the Tentative Ruling is attached hereto as Exhibit A and is incorporated herein.

After considering the papers and all other matters presented to the Court and with good cause
existing, judgment is hereby entered in favor of Petitioner and Plaintiff ROCKETSHIP EDUCATION,
dba ROCKETSHIP FUTURO ACADEMY, and against Respondents and Defendants, MT. DIABLO
UNIFIED SCHOOL DISTRICT. IT IS ORDERED, ADJUDGED, AND DECREED that:

1. Petitioner's Petition for Writ of Mandate is GRANTED IN PART.

2. A writ of mandate hereby issues, commanding DISTRICT to do the following:

   a. By no later than March 17, 2017, the District shall comply with Proposition 39 and
      its Implementing Regulations, and make a written, reasonably equivalent and
      contiguous preliminary proposal of facilities that meets the criteria of Education
      Code Section 47614(b) (which shall include classroom facilities as well as
      specialized classroom facilities and non-teaching station space) to ROCKETSHIP
      for the 2017-2018 school year to accommodate ROCKETSHIP's projected in-
      District average daily attendance of 285.

   b. This relief is intended to be prohibitory in nature in that it prohibits the DISTRICT
      from basing its facilities offer on a projected in-District Average Daily attendance of
      any less than 285.

   c. No later than March 27, 2017, ROCKETSHIP shall respond to the DISTRICT's
      preliminary proposal in writing, expressing any concerns, addressing differences
      between the preliminary proposal and ROCKETSHIP's facilities request, and/or
      making counter proposals.

   d. No later than April 3, 2017, the DISTRICT shall make a written final offer of
      reasonably equivalent and contiguous facilities that meets the criteria of Education
      Code Section 47614(b) (which shall include classroom facilities as well as
      specialized classroom facilities and non-teaching station space) to accommodate
      ROCKETSHIP's projected in-District average daily attendance of 285 ("Final
      Offer").
e. No later than May 1, 2017, ROCKETSHP shall accept or decline the DISTRICT’s Final Offer.

f. The deadlines provided for herein are adjusted dates for compliance with Prop. 39 deadlines, resulting from the delays of the standard process which are specifically addressed in this proceeding.

g. The DISTRICT shall immediately cease and desist from taking any action inconsistent with the attached ruling of this Court.

3. The Court shall exercise continuing jurisdiction over this action to ensure that Respondents comply with this judgment and writ of mandate.

Dated: 3-5-17

Hon. Judith Craddick
Judge of the Superior Court
21. **TIME:** 9:00  **CASE #:** MSN17-0137  
**CASE NAME:** ROCKETSHP VS. MT DIABLO  
**HEARING ON PETITION FOR WRIT OF MANDATE**  
**FILED BY ROCKETSHP EDUCATION**  
* **TENTATIVE RULING:** *

The petition for writ of mandate, brought by Rocketship Education ("Rocketship"), is **granted in part**. Respondent Mt. Diablo Unified School District ("the District") is hereby enjoined to offer Rocketship, for the 2017-2018 school year, classroom facilities adequate to accommodate Rocketship's projected in-district average daily attendance of 285 students. (Petition, Exh. 6, page 18.) Such facilities shall meet the statutorily specified criteria. (Ed. Code, § 47614, subd. (b).)

The Court issues no relief concerning alleged parent intimidation, although this aspect of the Court's ruling is without prejudice to Rocketship or third parties pursuing such relief in a separate civil action. The Court makes no finding as to costs or attorney fees, which may be claimed through standard post-judgment procedures.

Rocketship shall prepare a proposed judgment in its favor, and shall provide the District's counsel with a copy for approval as to form prior to the hearing. Of particular concern is the timeline for the offer and acceptance of adequate facilities, so that the classroom allocation process can get back on track. Due to the urgency of the situation, the Court intends to enter a judgment on or before Friday March 10.

The basis for the Court's ruling on the petition is as follows.

**A. Standard of Review.**

Rocketship has filed a petition for a writ of ordinary mandate pursuant to section 1085 of the Code of Civil Procedure. It is not a petition for a writ of administrative mandate brought pursuant to section 1094.5. This has implications for both sides.

First, the governing standard of review is abuse of discretion: Rocketship must show that the District's conduct was "arbitrary" or "capricious." (Sequela Union High School Dist. v. Aurora Charter High School (2003) 112 Cal.App.4th 185, 195.) Second, the doctrine of "exhaustion of administrative remedies" does not apply. (City of Coachella v. Riverside County Airport Land Use Com. (1989) 210 Cal.App.3d 1277, 1287 ["the doctrine does not apply in those situations where no specific administrative remedies are available to the plaintiff"].) An interpretation of the Proposition 39 implementing regulations that required charter schools to wait until after April 1 to pursue Superior Court and appellate review would be unreasonable, given the need to plan for the upcoming school year. (See, Calvo Dec., filed on 2-6-17, *passim.*)

**B. Procedural Issues.**

1. **The District's Motion.**

- 12 -

Rocketship Public Schools  
Page 1380
The District has filed a special motion to strike under section 425.16 of the Code of Civil Procedure, but has made no attempt to advance the hearing on that motion to the hearing on the merits of the petition. Because the Court is now ruling on the merits of the petition, the District's motion to strike is dropped from calendar as moot.

The Court further notes that the Court would not have been inclined to grant the District's motion on the merits in any event: Rocketship's allegations concerning parent intimidation are ancillary to the main thrust of Rocketship's argument and the main relief sought. There are no allegations concerning parent intimidation set out in the body of Rocketship's mandate cause of action. (Petition, ¶¶ 59-66.) Rather, as the District correctly observes in its evidentiary objections, the methodology of the District's counter-projection is "the central issue in this matter." (Objections, filed on 2-14-17, page 2, lines 13-14.)

2. Declaratory Relief.

The Court is granting relief pursuant to the First Cause of Action, which is Rocketship's petition for a writ of mandate. This renders moot the Second Cause of Action, Rocketship's complaint for declaratory relief: the Court declines to issue superfluous declarations. (See, Code Civ. Proc., § 1061; Hood v. Superior Court (1995) 33 Cal.App.4th 319, 324 [no need for declaratory relief when issues "were fully engaged by other causes of action"]; See also, General of America Ins. Co. v. Lilly (1968) 258 Cal.App.2d 485, 470.)

3. Documents Filed Under Seal.

The Court has already ordered that the opening documents filed by Rocketship conditionally under seal are now finally sealed. (Order, filed on 2-1-17, page 2, ¶ 2.) For good cause shown, the Court hereby orders that the opposition documents filed by the District conditionally under seal are also now finally sealed. This aspect of the Court's ruling is subject to further order of the Court following a noticed motion, should any party with standing contend that the sealing orders are too broad.

C. Evidentiary Issues.

1. The District's Objections.

The District's evidentiary objections, filed on February 14, 2017, are sustained on both grounds stated. The declarations of Alice Gonzalez and Miguel Soza are irrelevant, because the District's purported acts of parent intimidation are ancillary to the main thrust of Rocketship's argument and the main relief sought in the petition; as the District correctly observes, the methodology of the District's counter-projection is "the central issue in this matter." Also, the allegations to which the District objects constitute hearsay for which no hearsay exception has been established.

2. Rocketship's Objections.

The Court rules as follows on Rocketship's evidentiary objections, filed on February 17, 2017.
Declaration of John R. Yeh. ¶¶ 1-5 and 10-11, overruled: Mr. Yeh has personal knowledge of purely procedural developments in his capacity as the District’s lawyer; the allegations are at least marginally relevant as background; and in any event these facts are not genuinely disputed. ¶ 7, sustained as to the language “the Charter School’s in-District classroom ADA turned out to be only 101.65”: Mr. Yeh has not established personal knowledge of this purported fact, but instead refers only to the District’s unverified letter of December 1. ¶ 8, sustained: Mr. Yeh has not established personal knowledge of these purported facts, but instead refers only to the District’s board resolution — a resolution subsequently overturned by the State Board of Education. ¶ 9, sustained: Mr. Yeh has not established personal knowledge of this purported fact, but instead refers only to a website printout.

Supplemental Declaration of John R. Yeh. ¶ 1, sustained on all grounds stated except relevance. This ruling obviously also applies to the supplemental declaration’s Exhibit 1.

Declaration of Tim Cody. ¶ 4, overruled: the Court regards this as a hyper-technical objection to a procedural fact not genuinely disputed. ¶¶ 5-7, sustained on all grounds stated except relevance. The substantive allegations of this mystifying declaration set forth no competent opinions, whether the declaration is viewed as that of a lay witness or an expert witness. The Court has no idea what a “Director of Measure C” may be, what information Mr. Cody relied on, and what experience and methodology Mr. Cody used to form the opinions he sets forth as if they were self-evident facts.

The Script Declarations. Rocketship’s objections to the declarations of Carmen Garces, Carmen Lopez, Laura Matsuzaki, and Sofia Soto are overruled in part.

¶¶4. Insofar as these declarations are being used to explain the methodology the District used when compiling statistical data for answers to the four questions set out in the subject script, the objection is overruled — without any finding that the methodology is valid. The objection is sustained as to the declarants’ assertions that certain telephone numbers were “wrong, or did not work”: these allegations are impermissibly conclusory, unintelligibly vague, and represent unsupported opinions. Finally, insofar as the call logs record parent statements other than direct responses to the four script questions, the objection is sustained on the same grounds cited by the District in its own objections: relevance, and hearsay.

¶ 5. Overruled. The declarants may competently allege that they did not speak in a threatening or harassing manner: this is a permissible lay opinion. The vagueness of this language goes to its weight, and not its admissibility.

D. The Merits.

1. Enrollment v. ADA.

The Court is not persuaded that the phraseology of the December 1 counter-projection supports issuing a writ of mandate. There are three reasons why this is so.
First, a fair reading of the December 1 counter-projection strongly suggests that the District was in fact referring to in-district ADA, and not to enrollment, particularly when the specific language of the counter-projection is read in context with the analytical language preceding it. (Petition, Exh. 2, p. 6.) The District does not expressly state that it is referring to enrollment; this appears to be a case of poor wording.

Second, Rocketship has failed to explain how any technical error in this regard was prejudicial. Rocketship was able to evaluate the counter-projection and provide its own revised projection in Rocketship’s January 2 response.

Finally, it would appear to the Court that any error in using an enrollment number rather than an ADA number would have favored Rocketship. Presumably, enrollment is always higher than ADA. Had the District used an ADA number, it would have offered even less classroom space.

The Court notes that it would seem prudent for the District to use the correct phraseology in future school years.

2. The District’s Counter-Projection.

The Court is persuaded by Rocketship’s opening and reply arguments that the District’s December 1 counter-projection is otherwise wholly invalid, without regard to its wording, and so represents an abuse of discretion. (Ed. Code, § 47614, subd.(b)(2) ["t]he district shall allocate facilities to the charter school for that following year based upon [the charter school’s reasonable] projection”). Given the absence of a valid counter-projection, Rocketship’s revised projection is “no longer subject to challenge,” and the District has a ministerial duty to accept Rocketship’s January 2 revised projection for the 2017-2018 school year. (Cal. Code Reg. tit. 5, § 11969.9, subd. (d).) The projection process stops as of January 2, and the District must immediately move on to provide suitable classroom facilities. This finding is made on two independent grounds.

The Permissible Scope of Review

The regulations implementing Proposition 39 provide that a district shall “review” the projection submitted by a charter school to ensure that the projection is reasonable. (Cal. Code Reg. tit. 5, § 11969.9, subd. (d).) The regulations do not authorize a district to blithely discard the school’s methodology and documentation by conducting its own wholly independent counter-survey.

The Court finds that the scope of “review” permitted to a school district is very limited. The district may review the charter school’s projection for obvious defects, such as listing a child outside the qualifying age range, listing a child who resides outside the district’s boundaries, etc. The district may also review whether the school’s documentation reasonably supports the school’s projection.

In the case at bar, the District went far beyond the scope of such permissible review. The District launched a forensic attack on Rocketship’s documentation with the obvious intent...
and predictable effect of minimizing the amount of classroom space the District would offer Rocketship.

Interpreting the implementing regulations to provide a narrow scope of review is bolstered by a consideration of the parties’ respective incentives. Charter schools have a strong incentive not to overestimate enrollment, because they must pay for empty classroom space. (Ed. Code, § 47614, subd. (b)(2); Cal. Code Regs., tit. 5, § 11969.8. See, Sequoia Union High School Dist. v. Aurora Charter High School (2003) 112 Cal.App.4th 185, 196 (“the school is subsequently penalized if its projection was incorrect by having to reimburse the district for over-allocated space”).) Hostile school districts, on the other hand, have every incentive to underestimate enrollment because they face no countervailing financial penalty. The regulations cannot be interpreted so as to give school districts carte blanche to lowball projected enrollment, thereby starving potentially viable charter schools of the classroom facilities they need to grow and thrive. Proposition 39 was enacted to prevent such conduct, and not to enable it.

The Environmental Charter decision cited by the District is easily distinguishable. (See, Environmental Charter High School v. Centinela Valley Union High School Dist. (2004) 122 Cal.App.4th 139.) The decision held that “there is nothing in the regulations that requires a school district to accept and consider a facilities request that is incomplete and wholly lacking.” (id., at 153.) Rocketship’s November 1 request cannot fairly be so characterized.

The District’s Counter-Survey

Even if an independent counter-survey were permissible, the counter-survey conducted by the District is so deeply flawed that relying on it was a gross abuse of discretion. (Petition, ¶¶ 40-47 and Exhibit 6.) The Court is particularly struck by the number of parents who would lose the opportunity to enroll their children in a charter school merely because — through a completely opaque methodology — four District employees determined that the phone numbers listed for them were “wrong.” (See, Petition, ¶ 43 and Exhibit 6.) Rocketship’s critique of the counter-survey is compelling.

A related point is the lack of any evidence that the District’s counter-survey was designed and implemented by District employees who knew what they were doing. A charter school may be presumed to know its business, and even without such a presumption, Rocketship’s officer Cheye Calvo has established her qualifications. (Calvo Dec., filed on 2-6-17, ¶ 1.) The District, on the other hand, apparently has virtually no experience with charter schools — other than waging its legal battle against Rocketship’s very existence.

Who is Ms. Calvo’s counterpart at the District? We may assume that Ms. Garces, Ms. Lopez, Ms. Matsuzaki, and Ms. Soto did not compose the script and design the counter-survey themselves. Was this done by the District’s lawyers, with a view to positioning the District for future litigation? The Court notes that, while the District’s December 1 letter is on District stationery, and is signed by the District’s superintendent, the first sentence of the letter reads as follows: “This law firm represents the Mt. Diablo Unified School District ...” (Yeh Dec., Exh. “B”.) Was the survey designed and supervised by Tim Cody, a District employee with the enigmatic title “Director of Measure C”? Mr. Cody does not say so. (Cody Dec., passim.)
Paragraph 7 of Mr. Cody's declaration has been found inadmissible on multiple grounds, and is so vague and conclusory that it would not have been of benefit to the Court even if it had been found admissible.

As a final point, the Court emphasizes that it has not relied on any direct or inferential evidence of parent intimidation in making this ruling. Even in the absence of any intimidation, the counter-survey conducted by the District is so deeply flawed that relying on it was a gross abuse of discretion.

3. The District's Rhetoric.

The Court is dismayed by the District's assertion that Rocketship has made "false and fraudulent misrepresentations." (Opposition, filed on 2-14-17, page 1, lines 23-16. See also, page 10, line 10 [the subject forms "were fraudulently induced"]; page 14, lines 3-5 ["[t]he Charter School has attempted to conceal the submission of fraudulently-induced documentation"]). The District's reckless assertion is particularly troubling because it is based entirely on the same kind of inadmissible hearsay statements that the District itself has properly objected to. (Objections, filed on 2-14-17. See also, Opposition, part III-A-4, pages 10-11.)

The Court finds that there is not a scintilla of admissible evidence suggesting that Rocketship engaged in any form of fraudulent conduct. (See also, Declaration of Cheye Calvo, filed on 2-17-17, passim.) Rocketship has demonstrated its good faith in all respects, including Rocketship's decision to submit a substantially revised projection on January 2, despite a plausible legal basis for arguing that the District was required to accept Rocketship's higher projection of November 1.
CIRCUIT COURT SUMMONS

STATE OF TENNESSEE
DAVIDSON COUNTY
20TH JUDICIAL DISTRICT

CIVIL ACTION
DOCKET NO. 16C331

Method of Service:
☐ Davidson County Sheriff
☐ Out of County Sheriff
☐ Secretary of State
☒ Certified Mail
☐ Personal Service
☐ Commissioner of Insurance

TERRI WHITE

Plaintiff

Vs.

LILLIAN CAIN
c/o John Tarpley
Lewis, Thomason, King, Krieg & Waldrop, P.C.
424 Church Street, Ste. 2500, Nashville, TN 37219

Defendant

To the above named Defendant:

You are summoned to appear and defend a civil action filed against you in the Circuit Court, 1 Public Square, Room 302, P.O. Box 196303, Nashville, TN 37219-6303, and your defense must be made within thirty (30) days from the date this summons is served upon you. You are further directed to file your defense with the Clerk of the Court and send a copy to the Plaintiff’s attorney at the address listed below.

In case of your failure to defend this action by the above date, judgment by default will be rendered against you for the relief demanded in the complaint.

ISSUED: 6/14/16

RICHARD R. ROOKER
Circuit Court Clerk
Davidson County, Tennessee

By: 
Deputy Clerk

ATTORNEY FOR PLAINTIFF

Taylor C. Sutherland of Sutherland & Belk, PLC
2505 21st Avenue South, Suite 400
Address: Nashville, TN 37212

PLAINTIFF’S ADDRESS

TO THE SHERIFF:

Please execute this summons and make your return hereon as provided by law.

RICHARD R. ROOKER
Circuit Court Clerk

Received this summons for service this _______ day of ________________ , 20__.

SHERIFF

To request an ADA accommodation, please contact Dart Gore at (615) 880-3309.

Rocketship Public Schools

Page 1386
IN THE CIRCUIT COURT FOR DAVIDSON COUNTY, TENNESSEE

TERRI WHITE, )
                             )
        Plaintiff, )
                             )
vs. )
                             )
THE METROPOLITAN GOVERNMENT OF NASHVILLE AND DAVIDSON COUNTY, )
METROPOLITAN ACTION COMMISSION, )
LILLIAN CAIN, )
ROCKETSHIP EDUCATION, )
GRAY LINE OF TENNESSEE, )
RLCL ACQUISITIONS, LLC and )
RLCL ACQUISITION, LLC, )
                             )
        Defendants. )
                             )
                             )
CASE #: 16C331
JURY DEMAND

AMENDED COMPLAINT

Pursuant to Rule 15, Tenn. R. Civ. Pro. and Tenn. Code Ann. § 20-1-119, comes now the
Plaintiff, Terri White, and for her causes of action against the Defendants would show unto the
Court as follows:

1. Defendant, the Metropolitan Government of Nashville and Davidson County, is a
governmental entity within the meaning of the Tennessee Governmental Tort Liability Act.

2. On information and belief, Defendant, Metropolitan Action Commission, is an
agency and/or department and/or commission and/or part of the Metropolitan Government of
Nashville and Davidson County.

3. Hereinafter, the Metropolitan Government of Nashville and Davidson County,
Metropolitan Action Commission and the employees and/or agents of each shall be referred to
collectively as "Metro."

4. Pursuant to the Tennessee Governmental Tort Liability Act, Tenn. Code Ann. §
29-20-101, et. seq., immunity from suit of Metro has been removed for injuries resulting from
the negligent acts or omissions of employees or agents, including the negligent operation of a motor vehicle.

5. The events leading up to, and the injury complained of herein, occurred in Nashville, Davidson County, Tennessee.

6. Jurisdiction and venue are proper with this Court.

7. On or about February 10, 2015, Plaintiff was injured when the Metro school bus in which she was a passenger was involved in a collision with another vehicle at or near the intersection of Dellway Villa Road and Dickerson Pike. Hereinafter, this event shall be referred to as “the collision.”

8. The collision occurred as a result of the negligence of one of Metro’s employees or agents.

9. As a direct and proximate result of the collision, Plaintiff suffered damages, including, but not limited to, physical pain and suffering, mental anguish, emotional distress, lost earning capacity and wages and diminished capacity for enjoyment of life. She may have permanent injuries.

10. Because of the medical care, services, supplies and therapy required and actually given in the treatment of Plaintiff, she has incurred medical expenses and may continue to incur such expenses in the future.

CLAIMS AGAINST CAIN, ROCKETSHIP, GRAY LINE AND RLCL

11. In its Answer to the Complaint in this action, Metro asserted the comparative fault of Lillian Cain.

12. On information and belief, Lillian Cain was an employee, agent and/or
representative of Rocketship Education and/or Gray Line of Tennessee and/or RLCL Acquisitions, LLC and/or RLCL Acquisition, LLC at the time of the collision.

13. On information and belief, Lillian Cain was acting within the course and scope of her employment, agency and/or representation of Rocketship Education and/or Gray Line of Tennessee and/or RLCL Acquisitions, LLC and/or RLCL Acquisition, LLC at the time of the collision.

14. On information and belief, the vehicle Lillian Cain was driving at the time of the collision was owned by and/or registered to Rocketship Education and/or Gray Line of Tennessee and/or RLCL Acquisitions, LLC and/or RLCL Acquisition, LLC at the time of the collision.

15. On information and belief, pursuant to T.C.A. § 55-10-311 and 312, principles of vicarious liability and/or other statutory or common law agency principles, Rocketship Education and/or Gray Line of Tennessee and/or RLCL Acquisitions, LLC and/or RLCL Acquisition, LLC are liable for any negligence of Lillian Cain which caused the collision.

16. Hereinafter, Lillian Cain, Rocketship Education, Gray Line of Tennessee, RLCL Acquisitions, LLC and RLCL Acquisition, LLC and the employees, agents and representatives of each shall be referred to collectively as “Rocketship.”

17. Pursuant to Tenn. Code Ann. § 20-1-119, Plaintiff asserts that the collision and her injuries and damages were proximately caused by the negligence of Lillian Cain and/or Rocketship.

18. Plaintiff alleges that the collision and all of her injuries, losses and damages were directly and proximately caused by the negligence of each of the Defendants and/or their
respective employees or agents.

19. The Metropolitan Government of Nashville and Davidson County has been properly served with process.

20. Metropolitan Action Commission has been properly served with process.

21. Lillian Cain has been properly served with process.

22. Rocketship Education has been properly served with process.

23. Gray Line of Tennessee has been properly served with process.

24. RLCL Acquisitions, LLC has been properly served with process.

25. RLCL Acquisition, LLC has been properly served with process.

WHEREFORE, PREMISES CONSIDERED, PLAINTIFF DEMANDS:

1. That service of process issue and be served upon the Defendants requiring them to appear and answer within the time required by law;

2. That judgment be rendered against the Defendants holding them liable for compensatory damages in an amount to be determined by the judge and jury;

3. For a jury to hear her claims against the non-Metro Defendants; and

4. For all other relief to which Plaintiff may be entitled from this Court including discretionary costs, court costs and any further and general relief.
Respectfully submitted,

SUTHERLAND & BELK, PLC

Taylor C. Sutherland, B.P.R. No. 26624
Russell Belk, B.P.R. No. 27960
2505 21st Avenue South, Suite 400
Nashville, TN 37212
P: (615) 846-6200
F: (615) 208-2255

Attorneys for Plaintiff

CERTIFICATE OF SERVICE

I hereby certify that a true and correct copy of the foregoing was served via facsimile and email on:

James E. Robinson
Patrick J. Bradley
Phylinda Ramsey
Metro Department of Law
Metro Courthouse, Suite 108
Nashville, TN 37219
Fax: (615) 862-6352
james.robinson@nashville.gov
patrick.bradley@nashville.gov
phylinda.ramsey@nashville.gov

and via first-class U.S. Mail on

Metropolitan Action Commission
c/o Dr. Cynthia L. Croom, Executive Director
800 2nd Avenue North
Nashville, TN 37201

on this, the 20th day of April, 2016.

[Signature]

Taylor C. Sutherland
AGREED ORDER OF DISMISSAL

As evidenced by the signatures of counsel below for Plaintiff Terri White and Defendants Metropolitan Government of Nashville and Davidson County, Metropolitan Action Commission, Lillian Cain, Rocketship Education, Gray Line of Tennessee, RLCL Acquisitions, LLC and RLCL Acquisition, LLC, the parties have reached a compromise and settlement in this case.

Plaintiff’s attorney certifies that there are no known TennCare liens that remain unaddressed in this action.

IT IS THEREFORE ORDERED, ADJUDGED AND DECREED that this case is hereby dismissed with prejudice. Court costs are taxed equally to Defendant Metropolitan Government and Gray Line of Tennessee for which execution may issue, if necessary.

ENTERED this the 27th day of September, 2018.

HONORABLE KELVIN D. JONES
DEPARTMENT OF LAW OF THE
METROPOLITAN GOVERNMENT OF
NASHVILLE AND DAVIDSON COUNTY
JON COOPER, # 23571.
Director of Law

Phylinda Ramsey
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Lucas A. Davidson, BPR #29955
424 Church Street, Suite 2500
P.O. Box 198615
Nashville, TN 37219
(615) 259-1366
Attorneys for Defendants Lillian Cain, Rocketship Education, Gray Line of Tennessee, RLCL Acquisitions, LLC and RLCL Acquisitions, LLC
CERTIFICATE OF SERVICE

I hereby certify that a true and correct copy of the foregoing has been sent by U.S. Mail, postage pre-paid to:

Taylor C. Sutherland
Russell Belk
2505 21st Avenue South, Suite 400
Nashville, TN 37212

John R. Tarpley
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Attorneys for Defendant Rocketship Education,
RLCL Acquisition, LLC d/b/a Gray Line of Tennessee

on this the 25th day of September, 2018.

Phylinda L. Ramsey
ROCKETSHIP EDUCATION, REAL PARTY IN INTEREST

YOU ARE BEING SUED BY PLAINTIFF:

(EL DEMANDANTE): ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT; EVERGREEN SCHOOL DISTRICT; FRANKLIN-MCKINLEY SCHOOL DISTRICT; AND MOUNT PLEASANT ELEMENTARY SCHOOL DISTRICT

NOTICE! You have been sued. The court may decide against you without your being heard unless you respond within 30 days. Read the information below.

You have 30 CALENDAR DAYS after this summons and legal papers are served on you to file a written response at this court and have a copy served on the plaintiff. A letter or phone call will not protect you. Your written response must be in proper legal form if you want the court to hear your case. There may be a court form that you can use for your response. You can find these court forms and more information at the California Courts Online Self-Help Center (www.courts.ca.gov/self-help), your county law library, or the courthouse nearest you. If you cannot pay the filing fee, ask the court clerk for a fee waiver form. If you do not file your response on time, you may lose the case by default, and your wages, money, and property may be taken without further warning from the court.

There are other legal requirements. You may need to call an attorney right away. If you do not know an attorney, you may want to call an attorney referral service. If you cannot afford an attorney, you may be eligible for free legal services from a nonprofit legal services program. You can locate these nonprofit groups at the California Legal Services Web site (www.lawhelpcalifornia.org), the California Courts Online Self-Help Center (www.courts.ca.gov/self-help), or by contacting your local court or county bar association. NOTE: The court has a statutory lien for waived fees and costs on any settlement or arbitration award of $10,000 or more in a civil case. The court's lien must be paid before the court will dismiss the case. JAVÍSICO! Lo han demandado. Si no responde dentro de 30 días, la corte puede decidir en su contra sin escuchar su versión. Lee la información a continuación.

Tiene 30 DÍAS DE CALENDARIO después de que le entreguen esta citación y papeles legales para presentar una respuesta por escrito en esta corte y hacer que se entregue una copia al demandante. Una carta o una llamada telefónica no lo protegen. Su respuesta por escrito tiene que estar en formato legal correcto si desea que procesen su caso en la corte. Es posible que haya un formulario que usted pueda usar para su respuesta. Puede encontrar estos formularios de la corte y más información en el Centro de Ayuda de las Cortes de California (www.sacourt.ca.gov), en la biblioteca de leyes de su condado o en la corte que le queda más cerca. Si no puede pagar la cuota de presentación, pida al secretario de la corte que le dé un formulario de extensión de pago de cuotas. Si no presenta su respuesta a tiempo, puede perder el caso por incumplimiento y la corte le podrá quitar su sueldo, dinero y bienes sin más advertencia. Hay otros requisitos legales. Es recomendable que llame a un abogado de inmediato. Si no conoce a un abogado, puede llamar a un servicio de remisión a abogados. Si no puede pagar a un abogado, es posible que cumpla con los requisitos para obtener servicios legales gratuitos de un programa de servicios legales sin fines de lucro. Puede encontrar estos grupos sin fines de lucro en el sitio web de California Legal Services, (www.lawhelpcalifornia.org), en el Centro de Ayuda de las Cortes de California, (www.sacourt.ca.gov) o poniéndose en contacto con la corte o el colegio de abogados locales. AVISO: Por ley, la corte tiene derecho a reclamar las cuotas y los costos pagados por el impositor de pagar un gravamen sobre cualquier recuperación de $10,000 o más de valor recibida mediante un acuerdo o una concesión de arbitraje en un caso de derecho civil. Tiene que pagar el gravamen de la corte antes de que la corte pueda darse de alta.

The name and address of the court is:
Santa Clara Superior Court
191 North First Street
San Jose, CA 95113

The name, address, and telephone number of plaintiff's attorney, or plaintiff without an attorney, is:
(Sue Ann Salmon Evans, SBN 151562
562-366-8500
Clarissa R. Canady, SBN 194473; William B. Tunic, SBN 245481
Dannis W. Woliver Kelley
115 Pine Avenue, Suite 500, Long Beach, CA 90802
FEB - 4 2014

J. CAO-NGUYEN
Deputy
(Adjunto)

For proof of service of this summons, use Proof of Service of Summons (form POS-010).

NOTICE TO THE PERSON SERVED: You are served
1. as an individual defendant.
2. as the person sued under the fictitious name of (specify):
3. on behalf of (specify):
   Rocketship Education
   under:
   [ ] CCP 416.10 (corporation)
   [ ] CCP 416.20 (defunct corporation)
   [ ] CCP 416.40 (association or partnership)
   [ ] CCP 416.60 (minor)
   [ ] CCP 416.70 (conservatee)
   [ ] CCP 416.90 (authorized person)
   [ ] other (specify):
4. by personal delivery on (date):

Page 1 of 1

Form Adapted for Mandarin Use
Judicial Council of California
SUM-100 [Rev. July 1, 2008].

Rocketship Public Schools
SUPERIOR COURT OF THE STATE OF CALIFORNIA
FOR THE COUNTY OF SANTA CLARA

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT; EVERGREEN SCHOOL DISTRICT; FRANKLIN-MCKINLEY SCHOOL DISTRICT; AND MOUNT PLEASANT ELEMENTARY SCHOOL DISTRICT,

Petitioners/Plaintiffs,

v.

SANTA CLARA COUNTY BOARD OF EDUCATION; AND SANTA CLARA COUNTY OFFICE OF EDUCATION,

Respondents/Defendants.

ROCKETSHIP EDUCATION,

Real Party in Interest.

CASE NO. 114CV260070

PETITION FOR WRIT OF MANDATE AND COMPLAINT FOR INJUNCTIVE AND DECLARATORY RELIEF

(Pursuant to Code Civ. Proc., §§ 1085 & 1060)

Trial: None set

Exempt from filing fees pursuant to Gov. Code, § 6103.
1. Comes now Petitioners ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT; EVERGREEN SCHOOL DISTRICT; FRANKLIN-MCKINLEY SCHOOL DISTRICT; and MT. PLEASANT ELEMENTARY SCHOOL DISTRICT ("Districts") and allege against Respondents SANTA CLARA COUNTY BOARD OF EDUCATION and SANTA CLARA COUNTY OFFICE OF EDUCATION ("Respondents") as follows:

INTRODUCTION

2. The Constitution vests control and delivery of education at the most local level, the school district. A school district is a public organization authorized by the Legislature with a defined territory and subordinate to the general education laws of the State of California. School districts are governed by locally elected board members and are vested with various powers by the Legislature. These powers have been granted to school districts because of their unique instructional functions. Within its defined geographical area, a school district is required to educate all children of appropriate grade and age, provide all necessary classroom facilities, teachers and instructional materials. This structure allows local school districts, operating within the bounds of State law, to address the needs and concerns of their community.

3. In the abstract, charter schools do not alter this basic structure. While they are sanctioned to operate outside certain limitations of the Education Code, their existence is permitted because they must be approved and overseen by the public school system. When authorized in conformity with law, a charter school can perform an important role in the community, supplementing and complimenting the services offered by the school district.

4. Consistent with the constitutional focus on local control of education in California, charter schools are generally authorized under Education Code section 47605\(^\text{1}\) which allows for school districts to approve and oversee charter schools. Section 47605 calls upon the educational expertise of local school districts to evaluate, among other things, whether the charter petition presents a sound educational program, whether petitioners are demonstrably likely to successfully implement the program, whether the charter petition sets forth a reasonably comprehensive description of the 16 elements reflecting the educational and operational program of the proposed charter school, and

\(^{1}\)All statutory references are to the Education Code unless otherwise noted.
whether the charter petitioner has a viable fiscal plan for the proposed school(s). (§ 47605, subd.
(b)(5)(A)-(P), (g.) In implementing section 47605, school districts must be mindful of whether the
center petition meets the intent of the Legislature to “provide parents and pupils with expanded choices
in the types of educational opportunities that are available within the public school system” and are best
positioned to do so in light of the keen knowledge of the existing programs offered within the local
district by both charter schools and the local school district. (§ 47601, subd. (e).) School districts are
also informed that “[i]n reviewing petitions for the establishment of charter schools pursuant to this
section [47605], the chartering authority shall be guided by the intent of the Legislature that charter
schools are and should become an integral part of the California educational system and that
establishment of charter schools should be encouraged.” (§ 47605, subd. (b.).)

5. Although in limited circumstances charter schools may be initially authorized by a
county board of education (§ 47605.6) or the State Board of Education (§ 47605.8), such petitions must
be denied unless there is a reason the charter school could not operate at the school district level – as
case law holds, authorization of a charter under these sections is the exception, not the rule. (California
Specifically, a county board of education may only approve a charter petition for a “countywide”
charter school if it finds, among other things, that the services to be provided could not be provided as
well by the charter school if authorized by a local school district and there is a reasonable justification
for why the charter school could not be established by petition to a school district.

6. Prior to 2009, Rocketship Education (“Rocketship”) operated two charter schools
within Santa Clara County. Both of these schools were school district based charter schools
authorized under section 47605.

7. In 2009, Rocketship directly petitioned the Santa Clara County Board of Education
(“SCCBOE”) for a countywide charter school pursuant to section 47605.6 to operate in five
locations. This petition was granted. However, it is alleged upon information and belief that when
Rocketship learned that it would only receive one “start-up grant,” i.e., Public Charter School
Grant funds of up to $575,000, for this charter school, Rocketship returned to the SCCBOE to
obtain separate approval of each location as an independent countywide charter school under
section 47605.6. Although Santa Clara County Office of Education ("SCCOE") staff originally
found that the petitions did not identify sufficient "countywide benefits" to legally allow
authorization of the petitions, SCCBOE nonetheless approved these countywide charters in late
2011.

8. While three of these petitions were pending, Rocketship again returned to the
SCCBOE to seek authorization for an additional 20 countywide charter schools under section
47605.6. These Rocketship charter petitions were given numerical identifiers "Rocketship 9"
through "Rocketship 28." These petitions identified the same "countywide benefit" factors
presented in the earlier petitions and previously found insufficient by SCCOE staff. Again,
notwithstanding this legal flaw, the SCCBOE granted all 20 countywide charter petitions in
December 2011. These 20 charter schools are set to locate in Alum Rock Union Elementary
School District, Campbell Union School District, Evergreen School District, Franklin-McKinley
School District, Mt. Pleasant Elementary School District, Oak Grove School District, San Jose
Unified School District, and Santa Clara Unified School District. None of these 20 charter schools
are slated to begin operations until on or about August 2014.

9. Because the petitions to form 20 countywide charters failed to establish, among other
things, that: 1) they provide services which could not be provided as well by the charter schools if
authorized by a local school district; and 2) there is a reasonable justification for why the charter
schools could not be established by petitions to a school district, the SCCBOE approval of the 20
countywide charter petitions was in violation of law.

10. Nonetheless, the 25 Rocketship countywide charter schools now approved by the
SCCBOE may locate and operate within the school districts' boundaries in Santa Clara County without
the consent or input of the local school district. The local school districts have had no opportunity to
evaluate the educational program, the fiscal viability of the school, or consider whether the program
provides for expanded school choice in light of what is offered through the local district and locally
established charter schools as called for under section 47605. The local district communities and staff
have had no opportunity to petition to their local district governing board on the question of whether
they support the charter school in their community as provided for under section 47605. These
countywide charter schools are not overseen by the local school district or required to work with the
local school district to ensure their services meet the Legislative intent to increase learning
opportunities for all pupils. The actions of Respondents in granting these charter petitions are contrary
to the Education Code and interfere with the rights and responsibilities of the local school districts and
their recognized "sovereignty over public education" provided within their boundaries. (CSBA v. SBE,
supra, 186 Cal.App.4th at 1308.)

11. Respondents' actions in unlawfully authorizing countywide charter schools, serve to
usurp the powers and oversight of local school districts, including the Districts, by creating a super-
district of charter schools in Santa Clara County. However, as the courts have recognized, neither the
SCCOE nor the SCCBOE has the unique educational task of mass education that a school district has.
The actions of the SCCOE and SCCBOE are directly contrary to the Legislative intent and the statutory
authority.

THE PARTIES

12. Petitioner/Plaintiff Alum Rock Union Elementary School District ("Alum Rock") is,
and at all times mentioned herein was, a public entity duly existing under and by virtue of the laws of
the State of California and operating as a public school district providing educational services in the
County of Santa Clara, California. Alum Rock has authorized two charter schools and has an
additional five charters within its district boundaries. Four of the sites for the 20 proposed Charter
Schools, designated Rocketship 9, 14, 19, and 24, are within the geographical boundaries of Alum
Rock and are slated to open in 2014, 2015, and 2016.

13. Petitioner/Plaintiff Evergreen School District ("Evergreen") is, and at all times
mentioned herein was, a public entity duly existing under and by virtue of the laws of the State of
California and operating as a public school district providing educational services in the County of
Santa Clara, California. One of the sites for the 20 proposed Charter Schools, designated Rocketship
10, is within the geographical boundaries of Evergreen and is slated to open in 2018.

14. Petitioner/Plaintiff Franklin-McKinley School District ("Franklin-McKinley") is, and at
all times mentioned herein was, a public entity duly existing under and by virtue of the laws of the State
of California and operating as a public school district providing educational services in the County of
Santa Clara, California. Franklin-McKinley has authorized five charter schools, including two of Real
Party's existing charter schools, Rocketship Mosaic and Rocketship Spark. Three of the sites for the 20
proposed Charter Schools, designated Rocketship 11, 15, and 21, are within the geographical
boundaries of Franklin-McKinley and are slated to open in 2015, 2016, and 2017.

15. Petitioner/Plaintiff Mount Pleasant Elementary School District ("Mt. Pleasant") is, and
at all times mentioned herein was, a public entity duly existing under and by virtue of the laws of the
State of California and operating as a public school district providing educational services in the
County of Santa Clara, California. Mt. Pleasant has authorized a charter school within its district. One
of the sites for the 20 proposed Charter Schools, designated Rocketship 25, is within the geographical
boundaries of Mt. Pleasant and is slated to open in 2018.

16. Petitioners/Plaintiffs Alum Rock, Evergreen, Franklin-McKinley, and Mt. Pleasant may
be referred to collectively as the "Petitioners" or "Districts."

17. Respondent Santa Clara County Board of Education ("SCCBOE") is, and at all times
mentioned herein was, a public entity duly existing under and by virtue of the laws of the State of
California.

18. Respondent Santa Clara County Office of Education ("SCCOE") is, and at all times
mentioned herein was, a public entity duly existing under and by virtue of the laws of the State of
California.

19. Respondents SCCBOE and SCCOE may be referred to collectively as "Respondents."

20. Real Party in Interest Rocketship Education ("Rocketship") is a 501(c)(3) non-profit
corporation incorporated under the laws of the State of California with its principal place of
business in Palo Alto, California, which operates charter schools in several states. It operates eight
charter schools in Santa Clara County and has received authorization to operate 20 additional
countywide charter schools within Santa Clara County ("Charter Schools").

GENERAL ALLEGATIONS

Requirements For Approval Of Countywide Charter Schools

21. The California Constitution provides for the provision of public education through
"a system of common schools." (Cal. Const., art. IX, § 5.) At the local level, it specifies the
creation and organization of school districts. (Id., art. IX, § 14.) In short, "[u]nder the Constitution, the public schools themselves exist at the district level and are governed by the school districts." (Mendoza v. State (2007) 149 Cal.App.4th 1034, 1041.) The Education Code builds upon this foundation, requiring that "[e]very school district shall be under the control of a board of school trustees or a board of education." (§ 35010, subd. (a).)

22. The Constitution provides for "a system of common schools," which includes charter schools, so long as those schools are properly authorized and overseen. Charter schools were first sanctioned in California by the Charter Schools Act of 1992 ("CSA"). The CSA contains a detailed set of procedures and requirements that govern every aspect of a charter school's existence. "From how charter schools come into being, to who attends and who can teach, to how they are governed and structured, to funding, accountability and evaluation – the Legislature has plotted all aspects of their existence." (Wilson v. State Bd. of Educ. (1999) 75 Cal.App.4th 1125, 1136.) In fact, it is this explicit statutory scheme and its strict requirements which make the CSA constitutional. (Id.)

23. In detailing how charter schools may come into existence, the CSA allows school districts to approve a charter petition and thereby authorize the operation of a charter school. (§ 47605.) Section 47605 calls upon the educational expertise of local school districts to evaluate, among other things, whether the charter petition presents a sound educational program, whether petitioners are demonstrably likely to successfully implement the program, whether the charter petition sets forth a reasonably comprehensive description of the 16 elements reflecting the educational and operational program of the proposed charter school, and whether the charter petitioner has a viable fiscal plan for the proposed school(s). (§ 47605, subd. (b)(5)(A)-(P), (g).) The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings. (§ 47605, subd. (b).) Petitioners may appeal that decision to the local county board of education or the State Board of Education. (§ 47605, subd. (j)). The vast majority of the 1,100 charter schools in the State were authorized by school districts through this process.

24. Charter schools are public schools that operate independently from local school districts but are subject to oversight. Before 2002, charter schools operated without geographic restrictions;
however, in 2002, after it came to light that several charter schools operating outside the boundaries of
the entity that authorized the charter had accumulated debt and were involved in other irregularities, the
Legislature amended the CSA to require that charter schools be located within the boundaries of the
school district where they were chartered. (See, e.g., §§ 47605, subd. (a)(1), 47605.1.) At the time the
CSA was amended to localize authorization and oversight of charter schools, the Legislature amended
the CSA to allow for “countywide” charter schools. (§ 47605.6 [Stat. 2002, ch. 1058].) This allowed
charter school petitions to be filed directly with a county board of education to operate a charter school
within that county, but the Legislature made clear that such charters were to be the exception and only
approved upon specific findings essentially reflecting that the charter could not be operated as a charter
school approved under section 47605. Specifically, the intent of this bill was to “help clarify a district’s
sovereignty over public education provided within its boundaries and ... enhance oversight of charter
schools.” (CSBA v. SBE, supra, 186 Cal.App.4th at 1308, quotation omitted.)

25. While the 2002 amendments allowed for countywide charter schools, “the statutory
scheme reflects an intent to promote district chartered schools and local oversight while allowing for
limited exceptions.” (CSBA v. SBE, supra, 186 Cal.App.4th at 1320.) Section 47605.6 is one such
exception, permitting the establishment of a countywide charter school “only if the county board of
education finds, in addition to the other requirements of this section, that the educational services to be
provided by the charter school will offer services to a pupil population that will benefit from those
services and that cannot be served as well by a charter school that operates in only one school district in
the county.” (§ 47605.6, subd. (a)(1).) Moreover, the statute makes it incumbent upon the charter
petitioner to affirmatively show “reasonable justification for why it could not be established by petition
to a school district pursuant to Section 47605.” (§ 47605.6, subd. (b).) If these conditions are not met,
a county board of education is prohibited from authorizing a countywide charter school.

26. As the CSBA v. SBE Court stated, the standard applicable to countywide charter schools
is in stark contrast to the Legislature’s directives regarding petitions submitted to a school district under
section 47605. Section 47605, subdivision (b), directs school districts: “In reviewing petitions for the
establishment of charter schools pursuant to this section, the chartering authority shall be guided by the
intent of the Legislature that charter schools are and should become an integral part of the California
educational system and that establishment of charter schools should be encouraged.” Under section 47605 a school district “shall not deny” a charter school petition, unless “it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings: (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school; (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain the number of signatures required by subdivision (a); (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d); (5) The petition does not contain reasonably comprehensive descriptions of [the education programs and measurable pupil outcomes identified for use by the charter school].”

(§ 47605, subd. (b).) This leaves school districts without the ability to deny a charter school petition unless it falls into one of these categories.

27. Where school districts cannot deny a charter school petition unless it meets specific criteria under section 47605, section 47605.6 provides that a county board cannot approve a countywide charter school petition unless it meets certain criteria. This demonstrates the Legislature’s intent that school districts serve as authorizer/oversight agents for charter schools and that county offices of education may only authorize countywide charter schools in very limited circumstances.

28. In addition to the other statutory requirements, a county board of education “may only approve a countywide charter if it finds ..., that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.” (§ 47605.6, subd. (a)(1).) Additionally, a county board of education “may grant a charter for the operation of a school under this part only if the board is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605.” (§ 47605.6, subd. (b).)

29. The legislative policy with respect to countywide charters is thus the mirror image of the policy regarding district charters. Whereas the Legislature provides that school districts may not deny a petition under section 47605 unless certain conditions are met, in contrast, a county board of
education may not approve a petition under 47605.6 unless certain conditions are met. Whereas section 47605 prohibits a school district from denying a petition unless specific findings are made, in contrast, section 47605.6, subdivisions (a) and (b) prohibit the approval of a countywide charter petition unless specific findings can be made. This demonstrates a strong legislative directive that charter schools be authorized by local school districts.

30. Perhaps because of these requirements and the legislative intent that school districts authorize charter schools reflected therein, Petitioners are informed and believe that less than 50 of the 1,100 charter schools currently operating in the State are countywide charter schools. Notably, approximately half of all the countywide charters in the State were approved by the SCCBOE for operation of Rocketship countywide charter schools within a single county. Petitioners are informed and believe that the majority of county offices of education in California have not authorized any countywide charter schools and that the most any other county office of education has authorized is a total of four such charters.

District-Level Rocketship Charter Schools

31. According to SCCOE, in the Fall of 2012, there were 50 charter schools operating within the County. Five Rocketship charter schools are currently operating within Santa Clara County that were approved pursuant to section 47605:

- Rocketship (Grades K-5), authorized by San Jose Unified School District.
- Rocketship Mateo Sheedy Elementary (Grades K-6), authorized by SCCOE on appeal, is located within the boundaries of San Jose Unified School District.
- Rocketship Sí Se Puede (Grades K-6), authorized by SCCOE on appeal, is located within the boundaries of Alum Rock Union Elementary School District.
- Rocketship Mosaic (Grades K-5), authorized by and located within the boundaries of Franklin-McKinley School District.
- Rocketship Spark (Grades TK-5), authorized by and located within the boundaries of Franklin-McKinley School District.
32. According to Rocketship's charters for each of the school district-level charter schools authorized under section 47605, the Rocketship educational program at these existing schools is essentially the same as the program described in the petitions for the 20 countywide charter schools and is designed to serve students who would be at risk of achieving below basic proficiency on state exams. The demographic data for each school indicates high concentrations of socioeconomically disadvantaged students, students eligible for Free and Reduced Price Meals, and English Learner Students. These schools were either in operation or approved at the time the SCCBOE approved the 20 Rocketship countywide charter schools in December 2011.

**Rocketship's 2009 Petition For A Countywide Charter**

33. Despite the fact that Rocketship has been granted charters by school districts under section 47605, in 2009 Rocketship bypassed local district authorization by petitioning the Respondents for approval of a countywide charter school under section 47605.6.

34. On or about June 17, 2009, SCCBOE approved a countywide charter petition submitted by Rocketship, granting it permission to open charter schools at five locations within the County of Santa Clara.

35. In July 2011, the California Department of Education ("CDE") notified Rocketship that all five of its countywide schools would receive the same County-District-School ("CDS") Code because they were approved pursuant to a single charter. The CDS code system is designed to provide the CDE, the Department of Finance, and postsecondary institutions with a basis for tracking schools. The CDS is the official, unique identification that represents a single school within California.

36. In California, the Public Charter Schools Grant Program ("PCSGP") provides funds for planning and implementation ("P/I") grants. The P/I grant provides up to $575,000 for startup and initial operating capital to new charter schools. Upon information and belief it is alleged that in order to receive separate P/I grant funding and also to obtain separate accountability reports, Rocketship decided to seek separate charters, each entitled to its own CDS code and grant funding, for the four remaining school sites originally authorized under the 2009 countywide charter.
37. On August 25, 2011, the SCCBOE approved the second of the five countywide schools, Rocketship Discovery Prep, which was set to locate in San Jose Unified School District.

38. On October 10, 2011, Rocketship submitted new petitions for the remaining three sites, now referred to as Rocketship 6, 7, and 8, which were originally to operate under the umbrella of the previously approved countywide charter. Each of the petitions asserted the identical elements to assert that the countywide charters should be granted.

39. On November 16, 2011, SCCOE staff presented to the SCCBOE its analysis of the Rocketship 6, 7, and 8 countywide petitions. SCCOE staff’s analysis concluded that none of the “countywide benefit” factors asserted by Rocketship were supported legally or factually, and based on these fatal deficiencies staff recommended that the petitions be denied.

40. Specifically, SCCOE staff concluded:
   - First, the petitions failed to demonstrate that the proposed charter schools will offer educational services to a pupil population that cannot be served as well by a charter school that operates in only one school district in the county; and
   - Second, the petitions failed to provide reasonable justification as to why charters could not be established by petition to a school district pursuant to section 47605.

41. In support of these conclusions, SCCOE staff pointed to the existing Rocketship district-level schools that are in fact serving the targeted population of low-income, low-achieving students. SCCOE staff found that while Rocketship’s goal of recruiting and serving a targeted population across the county is laudable, “it was not sufficient to justify a countywide charter.” SCCOE staff correctly pointed out that the test is whether the targeted population cannot be served as well by a school operating in only one school district, and that the countywide petitioner must provide reasonable justification as to why a district-level charter could not be established. SCCOE staff found that the petitions failed to make these required showings.

42. Upon information and belief, on November 16, 2011, despite SCCOE staff’s recommendation to deny Rocketship 6, 7, and 8, the SCCBOE approved the countywide charter
petitions and directed staff to draft findings, making blanket findings that the petitions met the
requirements of section 47605.6.

Rocketship’s 2011 Petitions For 20 Countywide Charters

43. In or about November, 2011, Rocketship submitted to Respondents 20 additional
petitions to establish 20 separate countywide charter schools designated Rocketship 9-28. These
charter schools were proposed to open in various school districts within the county, including the
Districts, for terms extending as far out as 2021.

44. Rocketship’s countywide petitions were essentially identical to one another, and to
the Rocketship 6, 7, and 8 petitions, with the exception of the location for each school. In addition,
each of the 20 petitions contained the same description of the Rocketship mission, educational
program, governance structure, and operational plan.

45. Similar to the Rocketship 6, 7, and 8 petitions, the second round of charter petitions
for Rocketship 9-28 provided no legal or factual basis as to why the charter schools could not be
established by a petition to a school district under section 47605 or serve students as well by
operating within one school district. Moreover, despite Rocketship’s alleged focus on countywide
“enrollment preferences and access,” each of the 20 countywide petitions sets forth a specific
school district in the county in which the charter intended to locate, and more importantly, included
a specific target area within each of those school districts. Specifically, all 20 countywide petitions
provided that the proposed charter school would open “within 2.5 miles of a public school that is
either undergoing Program Improvement or has both a Free/Reduced meal API below 775 and a
more than 50% Free/Reduced Meal population . . .” demonstrating that the charter school need
not be authorized as a countywide charter to locate within a particular community or target a
particular area or student population. Moreover, the suggestion that an enrollment preference
could serve as the basis for a finding under section 47605.6 is contrary to statutory provisions
regarding charter school admission under both section 47605 and 47605.6.

46. The charter petitions also failed to present any evidence to show that there would be
any difference in accountability, operations, and/or Rocketship’s educational program between a
countywide charter and a charter approved by a district under section 47605. As such, Rocketship
failed to provide any reasonable justification for why it could not be established by petition to a
school district pursuant to section 47605, as required by section 47605.6, subdivision (b).

47. On November 16, 2011, SCCBOE held a public hearing to consider each of the 20
countywide charters. Comments were made by SCCBOE board member Anna Song regarding the
cooperative working relationship that Rocketship shared with Petitioner Franklin-McKinley in
connection with the Rocketship charter schools already approved by that school district. Board
member Song also reiterated the statement of then Board President Keith Nguyen that urged the
SCCBOE to permit Franklin-McKinley “to go at their own speed with Rocketship Education.” No
action was taken on the petitions at the November 16, 2011 meeting.

48. At its regularly scheduled meeting on December 14, 2011, the SCCBOE considered
the 20 separate countywide charter petitions. Over 11 Santa Clara County school districts appeared
and presented to the SCCBOE to urge the SCCBOE to encourage Rocketship to first bring
petitions before the local districts under section 47605 to: (1) “build strong ties;” (2) allow for
“local governing boards to oversee charters” operating within their districts; and (3) to provide
better “opportunity for collaboration.” Concerns were raised that approving this number of
Rocketship charters all designed to operate the same educational program served to undermine the
opportunity for other programs, including other charters, to provide a range of choice within the
community.

49. Ignoring the direct evidence demonstrating that there was no basis to grant
countywide charters and without legal or evidentiary support, SCCBOE authorized the 20
Rocketship countywide charters in violation of Education Code section 47605.6.

50. SCCBOE’s actions in approving the 20 countywide charters were: (1) based on
improper legal reasoning; (2) conclusory; (3) identical rather than based upon the merits of each
proposed countywide petition; and (4) in contravention of the CSA. Notably, although the charters
were approved on or about December 14, 2011, none of the charters were planned to open until
2013. Instead, SCCBOE purported to grant charter terms as far out as through 2021, contrary to
the limitations of section 47607(a)(1) which provides that a charter may be granted “for a period
not to exceed five years.”
51. The dates originally authorized were later extended by SCCBOE action such that none of the 20 approved countywide charter schools is planned to open until Fall 2014:

<table>
<thead>
<tr>
<th>District</th>
<th>Rocketship No. and Planned Start Date</th>
<th>Revised Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rocketship 14 (2014)</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td>Rocketship 21 (2015)</td>
<td>2017</td>
</tr>
<tr>
<td>Oak Grove School District</td>
<td>Rocketship 16 (2014)</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>Rocketship 22 (2015)</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>Rocketship 26 (2016)</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>Rocketship 12 (2013)</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td>Rocketship 13 (2013)</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>Rocketship 17 (2014)</td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>Rocketship 27 (2016)</td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>Rocketship 28 (2016)</td>
<td>2017</td>
</tr>
<tr>
<td>Evergreen School District</td>
<td>Rocketship 10 (2013)</td>
<td>2018</td>
</tr>
</tbody>
</table>

52. As a result of Respondents' actions, at least 20 countywide charters, all operated by Rocketship, are planned to open within local district boundaries. Not only are these charters granted in violation of section 47607.6, Respondents' actions interfere with the Districts' local control and usurp the role of school districts in the delivery of public education to their community.

53. As noted in the recent case of Today's Fresh Start, Inc. v. Los Angeles Cnty. Office of Educ. (2013) 57 Cal.4th 197, 218, addressing charter schools:

County boards do not operate public schools (see generally §§ 1040–1047), though they are in some instances the governing boards for schools operated by county
offices of education (e.g., § 52310.5, subd. (c)). In turn, the schools county offices
run are not for the general student population, but instead offer specialized
vocational or technical training or educate specialty groups, including students
who are homeless, on probation, in juvenile halls, or have been expelled from
other schools.

The duties of a county board of education are focused on supervision of school district budgets, the
needs of special pupils, dealing with inter-district pupil transfers, and a variety of other county
programs, such as vocational education centers, expelled students, etc., not mass public education.
The conduct undertaken by Respondents violates statutory authority, usurps the role and authority
granted school districts, and violates each District’s sovereignty over public education provided
within its boundaries.

54. The conduct of Respondents has required Petitioners to engage counsel to vindicate
and enforce these important rights within the meaning of section 1021.5 of the Code of Civil
Procedure and Petitioners are therefore entitled to an award of attorneys’ fees.

FIRST CAUSE OF ACTION
WRIT OF MANDATE
Code of Civil Procedure, Section 1085

[Violation of Education Code, Sections 47605.6 and 47607 as against all Respondents]

55. Districts re-allege and incorporate by reference as though fully set forth herein the
allegations of paragraphs 1 through 55 above.

56. Respondents have a ministerial duty to comply with the requirements of the
Education Code in considering and/or approving a petition for a countywide charter school.
Respondents do not have discretion to ignore these criteria, or approve a petition for a countywide
charter school without making the findings required by the Education Code or to approve a charter
school for a term beyond five years.

57. In order to authorize a countywide charter school, Respondents were required to
find, among other things, that: the educational services to be provided by the charter school will
offer services to a pupil population that will benefit from those services and that cannot be served
as well by a charter school that operates in only one school district in the county; and, that the
charter school has reasonable justification for why it could not be established by petition to a school district pursuant to section 47605. (§ 47605.6, subds. (a)(1) & (b.).

58. Respondents did not make legally sufficient findings to meet these requirements.

59. To the extent the Respondents found that the 20 countywide charter schools proposed by Real Party “will offer services to a pupil population … that cannot be served as well by a charter school that operates in only one school district in the county” such a finding is not supported by any evidence and Respondents failed to articulate any basis for such finding. Thus, such a finding would constitute an incorrect legal construction of the statute and an error of law and would be arbitrary, capricious, entirely lacking in evidentiary support, and unlawful.

60. To the extent the Respondents found that the 20 countywide charter schools proposed by Real Party “could not be established by petition to a school district pursuant to section 47605,” such a finding is not supported by any evidence and Respondents failed to articulate any basis for such finding. Thus, such a finding would constitute an incorrect legal construction of the statute and an error of law and would be arbitrary, capricious, entirely lacking in evidentiary support, and unlawful.

61. To the degree Respondents purported to grant countywide charters for terms beyond five years after the Petitions were granted, they further violated section 47607.

62. Respondents had a clear, present, and ministerial duty to deny the petitions to establish the 20 countywide charter schools proposed by Rocketship unless the evidence supported the requisite findings. Approval of a countywide charter in absence of findings supported by the record violates section 47605.6.

63. Notwithstanding the duty imposed by law upon Respondents, they have refused to rescind the decision to approve the petitions for the 20 countywide charter schools. The conduct of Respondents amounts to a failure to perform a ministerial duty.

64. Districts have a beneficial right to the performance of that duty.

65. Districts have no plain, speedy, and/or adequate remedy in the ordinary course of law.
SECOND CAUSE OF ACTION
DECLARATORY RELIEF

[Code of Civil Procedure, Section 1060 Against All Respondents]

66. Districts re-allege and incorporate by reference as though fully set forth herein the
allegations contained in paragraphs 1 through 66 above.

67. An actual controversy has arisen and now exists between Districts and Respondents in
that Districts contend that Respondents’ conduct in approving Real Party’s petition for 20 countywide
charter schools on December 14, 2011 violates sections 47605.6 and 47607.

68. Districts seek a judicial determination of the rights and legal duties of the parties and a
declaration that the approval of the countywide charter school petitions on December 14, 2011 was in
violation of section 47605.6 as there was no evidence on the record to support the required findings
mandated by that section and that any such findings were not consistent with the requirements of that
provision.

69. Districts seek a judicial determination of the rights and legal duties of the parties and a
declaration that the approval of the countywide charter school petitions on December 14, 2011 was in
violation of section 47607 in that charters may not be granted for terms that exceed five years.

WHEREFORE, Districts pray:

1. On the First Cause of Action that a Peremptory Writ of Mandate be issued to
Respondents directing them to set aside SCCBOE’s December 14, 2011 decision approving Real
Party’s petitions for 20 countywide charter schools.

2. On the Second Cause of Action, that a declaratory judgment issue declaring that the
approval of the countywide charter school petitions on December 14, 2011 was in violation of section
47605.6 and therefore void as there was no evidence on the record to support the required findings
mandated by that section and that any such findings were not consistent with the requirements of that
provision and in violation of section 47607 in that the attempt to approve charters beyond a term of five
years from the date the charter is granted is contrary to law.

3. For injunctive relief to preclude the operation of the 20 countywide charter schools and
preclude Respondents from taking further action in violation of Education Code.
3. For reasonable attorneys' fees and costs of suit herein; and,

4. For other and further relief as the Court deems just and proper.

DATED: February 4, 2014

DANNIS WOLIVER KELLEY
SUE ANN SALMON EVANS
CLARISSA R. CANADY
WILLIAM B. TUNICK

By: [Signature]
SUE ANN SALMON EVANS
Attorneys for Petitioners/Plaintiffs
ALUM ROCK UNION ELEMENTARY
SCHOOL DISTRICT; EVERGREEN
SCHOOL DISTRICT; FRANKLIN-
MCKINLEY SCHOOL DISTRICT; AND
MOUNT PLEASANT ELEMENTARY
SCHOOL DISTRICT
IN THE SUPERIOR COURT OF THE STATE OF CALIFORNIA
COUNTY OF SANTA CLARA

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT; EVERGREEN SCHOOL DISTRICT; FRANKLIN MCKINLEY SCHOOL DISTRICT; AND MOUNT PLEASANT ELEMENTARY SCHOOL DISTRICT,

v.

SANTA CLARA COUNTY BOARD OF EDUCATION; AND SANTA CLARA COUNTY OFFICE OF EDUCATION,

Respondents/Defendants.

ROCKETSHIP EDUCATION,

Real Party in Interest.

CASE NO. 114CV260070

ANSWER OF REAL PARTY IN INTEREST ROCKETSHIP EDUCATION TO PETITION FOR WRIT OF MANDATE AND COMPLAINT FOR INJUNCTIVE AND DECLARATORY RELIEF

[Assigned for all purposes to The Honorable Mary E. Arand]

Petition Filed: February 4, 2014
Pursuant to Civil Code of Procedure section 431.30, Rocketship Education ("Rocketship"), named herein as a Real Party in Interest, hereby answers the Petition For Writ Of Mandate and Complaint for Injunctive and Declaratory Relief, herein, ("Petition") as follows:

1. Rocketship denies each and every allegation of Paragraphs 9, 33, 42, 44, 45, 46, 49, 51, 52, 54, 58, 59, 60, 61, 62, 63, 64, and 65 of the Petition.

2. Rocketship denies on information and belief each and every allegation of Paragraphs 1, 2, 3, 4, 5, 10, 11, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 34, 35, 39, 40, 41, 53 (except the last sentence, which is denied), 56, 57, 67, 68, and 69 of the Petition, including on the grounds that such allegations are legal arguments and conclusions, not allegations of fact, nor material allegations, and therefore do not require a response.

3. Rocketship admits the allegations of Paragraphs 17 and 37 of the Petition.

4. In response to Paragraph 6 of the Petition, by 2009, Rocketship was operating two charter schools within Santa Clara County which had been authorized under section 47605. Rocketship denies on information and belief the remaining allegations of Paragraph 6.

5. In response to the first two sentences of Paragraph 7 of the Petition, Rocketship admits that in 2009 it petitioned for approval of a countywide charter to operate schools in five locations and the petition was granted. Rocketship denies the remaining allegations of Paragraph 7.

6. Rocketship admits the allegations of the first two sentences and the fifth and sixth sentences of Paragraph 8. Rocketship denies the remaining allegations of Paragraph 8.

7. Rocketship admits the allegations of the last sentence of Paragraph 12. Rocketship denies on information and belief the remaining allegations of Paragraph 12.

8. Rocketship admits the allegations of the last sentence of Paragraph 13. Rocketship denies on information and belief the remaining allegations of Paragraph 13.

10. Rocketship admits the allegations of the last sentence of Paragraph 15. Rocketship
denies on information and belief the remaining allegations of Paragraph 15.

11. In response to Paragraph 20 of the Petition, Rocketship admits it is a 501(c)(3) non-
profit corporation incorporated under the laws of the State of California and denies all
remaining allegations of Paragraph 20.

12. In response to Paragraph 31 of the Petition, Rocketship denies the first sentence on lack
of information and belief and denies the remaining allegations of Paragraph 31.

13. In response to Paragraph 36 of the Petition, Rocketship admits the first sentence of the
paragraph; denies on lack of information and belief the second sentence; and denies all
remaining allegations of Paragraph 36.

14. In response to Paragraph 38, Rocketship admits that in 2011 it submitted petitions for
authorization of 3 countywide charter schools which became Rocketship 6, 7, and 8. As
to the last sentence of Paragraph 38, Rocketship denies all remaining allegations.

15. In response to Paragraph 43 of the Petition, Rocketship admits the allegations of the
first sentence and denies the remaining allegations of the paragraph.

16. In response to Paragraph 47 of the Petition, Rocketship admits the allegations of the
first and last sentences of the paragraph, and denies on lack of information and belief
the remaining allegations of the paragraph.

17. In response to Paragraph 48 of the Petition, Rocketship admits the allegations of the
first sentence and denies on lack of information and belief the remaining allegations of
the paragraph.

18. In response to Paragraph 50, Rocketship admits the 20 countywide charters were
approved on or about December 14, 2011 and none were planned to open until 2013,
and denies the remaining allegations of the paragraph.

19. Rocketship denies and/or admits the allegations of Paragraphs 55 and 66 (which
incorporate allegations of other paragraphs of the Petition) in the same manner as each
of the incorporated allegations are denied or admitted, supra.
20. Rocketship denies that Petitioners are entitled to any of the relief prayed for in Paragraphs 1, 2, 3, 4 of the prayer of the Petition.

**AFFIRMATIVE DEFENSES**

**FIRST AFFIRMATIVE DEFENSE**

That the Petition fails to state facts sufficient to constitute a cause of action against Rocketship.

**SECOND AFFIRMATIVE DEFENSE**

The Petition and all claims therein separately are barred by the doctrine of laches in that Petitioners, and each of them, unreasonably delayed commencement of this action to the prejudice of Rocketship.

**THIRD AFFIRMATIVE DEFENSE**

Petitioners’ claims are barred either in whole or in part due to Petitioners’ lack of standing to bring such claims.

**FOURTH AFFIRMATIVE DEFENSE**

Petitioners, and each of them separately, are not entitled to the relief requested in this action because they do not come to court with clean hands.

**FIFTH AFFIRMATIVE DEFENSE**

Petitioners’ claims are barred in whole or in part by the doctrine of sovereign immunity and/or by the Eleventh Amendment of the United States Constitution, and/or legislative immunity.

**SIXTH AFFIRMATIVE DEFENSE**

Petitioners’ claims and each of them are barred by the applicable statute of limitations, including Code of Civil Procedure Sections 340 (a), 349.1, or such other statute of limitations as may be determined to be applicable to one or more of the claims asserted herein.

**SEVENTH AFFIRMATIVE DEFENSE**

Petitioner’s claims are barred, in whole or in part, because Petitioner has a plain, speedy and adequate remedy at law.

///

///
EIGHTH AFFIRMATIVE DEFENSE

Petitioners’ claims for declaratory relief are barred in that there is no actual, present controversy between the parties such as to require such relief.

NINTH AFFIRMATIVE DEFENSE

Petitioners, and each of them, have failed to exhaust their administrative remedies and as a result the claims alleged in the Petition are barred.

TENTH AFFIRMATIVE DEFENSE

Petitioners’ claims for declaratory relief seek adjudication of claims for past issues only, which have already occurred, and seek no prospective relief such as might be a proper ground of declaratory relief.

ELEVENTH AFFIRMATIVE DEFENSE

Petitioners’ claims are of such a nature that the Court should exercise its discretion to refuse to make a binding declaration in such circumstances.

TWELFTH AFFIRMATIVE DEFENSE

Petitioners’ prayer for injunctive relief is barred in that approval of the countywide charter schools has been completed.

THIRTEENTH AFFIRMATIVE DEFENSE

Petitioners’ claims, and each of such, are barred by the doctrine of balancing of conveniences.

FOURTEENTH AFFIRMATIVE DEFENSE

Petitioners’ claim for writ of mandate is barred in that such writs do not issue to compel the performance of future acts.

Rocketship reserves all rights which it has to amend this Answer to assert new or different defenses or to admit or deny allegations of the Petition, in accordance with applicable law.

FIFTEENTH AFFIRMATIVE DEFENSE

The Petition and all of the claims therein are barred by the doctrine of estoppel.

SIXTEENTH AFFIRMATIVE DEFENSE

The Petition and all of the claims therein are barred by the doctrine of detrimental reliance, in that Rocketship detrimentally relied on the acts and omissions of Petitioners.
SEVENTEENTH AFFIRMATIVE DEFENSE

The Petition and all or some portion of the claims therein are barred in that the issues are or may become moot.

PRAYER FOR RELIEF

WHEREFORE, Rocketship prays that Petitioners take nothing by their Petition or any of their causes of action therein alleged; that Rocketship have judgment against Petitioners, recover their costs of suit herein incurred, recover its attorneys’ fees if permissible under applicable law; and for such other relief as the court may deem proper.

Respectfully Submitted,

Dated: May 19, 2014

YOUNG, MINNEY & CORR, LLP
PAUL C. MINNEY

By: ____________________________
Paul C. Minney
Attorneys for Real-Party-In-Interest
ROCKETSHIP EDUCATION
VERIFICATION

I, Josh Mulhoppadhya, am Counsel of Rocketship Education, and am authorized to make this verification on its behalf. I have read the foregoing ANSWER OF REAL PARTY IN INTEREST ROCKETSHP EDUCATION TO PETITION FOR WRIT OF MANDATE AND COMPLAINT FOR INJUNCTIVE AND DECLARATORY RELIEF and know its contents. I am informed and believe that the matters stated herein are true and correct and on that ground certify or declare under penalty of perjury under the laws of the State of California that the same are true and correct.

Executed this 19 day of May, 2014 in Redwood City, California.

[Signature]

Approved by RSED Legal
Date: 5/19/14
Initial: [Initial]
I, Jolanthe V. Onishi, declare:

I am over the age of eighteen years and not a party to the within action. I am employed by the law firm of Young, Minney & Corr, LLP, in the County of Sacramento, California and my business address is 701 University Ave., Suite 150, Sacramento, CA 95825. On the date set forth below, I served the foregoing document described as ANSWER OF REAL PARTY IN INTEREST ROCKETSHP EDUCATION TO PETITION FOR WRIT OF MANDATE AND COMPLAINT FOR INJUNCTIVE AND DECLARATORY RELIEF, on the interested parties in this action by placing a true copy thereof enclosed in a sealed envelope and addressed as follows:

Sue Ann Salmon Evans  
Clarissa R. Canady  
William B. Tunick  
Dannis Woliver Kelley  
115 Pine Avenue, Suite 500  
Long Beach, CA 90802  
Telephone: (562) 366-8500  
Facsimile: (562) 366-8505

Attorneys for Petitioners/Plaintiffs  
ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT; EVERGREEN SCHOOL DISTRICT; FRANKLIN-MCKINLEY SCHOOL DISTRICT; and MOUNT PLEASANT ELEMENTARY SCHOOL DISTRICT

[VIA U.S. MAIL] I caused such document to be placed in the U.S. Mail at Sacramento, California with postage thereon fully prepaid.

I am "readily familiar" with the firm’s practice of collection and processing correspondence for mailing. It is deposited with the U.S. Postal Service on that same day in the ordinary course of business. I am aware that on motion of party served, service is presumed invalid if postal cancellation date or postage meter date is more than one day after date of deposit for mailing in affidavit.

[VIA ELECTRONIC MAIL] I caused such document to be transmitted via e-mail to the addressee from the e-mail address of [REDACTED]

[VIA PERSONAL SERVICE] I caused such envelope to be delivered by hand to the offices of the addressee.

[VIA EXPRESS MAIL] I caused such envelope to be deposited at an authorized “drop off” box on that same day with delivery fees fully provided for at 701 University Avenue, Suite 150, Sacramento, California 95825, in the ordinary course of business.

[STATE] I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

[FEDERAL] I declare that I am employed in the office of a member of the bar of this court at whose direction this service was made.

Executed on May 19, 2014 at Sacramento, California.

Jolanthe V. Onishi
SETTLEMENT AGREEMENT

This Settlement Agreement ("Agreement") is made and entered into by and between the Alum Rock Union Elementary School District ("Alum Rock"), Evergreen School District ("Evergreen"), Franklin-Mckinley School District ("Franklin-McKinley"), Mount Pleasant School District ("Mount Pleasant") (collectively, the "Districts") on the one hand, and the Santa Clara County Board of Education ("County Board") and Rocketship Education ("Rocketship") on the other. Districts, County Board, and Rocketship are hereinafter referred to individually as "Party" and collectively as the "Parties".

Recitals

WHEREAS, on or about December 14, 2011 and January 11, 2012, the County Board approved Rocketship's petitions authorizing 20 countywide charter schools ("Rocketships 9-28"); and

WHEREAS, on or about May 15, 2013, the County Board approved revisions to the petitions, revising the operation dates of Rocketships 9-28; and

WHEREAS, as of the date of this Agreement, the status of Rocketships 9-28 is as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>School District Of Proposed Site Location</th>
<th>Planned First Date Of Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocketship 9</td>
<td>Alum Rock</td>
<td>Withdrawn by Rocketship in letter to CDE in August 2014.</td>
</tr>
<tr>
<td>Rocketship 10</td>
<td>Evergreen</td>
<td>2018</td>
</tr>
<tr>
<td>Rocketship 11</td>
<td>Franklin-McKinley</td>
<td>2015</td>
</tr>
<tr>
<td>Rocketship 12</td>
<td>San Jose Unified School District</td>
<td>2014</td>
</tr>
<tr>
<td>Rocketship 13</td>
<td>San Jose Unified School District</td>
<td>2015</td>
</tr>
<tr>
<td>Rocketship 14</td>
<td>Alum Rock</td>
<td>2014</td>
</tr>
<tr>
<td>Rocketship 15</td>
<td>Franklin-McKinley</td>
<td>2016</td>
</tr>
<tr>
<td>Rocketship 16</td>
<td>Oak Grove School District</td>
<td>2018</td>
</tr>
<tr>
<td>Rocketship 17</td>
<td>San Jose Unified School District</td>
<td>2017</td>
</tr>
<tr>
<td>Rocketship 18</td>
<td>Santa Clara Unified School District</td>
<td>2016</td>
</tr>
<tr>
<td>Rocketship 19</td>
<td>Alum Rock</td>
<td>2015</td>
</tr>
<tr>
<td>Rocketship 20</td>
<td>Campbell Elementary School District</td>
<td>2015</td>
</tr>
<tr>
<td>Rocketship 21</td>
<td>Franklin-McKinley</td>
<td>2017</td>
</tr>
<tr>
<td>Rocketship 22</td>
<td>Oak Grove School District</td>
<td>2018</td>
</tr>
<tr>
<td>Rocketship 23</td>
<td>San Jose Unified School District</td>
<td>2016</td>
</tr>
<tr>
<td>Rocketship 24</td>
<td>Alum Rock</td>
<td>2016</td>
</tr>
<tr>
<td>Rocketship 25</td>
<td>Mount Pleasant</td>
<td>2018</td>
</tr>
<tr>
<td>Rocketship 26</td>
<td>Oak Grove School District</td>
<td>2018</td>
</tr>
<tr>
<td>Rocketship 27</td>
<td>San Jose Unified School District</td>
<td>2017</td>
</tr>
<tr>
<td>Rocketship 28</td>
<td>San Jose Unified School District</td>
<td>2017</td>
</tr>
</tbody>
</table>

WHEREAS, on February 4, 2014, Districts filed a Petition for Writ of Mandate and Complaint for Injunctive and Declaratory Relief ("Petition") in Santa Clara County Superior
Court, Case No. 114CV260070 ("Action") seeking an order setting aside the County Board’s authorization of Rocketships 9-28, and naming the County Board and Santa Clara County Office of Education ("County Office") as Respondents/Defendants and Rocketship as a Real Party in Interest; and

WHEREAS, on May 2, 2014, the Superior Court dismissed the County Office; and

WHEREAS, seeking to resolve this litigation, the parties mediated before the Honorable Patrick J. Mahoney (ret.) on February 24, 2015; and

WHEREAS, as a result of the mediation the parties signed a "term sheet" outlining the resolution of the Action to be reflected in this agreement; and

WHEREAS, the Parties desire to resolve all matters between them in this Action.

NOW, THEREFORE, in consideration of the mutual covenants and promises in this Agreement, and for other further good and valuable consideration, including without limitation the mutual avoidance of further costs, inconvenience and uncertainties relating to the Action, the Parties agree as follows.

Agreement

1. **Withdrawn Rocketship Charter Schools.** Within 10 calendar days of the effective date of this Agreement, Rocketship with submit a written withdrawal of Rocketships 10, 11, 12, 13, 14, 15, 16, 19, 21, 22, 23, 24, and 25 ("Withdrawn Charter Schools") to the County Board. The County Board will take action, on the consent calendar unless moved from the consent calendar pursuant to County Board procedure, to accept the withdrawal of the Withdrawn Charter Schools during open session at its next regularly scheduled meeting following receipt of the written withdrawal from Rocketship. Within 10 calendar days of this action by the County Board, the County Board will provide written notice of Rocketship’s withdrawal of the Withdrawn Charter Schools to the California Department of Education, Charter Schools Division ("CDE"). The County Board shall provide a copy of this notice to the CDE to the County Board and the Districts. Rocketship additionally agrees not to open or operate Rocketship 9 or any of the other Withdrawn Charter Schools.

2. **Retained Rocketship Charter Schools.** Rocketship shall retain the County Board’s authorization for Rocketships 17, 18, 20, 26, 27, and 28 ("Retained Charter Schools"). The Districts agree not to oppose any proposed or approved change to the date of first operation of any of the Retained Charter Schools.

3. **Location Of Retained Charter Schools.** Rocketship will not submit for approval, and the County Board will not approve, any requests to relocate any existing Rocketship Charter School from its current location, or any Retained Charter School from its proposed site location, to any location within the boundary of any of the Districts.

4. **Additional Rocketship Countywide Charter Schools.** Rocketship will not submit for approval any countywide charter petition, nor commence operation of, any countywide charter schools within the boundary of any of the Districts for five calendar years from the effective date of this Agreement. This prohibition on countywide charter school operation explicitly excepts any countywide charter schools currently in operation in the Districts as of the effective date of this Agreement.
5. **Additional Rocketship District- Authorized Charter Schools.** Rocketship will not submit for approval any charter petition to the governing board of any of the Districts prior for two calendar years from the effective date of this Agreement. This prohibition on submission explicitly excepts the charter petition by Rocketship Education to Franklin-McKinley on January 8, 2015.

6. **Countywide Summit On Charter School Approval & Operation.** The County Board will invite the governing boards and superintendents of each school district within the County of Santa Clara to a summit on policy and procedure surrounding approval and operation of charter schools in the County of Santa Clara. The summit shall be held no later than August 1, 2015.

7. **Resolution of Action.** Following the County Board’s notice to the CDE regarding the Withdrawn Charter Schools as described in Paragraph 1, counsel for the Parties shall execute and jointly file and serve a Proposed Stipulated Judgment (attached as “Exhibit A”) with the Superior Court to conclude the Action. This Agreement shall be incorporated into the Judgment of the Court.

8. **Mutual Release.** The Parties, for themselves and on behalf of their present and former affiliates, parents, subsidiaries, predecessors, successors, assigns, and companies under common ownership or control by a parent, (collectively “Releasing Parties”) do hereby release and forever discharge each other as well as each other’s present and former affiliates, parents, subsidiaries, companies under common ownership or control by a parent, predecessors, successors, employees, agents, attorneys, insurance carriers and assignees, and their representatives, successors, assigns, and each of them (collectively “Released Parties”), from any and all claims, liability, causes of action, charges, complaints, obligations, costs, losses, damages, debts, injuries, attorneys’ fees, interest, and other legal responsibilities of any form whatsoever arising out of the Action.

9. **Unknown Claims; Waiver of Rights Under California Civil Code § 1542:** It is a further condition of the consideration herein and is the intention of the Parties in executing this Agreement that the same shall be effective as a bar to each and every claim, demand, and cause of action hereinabove specified under the Action and, in furtherance of this intention, the Parties hereby expressly waive any and all rights or benefits conferred by the provisions of SECTION 1542 OF THE CALIFORNIA CIVIL CODE and expressly consent that this Agreement shall be given full force and effect according to each and all of its express terms and conditions, including those relating to unknown and unsuspected claims, demands and causes of actions, if any, as well as those relating to any other claims, demands and causes of action with respect to the Action. Section 1542 provides:

```
A GENERAL RELEASE DOES NOT EXTEND TO CLAIMS WHICH THE CREDITOR DOES NOT KNOW OR SUSPECT TO EXIST IN HIS FAVOR AT THE TIME OF EXECUTING THE RELEASE, WHICH IF KNOWN BY HIM MUST HAVE MATERIALLY AFFECTED HIS SETTLEMENT WITH THE DEBTOR.
```

The Parties acknowledge that they may hereafter discover claims or facts in addition to or different from those which they now know or believe to exist with respect to the Action and which, if known or suspected at the time of executing this Agreement, may have materially affected this settlement. Nonetheless, the Parties hereby waive any right, claim or cause of action that might arise as a result of such different or additional claims or facts with regard to the subject matter of the Action. The Parties acknowledge that they understand the significance and consequence of such release and such specific waiver of section 1542.
10. **Disputed Claims and No Admission of Liability.** The settlement, releases, and other matters set forth herein are a compromise and settlement of disputed and contested claims between the Parties, and nothing contained herein shall be construed as an admission by any Party of any obligation and/or liability of any kind to any other Party for any purpose.

11. **Severability.** If any portion of this Agreement is held by a court of competent jurisdiction to conflict with any federal, state, or local law, and as a result such portion or portions are declared to be invalid and of no force or effect in such jurisdiction, all remaining provisions of this Agreement shall otherwise remain in full force and effect and be construed as if such invalid portion or portions had not been included herein.

12. **Entire Agreement.** This Agreement contains and embodies the entire agreement of the Parties with regard to the obligations under this Agreement and the Action and no representations, inducements or other agreements, oral or otherwise, not embodied herein, exist nor shall they be of any force or effect. This Agreement supersedes all prior agreements between the Parties and controls all rights and obligations between the Parties with respect to the Released Matters.

13. **No Assignment.** Each Party represents, warrants and agrees that it has not assigned, transferred, conveyed, encumbered or in any manner otherwise disposed of all or any portion of the claims, actions, causes of action, suits, potential causes of action, demands, disputes, rights, obligations, or interests of any nature or kind whatsoever covered by this Agreement, whether before or after they occurred, regardless of whether they have occurred as of the date of this Agreement.

14. **Successor and Assigns.** The Parties agree that this Agreement shall bind their successors, agents, representatives, attorneys, and assigns.

15. **Recitals.** The recitals set forth above are an integral part of this Agreement and are incorporated herein by reference.

16. **Amendments.** This Agreement and all documents and instruments executed in connection herewith or in furtherance hereof may not be amended, modified, or supplemented except by an instrument in writing signed by the Parties.

17. **Governing Law, Jurisdiction, and Venue.** This Agreement shall be interpreted and enforced under the laws of the State of California applicable to contracts entered into and to be performed entirely within the State of California.

18. **Enforcement of Agreement.** The Parties understand and agree that this Agreement was entered into in the context of settlement discussions and is fully enforceable. The Parties agree not to challenge this Agreement as illegal, invalid, or unenforceable. The Parties further agree that this Agreement may be introduced into evidence in any subsequent proceeding to enforce the terms of this Agreement and that Evidence Code section 1119 does not apply in such a proceeding. If any action is necessary to enforce or interpret the terms of this Agreement, the prevailing party or parties (as determined by the Court or other relevant authority) in such action shall be entitled to its reasonable attorneys’ fees and costs, including court costs and expert fees, whether or not such proceeding is prosecuted to judgment.

19. **Authority to Sign.** The Parties represent and warrant that they are executing this Agreement on their own behalf, have the full power and authorization to execute this
Agreement on their own behalf, and that upon execution the same is and shall be binding upon their agents, successors, and assigns.

20. **Board Ratification.** The Parties agree that this Settlement Agreement is contingent on the ratification of this Agreement by the governing boards of the Districts and the County Board, and governing board of Rocketship. In the event that any of the governing boards of the Districts, the County Board, or the governing board of Rocketship rejects this Agreement, none of the Parties shall be deemed to have waived any rights with respect to the matters in dispute.

21. **Effective Date.** The effective date of this Agreement shall be the date on which the last Party signs or ratifies this Agreement, whichever comes later.

22. **Multiple Originals.** This Agreement may be executed in a number of identical counterparts, each of which will be deemed an original for all purposes. This Agreement may be executed in counterparts and by facsimile, and each counterpart and facsimile shall have the same force and effect as an original and shall constitute an effective, binding agreement on the part of each of the undersigned.

23. **Construction.** The language and terms of this Agreement are to be understood in their ordinary sense (except where otherwise defined herein) and are not to be interpreted in a technical manner so as to unfairly deprive any party of substantive rights. The text of this Agreement is the product of negotiation between the Parties and is not to be construed as having been prepared by one party or the other.

24. **Costs.** The Parties shall each bear their own costs and fees incurred in connection with representation in the Action, including the negotiation of this Agreement.

25. **Voluntary and Knowing.** This Agreement is executed voluntarily and without any duress or undue influence on the Parties hereto. The Parties acknowledge that:

   a) They have read this Agreement;

   b) They were represented in the preparation, negotiation, and execution of this Agreement by legal counsel of their own choice or had the opportunity to retain legal counsel;

   c) They understand the terms and consequences of this Agreement and of the releases it contains; and

   d) They are fully aware of the legal and binding effect of this Agreement and sign the same of their own free will.

   IN WITNESS WHEREOF, the undersigned fully agree to be bound by the above terms and conditions, and have executed this Agreement, consisting of a total of six pages (including signatures), on the dates set forth below.
Alum Rock Union Elementary School District

By: ____________________________
Its: ____________________________
Dated: __________________________

Evergreen School District

By: ____________________________
Its: ____________________________
Dated: __________________________

Franklin-Mckinley School District

By: ____________________________
Its: ____________________________
Dated: __________________________

Mount Pleasant School District

By: ____________________________
Its: ____________________________
Dated: __________________________

Santa Clara County Board of Education

By: ____________________________
Its: ____________________________
Dated: __________________________

Rocketship Education

By: ____________________________
  Preston Smith
  Chief Executive Officer
Dated: __________________________
CHRISTOPHER E. SCHUMB, Bar No. 116828
THE LAW OFFICES OF CHRISTOPHER E. SCHUMB
10 Almaden, Suite 1250
San Jose, California 95113
(408) 271-3245

Attorneys for Petitioner
BRETT BYMASTER

SUPERIOR COURT OF THE STATE OF CALIFORNIA
FOR THE COUNTY OF SANTA CLARA

BRETT BYMASTER,

Petitioner,

v.

SANTA CLARA COUNTY OFFICE OF
EDUCATION; BOARD OF TRUSTEES
OF THE SANTA CLARA COUNTY
OFFICE OF EDUCATION; and DOES
1 through 20, inclusive,

Respondents,

ROCKETSHIP EDUCATION,

Real Party in Interest.

Case No. 11SCV241932

PETITION FOR WRIT OF MANDATE
AND FOR DECLARATORY RELIEF

Petitioner alleges:

1. Petitioner, BRETT BYMASTER, is a resident of the City
of San Jose, who owns the real estate and improvements thereon on
located on Goodyear Avenue, San Jose, California, in Santa Clara
County, California directly contiguous to the PROPERTY (as
defined below).
2. Petitioner is informed and believes and thereon alleges that respondent Santa Clara County Office of Education [Hereinafter referred to as the "SCCOE"] is a county office of education organized and regulated under the laws of the State of California. The SCCOE operates in Santa Clara County, California.

3. Petitioner is informed and believes and thereon alleges that respondent Board of Trustees of the Santa Clara County Office of Education [Hereinafter referred to as the "BOARD"] is the governing board of the SCCOE, and that the BOARD is authorized and regulated under the laws of the State of California. The BOARD sits in Santa Clara County, California.

4. Petitioner is informed and believes and thereon alleges that real party in interest ROCKETSHP EDUCATION [Hereinafter referred to as "ROCKETSHIP"], is a California Corporation organized and regulated under the laws of the State of California and doing business in Santa Clara County, California.

5. Petitioner is presently unaware of the true names and capacities, whether individual, corporate, associate or otherwise of respondents DOE 1 through DOE 20, inclusive, and therefore sues said respondents by such fictitious names. Petitioner is informed and believes and on the basis of such information and belief allege that each of said defendants, and each of them, are responsible in some manner for the occurrences herein alleged. Petitioner therefore sues said respondents, by such fictitious names and will seek leave of the Court to amend this Petition to
show their true names and capacities when the same have been
ascertained.

6. At all times herein mentioned, the real property
commonly known as 1197 Lick Avenue, San Jose, California is
located in the County of Santa Clara, State of California.
Petitioner is informed and believes and thereon alleges that the
PROPERTY is zoned light industrial, and that the PROPERTY is not
currently zoned for use as a school site.

7. On or about January 23, 2013, the BOARD passed
Resolution 2112-3 [Hereinafter referred to as the "RESOLUTION", a
true and correct copy is attached hereto as Exhibit A] on behalf
of the SCCOE, granting ROCKETSHP an exemption from the City of
San Jose’s zoning ordinances to build a school on the PROPERTY
The BOARD and SCCOE purported to grant the exemption pursuant to
Government Code sections 53094 and 53097.3, as set forth more
fully in the RESOLUTION.

8. Petitioner is informed and believes and thereon alleges
that ROCKETSHP intends to purchase the PROPERTY then build and
operate a school on it. Petitioner is further informed and
believes and thereon alleges that ROCKETSHP has not, and does
not intend to follow the zoning ordinances of the City of San
Jose and change the PROPERTY’s current zoning for light
industrial use, but instead is relying on the RESOLUTION as the
basis for building and operating a school site on the PROPERTY.
Therefore, ROCKETSHP is the real party in interest in the above-
entitled action.
9. Government Code sections 53094 and 53097.3 grant only "school districts" the power to exempt a school from city and county zoning ordinances, and the SCCOE is not a school district, it is a county office of education. Therefore, the BOARD and SCCOE did not the authority to grant ROCKETSHIP an exemption under Government Code sections 53094 and 53097.3, and the RESOLUTION does not confer on ROCKETSHIP an exemption from the City of San Jose's zoning ordinances.

10. Petitioner's property is contiguous to the PROPERTY and will be directly affected by the construction and operation of a school on the PROPERTY, which he believes will negatively affect the value and use of his property. Petitioner is also a resident of Santa Clara County, a resident within the boundaries of the SCCOE, and has standing to enforce a public right that the SCCOE and the BOARD do not exceed their granted powers and that ROCKETSHIP complies with the zoning laws of the City of San Jose.

FIRST CAUSE OF ACTION

AS AND FOR A FIRST CAUSE OF ACTION, Petitioner incorporates and refers to each and every allegation contained in paragraphs 1 through 10 of this Petition, inclusive, and alleges:

11. Petitioner has no plain, speedy, and adequate remedy in the ordinary course of law, other than the relief sought in this petition.

12. Petitioner seeks an order from the court commanding the BOARD and the SCCOE to rescind the RESOLUTION and that the BOARD and SCCOE not to grant any exemptions pursuant to Government Code sections 53094 or 53097.3 in the future
13. Petitioner is entitled to attorney's fees and costs pursuant to Civil Code section 1021.5.

WHEREFORE, Petitioner prays for relief as set forth below.

SECOND CAUSE OF ACTION

AS AND FOR A SECOND CAUSE OF ACTION, Petitioner incorporates and refers to each and every allegations in paragraphs 1 through 11, inclusive, and alleges:

14. An actual and present controversy exists between Petitioner, the SCCOE, the BOARD, ROCKETSHIP and DOES 1 through 20, inclusive, as to whether the SCCOE as authorized by the BOARD has the authority under Government Code sections 53094 or 53097.3 to grant ROCKETSHIP an exemption as to the PROPERTY from the zoning laws of the City of San Jose, and thus whether or not ROCKETSHIP can build and operate a school on the PROPERTY while the PROPERTY is zoned light industrial use.

15. Petitioner is informed and believes and thereon alleges that ROCKETSHIP intends to build and operate more school sites under auspices of the SCCOE, and thus this dispute will arise again, resulting in a multiplicity of actions unless the issues set forth herein are resolved.

16. Petitioner seeks a Declaration the court that: (1) the BOARD and the SCCOE do not have the power to grant an exemptions pursuant to Government Code sections 53094 or 53097.3; (2) the RESOLUTION is void and (3) that ROCKETSHIP must comply with the zoning ordinances of the City of San Jose, specifically that ROCKETSHIP cannot build or operate a school on the PROPERTY so long as the PROPERTY is zoned for light industrial use.
17. Petitioner is entitled to attorney's fees and costs pursuant to Civil Code section 1021.5.

WHEREFORE, Petitioner prays for relief as set forth below.

WHEREFORE, Petitioner prays as follows for all of the CAUSES OF ACTION set forth above as follows:

For the FIRST CAUSE OF ACTION:

1. That the court issue an Peremptory Writ commanding that the SCCOE and BOARD rescind the RESOLUTION and commanding that they not grant any future exemptions pursuant to Government Code sections 53094 or 53097.3.

2. That in the alternative, the court issue an Alternative Writ of Mandate commanding that respondents SCCOE and BOARD show cause why the court should not order that the SCCOE and BOARD rescind the RESOLUTION and command that they not grant any exemptions pursuant to Government Code sections 53094 or 53097.3 in the future.

3. For reasonable attorney's fees and costs pursuant to Civil Code section 1021.5;

4. For costs of suit herein incurred; and

5. For such other and further relief as the court may deem proper.

For the SECOND CAUSE OF ACTION:

1. Petitioner seeks a Declaration the court that: (1) the BOARD and the SCCOE do not have the power to grant any exemptions pursuant to Government Code sections 53094 or 53097.3; (2) the RESOLUTION is void and (3) that ROCKETSHIP must comply with the zoning ordinances of the City of San Jose, specifically that it
cannot build or operate a school on the PROPERTY so long as the PROPERTY is zoned light industrial.

2. For reasonable attorney's fees and costs pursuant to Civil Code section 1021.5;

3. For costs of suit herein incurred; and

4. For such other and further relief as the court may deem proper.

Dated: February 26, 2013

CHRISTOPHER E. SCHUMB
Attorney for Petitioner
Brett Bymaster
VERIFICATION BY INDIVIDUAL

State of California  ) ss.
County of Santa Clara )

I, Brett Bymaster, declare:

I am the Petitioner in above-entitled action.

I have read the foregoing Petition for Writ of Mandate and know the contents thereof. I am informed and believe that the matters stated therein are true and on that ground I allege that the matters stated therein are true.

I declare under penalty of perjury that the foregoing is true and correct.

Executed at San Jose, California, this 26th day of February, 2013.

BRETT BYMASTER
IN THE SUPERIOR COURT OF THE STATE OF CALIFORNIA
COUNTY OF SANTA CLARA

BRETT BYMASTER,

V.

SANTA CLARA COUNTY OFFICE OF EDUCATION; BOARD OF TRUSTEES FOR THE SANTA CLARA COUNTY OFFICE OF EDUCATION; and DOES 1 through 20, inclusive,

ROCKETSHIP EDUCATION

Real Party in Interest.

CASE NO. 113CV241932

REAL PARTY IN INTEREST
ROCKETSHIP EDUCATION'S
ANSWER TO PETITION FOR WRIT
OF MANDATE AND FOR
DECLARATORY RELIEF

Pursuant to Civil Code of Procedure section 431.30, Rocketship Education ("Rocketship"), as Real Party in Interest, hereby answers Petitioner’s Petition for Writ of Mandate and for Declaratory Relief as follows ("Petition"):

1. Rocketship is without sufficient knowledge or information to form a belief as to the truth of the allegations contained in paragraph 1. Therefore, except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 1 of the Petition.

///

REAL PARTY IN INTEREST ROCKETSHIP EDUCATION'S ANSWER TO PETITION FOR WRIT OF MANDATE AND FOR DECLARATORY RELIEF
2. Rocketship denies generally and specifically each and every allegation contained in paragraph 2 of the Petition.

3. Rocketship denies generally and specifically each and every allegation contained in paragraph 3 of the Petition.

4. Rocketship admits that Rocketship is a California nonprofit public benefit corporation organized under the laws of California. Except as expressly admitted herein, Rocketship denies generally and specifically each and every remaining allegation contained in paragraph 4 of the Petition.

5. Rocketship is without sufficient knowledge or information to form a belief as to the truth of the allegations contained in paragraph 5. Therefore, except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 5 of the Petition.

6. Rocketship admits that real property with an address of 1197 Lick Avenue, San Jose, California is located in the County of Santa Clara. Except as expressly admitted herein, Rocketship denies generally and specifically each and every remaining allegation contained in paragraph 6 of the Petition.

7. Rocketship denies generally and specifically each and every allegation contained in paragraph 7 of the Petition.

8. Rocketship admits it is in the process of buying real property located at 1107 Lick Avenue, San Jose, California. Except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 8 of the Petition.

9. As for the content of Government Code section 53094 and 53097.3, the code sections speak for themselves. Except as expressly admitted herein, Rocketship denies generally and specifically each and every remaining allegation contained in paragraph 9 of the Petition. Moreover, the paragraph is argumentative and/or sets forth legal contentions rather than factual averments.

10. Rocketship is without sufficient knowledge or information to form a belief as to the truth of the allegations contained in paragraph 10. Therefore, except as expressly admitted herein, Rocketship denies generally and specifically each and every allegation contained in paragraph 10 of
the Petition.

11. Unnumbered paragraph on page 4 lines 18 through 20 of the Petition presents no new allegations for Rocketship to either admit or deny, and as such, Rocketship incorporates it previous admissions and denials as set forth in paragraphs 1 through 10 above.

12. Rocketship denies generally and specifically each and every allegation contained in paragraph 11 of the Petition.

13. Rocketship denies generally and specifically each and every allegation contained in paragraph 12 of the Petition.

14. Rocketship denies generally and specifically each and every allegation contained in paragraph 13 of the Petition.

15. Unnumbered paragraph on page 5 lines 5 through 7 of the Petition presents no new allegations for Rocketship to either admit or deny, and as such, Rocketship incorporates it previous admissions and denials as set forth in paragraphs 1 through 13 above.

16. Rocketship denies generally and specifically each and every allegation contained in paragraph 14 of the Petition.

17. Rocketship denies generally and specifically each and every allegation contained in paragraph 15 of the Petition.

18. Rocketship denies generally and specifically each and every allegation contained in paragraph 16 of the Petition.

19. Rocketship denies generally and specifically each and every allegation contained in paragraph 17 of the Petition.

20. Answering paragraphs 1 through 5 of page 6 of the Petition, Rocketship contends that these are prayers for relief that do not permit nor require a response. Notwithstanding this, Rocketship contends that Petitioner is not entitled to any of the relief sought by way of this prayer.

///

///
21. Answering paragraphs 1 through 4 of page 6 through 7 of the Petition, Rocketship contends that these are prayers for relief that do not permit nor require a response. Notwithstanding this, Rocketship contends that Petitioner is not entitled to any of the relief sought by way of this prayer.

AFFIRMATIVE DEFENSES

As separate affirmative defenses to the Petition, Rocketship alleges the following affirmative defenses which apply to all Causes of Action:

1. Petitioner’s claims are barred either in whole or in part due to Petitioner’s lack of standing for bringing such claims.

2. Petitioner’s claims are barred either in whole or in part because Petitioner lacks of the beneficial interest in such claims as alleged in the Petition.

3. Petitioner’s claims are barred in whole or in part, because Petitioner has a plain, speedy and adequate remedy at law.

4. Petitioner’s claims are barred in whole or in part by the doctrine of estoppel.

5. Petitioner’s claims are barred in whole or in part by the doctrine of waiver.

6. Petitioner’s claims are barred in whole or in part by the doctrine of laches.

7. Petitioner’s claims are barred in whole or in part by the doctrine of sovereign immunity and/or by the Eleventh Amendment of the United States Constitution, and/or legislative immunity.

8. Petitioner’s claims are barred in whole or in part by the doctrine of unclean hands.

9. Petitioner’s claims are barred in whole or in part because they are moot.

10. Petitioner’s claims are barred in whole or in part because the requested relief is impossible.

11. Petitioner fails to state facts sufficient to constitute any cause of action.

12. Petitioner’s claims are barred by the statute of limitations.

13. Petitioner’s claims are barred by doctrine of preemption.
14. The Real Party in Interest has not completed its investigations and/or discovery and therefore lacks sufficient knowledge and information to ascertain the existence of additional affirmative defense which may be available and therefore reserves their right to raise such additional defenses as supporting information is revealed.

PRAyER FoR RELIEF

WHEREFORE, Rocketship prays as follows:

1. That the Petition be denied in its entirety;

2. That Petitioner takes nothing by his Petition and that Judgment be entered in favor of Respondent and Real Party in Interest;

3. That Rocketship be awarded its costs and attorney’s fees incurred in this matter (to the extent permitted by applicable law); and

4. For such other relief as the court may deem just and proper.

Dated: April 10, 2013

Respectfully Submitted,

YOUNG, MINNEY & CORR, LLP
PAUL C. MINNEY
ANDREW G. MINNEY

By: ANDREW G. MINNEY
Attorneys for Real Party In Interest
ROCKETSHIP EDUCATION
PROOF OF SERVICE

I, Jolanthe V. Onishi, declare:

I am over the age of eighteen years and not a party to the within action. I am employed by the law firm of Young, Minney & Corr, LLP, in the County of Sacramento, California and my business address is 701 University Ave., Suite 150, Sacramento, CA 95825. On the date set forth below, I served the foregoing document described as REAL PARTY IN INTEREST ROCKETSHP EDUCATION'S ANSWER TO PETITION FOR WRIT OF MANDATE AND FOR DECLARATORY RELIEF on the interested parties in this action by placing a true copy thereof enclosed in a sealed envelope and addressed as follows:

SEE ATTACHED SERVICE LIST

[XX] (VIA U.S. MAIL) I caused such document to be placed in the U.S. Mail at Sacramento, California with postage thereon fully prepaid.

I am “readily familiar” with the firm’s practice of collection and processing correspondence for mailing. It is deposited with the U.S. Postal Service on that same day in the ordinary course of business. I am aware that on motion of party served, service is presumed invalid if postal cancellation date or postage meter date is more than one day after date of deposit for mailing in affidavit.

[ ] (VIA ELECTRONIC MAIL) I caused such document to be transmitted via e-mail to the addressee from the e-mail address of jonishi@mycharterlaw.com.

[ ] (BY PERSONAL SERVICE) I caused such envelope to be delivered by hand to the offices of the addressee.

[ ] (VIA EXPRESS MAIL) I caused such envelope to be deposited at an authorized “drop off” box on that same day with delivery fees fully provided for at 701 University Avenue, Suite 150, Sacramento, California 95825, in the ordinary course of business.

[XX] (STATE) I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

[ ] (FEDERAL) I declare that I am employed in the office of a member of the bar of this court at whose direction this service was made.

Executed on April 10, 2013 at Sacramento, California.

Jolanthe V. Onishi
PROOF OF SERVICE LIST

Christopher E. Schumb
The Law Offices of Christopher E. Schumb
10 Almaden, Suite 1250
San Jose, CA 95113
Telephone: (408) 271-3245

Attorneys for Petitioner
BRETT BYMASTER

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San Jose, CA 95113
Telephone: (408) 286-5800

SANTA CLARA COUNTY OFFICE OF EDUCATION; BOARD OF TRUSTEES FOR THE SANTA CLARA COUNTY OFFICE OF EDUCATION
ATTACHMENT MO5
Financial Status

Provide the following:

**Nonprofit Charter Management Organizations:**
Provide, for the organization as a whole and any related business entities:
1. The last three years of independent financial audit reports and management letters; and
2. The most recent internal financial statements, including balance sheets and income statements.

Be sure that the CMO level and the overall operations are distinctly represented. Discuss any material audit findings for the organization or any campus that it operates.

**OR**

**For-profit Charter Management Organizations:**
Provide:
1. The last three years' financial statements; and
2. The most recent internal financial statements, including balance sheets and income statements.

Financial statements that are provided will be reviewed in confidence.

Be sure that the CMO level and overall operations are distinctly represented. Discuss any material audit findings for the organization or any schools that it operates.

For operators with multiple campuses, TEA requires individual charter and organization-level financial budgeting, reporting, and annual audits. Each charter operator's finances must thus be transparent and distinct from the CMO level.

*Insert Material Behind this Page.*
Also include this Cover Page with submission.
ROCKETSHIP EDUCATION AND ITS AFFILIATES

CONSOLIDATED FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2020
(WITH SUMMARIZED FINANCIAL INFORMATION FOR THE YEAR ENDED JUNE 30, 2019)

OPERATING:

California
Rocketship Mateo Sheedy Elementary #0850
Rocketship Si Se Puede Academy #1061
Rocketship Los Suenos Academy #1127
Rocketship Mosaic Elementary #1192
Rocketship Discovery Prep #1193
Rocketship Brilliant Minds #1393
Rocketship Alma Academy #1394
Rocketship Spark Academy #1526
Rocketship Fuerza Community Prep #1687
Rocketship Redwood City Prep #1736
Rocketship Rising Stars #1778
Rocketship Delta Prep #1965
Rocketship Futuro Academy #1805

Tennessee
Rocketship Nashville Northeast Elementary
Rocketship United Academy

Wisconsin
Rocketship Southside Community Prep
Rocketship Transformation Prep

DC
Rocketship Rise Academy
Rocketship Legacy Prep
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDEPENDENT AUDITORS' REPORT</td>
<td>1</td>
</tr>
<tr>
<td>CONSOLIDATED FINANCIAL STATEMENTS</td>
<td></td>
</tr>
<tr>
<td>CONSOLIDATED STATEMENT OF FINANCIAL POSITION</td>
<td>4</td>
</tr>
<tr>
<td>CONSOLIDATED STATEMENT OF ACTIVITIES</td>
<td>5</td>
</tr>
<tr>
<td>CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES</td>
<td>6</td>
</tr>
<tr>
<td>CONSOLIDATED STATEMENT OF CASH FlOWS</td>
<td>7</td>
</tr>
<tr>
<td>NOTES TO FINANCIAL STATEMENTS</td>
<td>8</td>
</tr>
<tr>
<td>SUPPLEMENTARY INFORMATION</td>
<td></td>
</tr>
<tr>
<td>LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE</td>
<td>29</td>
</tr>
<tr>
<td>CONSOLIDATING STATEMENT OF FINANCIAL POSITION - SCHOOLS</td>
<td>31</td>
</tr>
<tr>
<td>CONSOLIDATING STATEMENT OF ACTIVITIES - SCHOOLS</td>
<td>34</td>
</tr>
<tr>
<td>CONSOLIDATING STATEMENT OF CASH FLOWS - SCHOOLS</td>
<td>37</td>
</tr>
<tr>
<td>SCHEDULE OF INSTRUCTIONAL MINUTES - CALIFORNIA</td>
<td>40</td>
</tr>
<tr>
<td>SCHEDULE OF AVERAGE DAILY ATTENDANCE - CALIFORNIA</td>
<td>42</td>
</tr>
<tr>
<td>RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS</td>
<td>43</td>
</tr>
<tr>
<td>SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS</td>
<td>44</td>
</tr>
<tr>
<td>INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS</td>
<td>50</td>
</tr>
<tr>
<td>INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE</td>
<td>52</td>
</tr>
<tr>
<td>INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE - CALIFORNIA</td>
<td>54</td>
</tr>
<tr>
<td>SCHEDULE OF FINDINGS AND QUESTIONED COSTS</td>
<td>56</td>
</tr>
<tr>
<td>SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS</td>
<td>58</td>
</tr>
</tbody>
</table>
INDEPENDENT AUDITORS’ REPORT

Board of Directors
Rocketship Education and its Affiliates
Redwood City, California

Report on the Financial Statements
We have audited the accompanying consolidated financial statements of Rocketship Education and its Affiliates (RSEA), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2020, and the related consolidated statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management’s Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors’ Responsibility
Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors’ judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity’s preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.
Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of RSEA as of June 30, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. The accompanying supplementary schedules required by the 2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (Local Education Agency Organization Structure, Schedule of Instructional Time, Schedule of Average Daily Attendance, Reconciliation of Annual Financial Report with Audited Financial Statements) are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying supplementary schedules of the consolidating statements of financial position, activities and cash flows are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Report on Summarized Comparative Information

We have previously audited RSEA’s 2019 consolidated financial statements, and we expressed an unmodified opinion on those statements in our report dated December 11, 2019. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020, is consistent, in all material respects, with the audited financial statements from which it has been derived.
Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued a report dated December 7, 2020 on our consideration of RSEA’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on RSEA’s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering RSEA’s internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

Glendora, California
December 7, 2020
## Assets

<table>
<thead>
<tr>
<th></th>
<th>Rocketship Education</th>
<th>Rocketship Education DC</th>
<th>Wisconsin Inc.</th>
<th>Launchpad Charter School, Inc.</th>
<th>Rocketship Education Wisconsin Inc.</th>
<th>Rocketship Education DC Public Inc.</th>
<th>Eliminations</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Cash and Cash Equivalents</td>
<td>$22,831,077</td>
<td>$1,765,388</td>
<td>$6,132,046</td>
<td>$5,487,242</td>
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<td>$36,215,753</td>
<td>$34,519,662</td>
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<tr>
<td>Restricted Cash</td>
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<td>12,470,142</td>
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<td>12,547,596</td>
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<td>Accounts Receivable</td>
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<td>408,881</td>
<td>429,148</td>
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<td>18,555,403</td>
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<tr>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>175,000</td>
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<tr>
<td>Grants Receivable</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>900,000</td>
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<tr>
<td>Prepaid Expenses and Deposits</td>
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<td>101,556</td>
<td>336,807</td>
<td>679,531</td>
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<td>4,024,684</td>
<td>3,812,640</td>
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<td><strong>Total Current Assets</strong></td>
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<td>-</td>
<td>72,243,436</td>
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<td><strong>Long-term Assets</strong></td>
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<tr>
<td>Intracompany Receivable</td>
<td>7,231,996</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(7,231,996)</td>
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<tr>
<td>Security Deposits</td>
<td>426,830</td>
<td>-</td>
<td>1,500</td>
<td>-</td>
<td>(400,000)</td>
<td>28,330</td>
<td>26,830</td>
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<tr>
<td>Deferred Rent Asset</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6,949,331</td>
<td>(6,949,331)</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Property, Plant, and Equipment, Net</td>
<td>4,740,076</td>
<td>31,523</td>
<td>5,741</td>
<td>132,752,345</td>
<td>-</td>
<td>137,529,685</td>
<td>140,800,699</td>
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<tr>
<td><strong>Total Long-term Assets</strong></td>
<td>12,398,902</td>
<td>31,523</td>
<td>7,241</td>
<td>139,701,676</td>
<td>(14,581,327)</td>
<td>137,558,015</td>
<td>140,827,529</td>
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<td><strong>Total Assets</strong></td>
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<td>$2,065,929</td>
<td>$6,884,975</td>
<td>$158,767,739</td>
<td>$ (14,581,327)</td>
<td>$209,801,451</td>
<td>$204,875,537</td>
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</tr>
</tbody>
</table>

## Liabilities and Net Assets

<table>
<thead>
<tr>
<th></th>
<th>Rocketship Education</th>
<th>Rocketship Education DC</th>
<th>Wisconsin Inc.</th>
<th>Launchpad Charter School, Inc.</th>
<th>Rocketship Education Wisconsin Inc.</th>
<th>Rocketship Education DC Public Inc.</th>
<th>Eliminations</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>$5,976,925</td>
<td>$144,090</td>
<td>$1,325,516</td>
<td>$791,031</td>
<td>-</td>
<td>$8,237,562</td>
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<td>Accrued Interest</td>
<td>127,225</td>
<td>822</td>
<td>-</td>
<td>602,623</td>
<td>-</td>
<td>730,670</td>
<td>745,229</td>
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<tr>
<td>Deferred Rent Liability</td>
<td>14,821</td>
<td>35,276</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(14,821)</td>
<td>35,276</td>
<td></td>
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<tr>
<td>Deferred Revenues</td>
<td>1,582,030</td>
<td>-</td>
<td>-</td>
<td>11,343</td>
<td>-</td>
<td>1,593,373</td>
<td>921,751</td>
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<tr>
<td>Current Portion of Loans Payable</td>
<td>1,091,898</td>
<td>150,031</td>
<td>256,215</td>
<td>2,508,117</td>
<td>-</td>
<td>4,006,297</td>
<td>3,690,122</td>
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<tr>
<td><strong>Total Current Liabilities</strong></td>
<td>8,792,899</td>
<td>330,219</td>
<td>1,581,767</td>
<td>3,913,114</td>
<td>(14,821)</td>
<td>14,803,178</td>
<td>16,009,315</td>
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<tr>
<td><strong>Long-term Liabilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security Deposits</td>
<td>-</td>
<td>-</td>
<td>400,000</td>
<td>-</td>
<td>(400,000)</td>
<td>-</td>
<td>-</td>
<td></td>
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</tr>
<tr>
<td>Accrued Interest</td>
<td>194,886</td>
<td>-</td>
<td>-</td>
<td>1,757</td>
<td>-</td>
<td>-</td>
<td>196,643</td>
<td>166,076</td>
<td></td>
</tr>
<tr>
<td>Deferred Rent Liability</td>
<td>4,074,599</td>
<td>17,527</td>
<td>2,728,670</td>
<td>5,803,023</td>
<td>(6,934,510)</td>
<td>5,889,509</td>
<td>4,706,852</td>
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<tr>
<td>Intracompany Payable</td>
<td>-</td>
<td>-</td>
<td>4,112,908</td>
<td>2,904,205</td>
<td>214,883</td>
<td>(7,231,996)</td>
<td>-</td>
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<tr>
<td>Loans Payable</td>
<td>4,870,600</td>
<td>387,442</td>
<td>893,911</td>
<td>158,542,874</td>
<td>-</td>
<td>164,694,827</td>
<td>159,908,722</td>
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<tr>
<td><strong>Total Long-term Liabilities</strong></td>
<td>9,140,085</td>
<td>4,517,877</td>
<td>6,528,743</td>
<td>164,960,780</td>
<td>(14,566,506)</td>
<td>170,580,979</td>
<td>164,781,650</td>
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</tbody>
</table>

## Net Assets

<table>
<thead>
<tr>
<th></th>
<th>Rocketship Education</th>
<th>Rocketship Education DC</th>
<th>Wisconsin Inc.</th>
<th>Launchpad Charter School, Inc.</th>
<th>Rocketship Education Wisconsin Inc.</th>
<th>Rocketship Education DC Public Inc.</th>
<th>Eliminations</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without Donor Restriction</td>
<td>37,831,151</td>
<td>(2,782,167)</td>
<td>(1,225,535)</td>
<td>(10,106,155)</td>
<td>-</td>
<td>23,717,294</td>
<td>23,897,122</td>
<td></td>
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<tr>
<td>With Donor Restriction</td>
<td>900,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>900,000</td>
<td>187,450</td>
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<tr>
<td><strong>Total Net Assets</strong></td>
<td>38,731,151</td>
<td>(2,782,167)</td>
<td>(1,225,535)</td>
<td>(10,106,155)</td>
<td>-</td>
<td>24,617,294</td>
<td>24,084,572</td>
<td></td>
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</tr>
<tr>
<td><strong>Total Liabilities And Net Assets</strong></td>
<td>$56,664,135</td>
<td>$2,065,929</td>
<td>$6,884,975</td>
<td>$158,767,739</td>
<td>$ (14,581,327)</td>
<td>$209,801,451</td>
<td>$204,875,537</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### NET ASSETS WITHOUT DONOR RESTRICTIONS

<table>
<thead>
<tr>
<th>Source of Revenue</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF State Aid &amp; Property Tax Revenue</td>
<td>$66,915,020</td>
<td>$63,671,048</td>
</tr>
<tr>
<td>Apportionment Revenue</td>
<td>11,000,801</td>
<td>29,900,397</td>
</tr>
<tr>
<td>Other State Revenue</td>
<td>13,372,928</td>
<td>21,341,595</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>8,924,467</td>
<td>12,974,150</td>
</tr>
<tr>
<td>Other Local Revenue</td>
<td>4,912,476</td>
<td>3,938,359</td>
</tr>
<tr>
<td>Contributions</td>
<td>5,316,407</td>
<td>5,461,149</td>
</tr>
<tr>
<td>Amounts Released from Restriction</td>
<td>-</td>
<td>799,680</td>
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<tr>
<td><strong>Total Without Donor Restriction</strong></td>
<td>$110,442,099</td>
<td>$138,346,378</td>
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### EXPENSES

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<tr>
<th>Expense Category</th>
<th>2020</th>
<th>2019</th>
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<tr>
<td>Educational Programs</td>
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<td>$92,810,139</td>
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<tr>
<td>Program Supports</td>
<td>7,853,070</td>
<td>29,407,382</td>
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<tr>
<td>Administration and General</td>
<td>15,576,891</td>
<td>11,846,410</td>
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<tr>
<td>Fundraising</td>
<td>345,147</td>
<td>281,801</td>
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<td><strong>Total Supporting Services</strong></td>
<td>$15,922,038</td>
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<tr>
<td><strong>Total Expenses</strong></td>
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### INCREASE (DECREASE) IN NET ASSETS WITHOUT DONOR RESTRICTIONS

<table>
<thead>
<tr>
<th>Source of Increase/Decrease</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase</strong></td>
<td>2,467,162</td>
<td>4,000,646</td>
</tr>
<tr>
<td><strong>Net Assets, Beginning of Year</strong></td>
<td>$35,363,989</td>
<td>$20,883,606</td>
</tr>
<tr>
<td><strong>Net Assets, End of Year</strong></td>
<td>$38,731,151</td>
<td>$24,084,572</td>
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### INCREASE (DECREASE) IN NET ASSETS WITH DONOR RESTRICTION

<table>
<thead>
<tr>
<th>Source of Increase/Decrease</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase</strong></td>
<td>900,000</td>
<td>799,680</td>
</tr>
<tr>
<td><strong>Net Assets, Beginning of Year</strong></td>
<td>$35,363,989</td>
<td>$20,883,606</td>
</tr>
<tr>
<td><strong>Net Assets, End of Year</strong></td>
<td>$36,263,989</td>
<td>$21,683,286</td>
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### INCREASE (DECREASE) IN NET ASSETS

<table>
<thead>
<tr>
<th>Source of Increase/Decrease</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase</strong></td>
<td>3,367,162</td>
<td>3,200,966</td>
</tr>
<tr>
<td><strong>Net Assets, Beginning of Year</strong></td>
<td>$35,363,989</td>
<td>$20,883,606</td>
</tr>
<tr>
<td><strong>Net Assets, End of Year</strong></td>
<td>$38,731,151</td>
<td>$24,084,572</td>
</tr>
<tr>
<td>Programs</td>
<td>Educational Programs</td>
<td>Program Supports</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Salaries</td>
<td>$49,632,376</td>
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<td>Employee Benefits</td>
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<td>516,039</td>
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<td>Pension</td>
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<td>379,603</td>
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<td>Management Fees</td>
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<td>District Fee</td>
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<td>Accounting Expenses</td>
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<td>Legal Expenses</td>
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<tr>
<td>Instructional Materials</td>
<td>3,140,226</td>
<td>176,173</td>
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<td>Other Fees For Services</td>
<td>15,194,547</td>
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<td>Advertising</td>
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<td>Office Expenses</td>
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<td>2,574,357</td>
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<td>Information Technology</td>
<td>2,680,782</td>
<td>15,684</td>
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<td>Printing and Postage</td>
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<td>Occupancy</td>
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<td>Travel</td>
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<tr>
<td>Conferences and Meetings</td>
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<tr>
<td>Insurance</td>
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<tr>
<td>Bad Debt</td>
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<tr>
<td>Depreciation and Amortization</td>
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<td>4,225,346</td>
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<td>Interest Expense</td>
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<td>9,461,077</td>
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<tr>
<td>Capital Expenses</td>
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<td>128,568</td>
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<tr>
<td>Other Expenses</td>
<td>8,141,782</td>
<td>2,842,674</td>
</tr>
<tr>
<td>Subtotal</td>
<td>115,629,975</td>
<td>28,775,898</td>
</tr>
<tr>
<td>Eliminations</td>
<td>(16,700,211)</td>
<td>(1,914,830)</td>
</tr>
<tr>
<td>Total 2020</td>
<td>$98,929,764</td>
<td>$26,861,068</td>
</tr>
<tr>
<td>Total 2019</td>
<td>$92,810,139</td>
<td>$29,407,382</td>
</tr>
</tbody>
</table>
CASH FLOWS FROM OPERATING ACTIVITIES

Change in Net Assets $ 3,367,162 $ (892,775) $ 499,133 $ (2,640,798) $ - $ 532,722 $ 3,200,966

Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:

Depreciation Expense 336,095 6,372 1,435 3,861,713 - 4,205,615 3,411,478
Transfers and Losses on Disposal of Assets 41,744 - - - - 41,744 -
Amortization Expense - - - 363,633 - 363,633 -

(Increase) Decrease in Operating Assets:

Accounts Receivable (6,292,945) 413,838 19,477 546,193 (5,313,437) (3,709,467)
Grants Receivable (900,000) 75,000 100,000 - (725,000) 1,304,283
Prepaid Expenses and Deposits (52,780) (17,284) (300,276) (43,204) - (413,544) (254,876)
Deferred Rent Asset - - - (1,172,757) (1,172,757) - -

Increase (Decrease) in Operating Liabilities:

Accounts Payable and Accrued Liabilities (2,561,232) (181,555) 600,034 (252,431) (2,395,184) 1,067,570
Deferred Revenues 669,736 - - 1,887 - 671,623 (412,375)
Deferred Rent Liability (138,004) (1,658) 534,649 1,519,695 (1,172,757) 1,017,932 (1,171,631)

Net Cash Provided (Used) by Operating Activities (5,254,216) (398,062) 1,454,451 2,183,931 (2,013,896) 3,755,239

CASH FLOWS FROM INVESTING ACTIVITIES

Purchases of Property, Plant, and Equipment (138,818) (7,676) (7,176) (827,296) - (880,966) (39,946,341)

Net Cash Used by Investing Activities (138,818) (7,676) (7,176) (827,296) - (880,966) (39,946,341)

CASH FLOWS FROM FINANCING ACTIVITIES

Intracompany Loans (658,025) 874,660 (431,497) 214,862 - -
Proceeds from Debt 4,000,000 537,473 1,150,162 2,700,000 8,387,635 36,081,955
Repayment of Debt (375,002) - - - (3,271,906) - (2,841,680)

Net Cash Provided (Used) by Financing Activities 2,966,873 1,412,133 718,665 (357,044) 4,740,727 33,240,275

NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS (2,426,061) 1,006,395 2,165,940 999,591 - 1,745,865 (2,950,827)

Cash and Cash Equivalents, Beginning of Year 25,257,138 836,447 3,966,106 16,957,793 - 47,017,484 49,968,311

CASH AND CASH EQUIVALENTS, END OF YEAR $ 22,831,077 $ 1,842,842 $ 6,132,046 $ 17,957,384 - $ 48,763,349 $ 47,017,484

CASH AND CASH EQUIVALENTS

Cash and Cash Equivalents $ 22,831,077 $ 1,842,842 $ 6,132,046 $ 17,957,384 - $ 48,763,349 $ 47,017,484
Restricted Cash 1,765,388 6,132,046 5,487,242 36,215,753 34,519,662

Total $ 22,831,077 $ 1,842,842 $ 6,132,046 $ 17,957,384 $ 48,763,349 $ 47,017,484

SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION

Cash Paid for Interest, Net $ 6,283 $ - $ - $ 9,495,696 $ - $ 9,501,979 $ 7,761,957
Capitalized Interest - - - - - - 28,050

Rocketship Public Schools Page 1453
NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities
Rocketship Education and its Affiliates (RSEA) are organized to manage, operate, guide, direct, and promote a network of public elementary charter schools.

The charter schools are funded principally through public education monies. The charters may be revoked by their sponsor for material violations of the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Principles of Consolidation
The accompanying financial statements include the accounts of Rocketship Education (RSED) and its schools. All significant intercompany accounts and transactions within RSED and its schools have been eliminated in the consolidating financial statements. Additionally, the accompanying financial statements include the accounts of Rocketship Education Wisconsin Inc., Rocketship Education D.C. Public Charter School Inc., and Launchpad Development Company (LDC) and its wholly owned LLCs. All significant intercompany accounts and transactions within LDC have been eliminated in the consolidating financial statements. Finally, all significant intercompany accounts and transactions between RSED and Launchpad have been eliminated in consolidation.

Rocketship Education (RSED)
Rocketship Education (RSED) is a California nonprofit public benefit corporation that was incorporated in 2006 and is organized to manage, operate, guide, direct, and promote a network of public elementary charter schools. Divisions of RSED include:

- **Rocketship Support Network (RSN)** – Centralized resources providing management, back office support and organizational strategy.
- **Rocketship Mateo Sheedy Elementary (RMS)** – California charter school
- **Rocketship Si Se Puede Academy (RSSP)** – California charter school
- **Rocketship Los Suenos Academy (RLS)** – California charter school
- **Rocketship Mosaic Elementary School (ROMO)** – California charter school
- **Rocketship Discovery Prep (RDP)** – California charter school
- **Rocketship Brilliant Minds (RBM)** – California charter school
- **Rocketship Alma Academy (RSA)** – California charter school
- **Rocketship Spark Academy (RSK)** – California charter school
- **Rocketship Fuerza Community Prep (RFZ)** – California charter school
- **Rocketship Redwood City Prep (RRWC)** – California charter school
- **Rocketship Rising Stars (RRS)** – California charter school
- **Rocketship Futuro Academy – (RFA)** California charter school
- **Rocketship Delta Prep (RDL)** – California charter school
- **Rocketship Nashville Northeast Elementary (RNNE)** – Tennessee charter school
- **Rocketship United Academy (RUA)** – Tennessee charter school
NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Principles of Consolidation (Continued)
Rocketship Education Wisconsin Inc.
RSED incorporated Rocketship Education Wisconsin Inc., as a nonprofit public benefit corporation in October 2012 to hold the charter for its elementary school in Wisconsin, Rocketship Southside Community Prep (RSCP) and Rocketship Transformation Prep (RTP).

Rocketship Education D.C., Public Charter School, Inc.
Rocketship Education D.C., Public Charter School, Inc. (RSDC) incorporated as a nonprofit public benefit corporation during 2014 for the purpose of operating charter schools in Washington, DC. The District of Columbia Public Charter School Board (PCSB) approved RSDC to establish up to eight charter schools beginning in July 2016. Rocketship Education and RSDC entered into a Network Services Agreement to provide services for the DC region. RSDC operates two campuses, Rocketship RISE (RISE) and Rocketship Legacy Prep (RLP).

Launchpad Development Company
Launchpad Development Company (LDC) was incorporated as a 509(a)(3) nonprofit public benefit corporation in November 2009. LDC is a supporting organization of RSED. LDC provides facilities and development services provided that such services are consistent with RSED’s exempt purpose. Divisions of LDC include:

- **Launchpad (LP)** – investment/asset management and administrative services
- **Launchpad Development One LLC (LLC1)** – RMS facilities
- **Launchpad Development Two LLC (LLC2)** – RSSP facilities
- **Launchpad Development Three, LLC (LLC3)** – RLS facilities
- **Launchpad Development Four LLC (LLC4)** – ROMO facilities
- **Launchpad Development Five LLC (LLC5)** – RDP facilities
- **Launchpad Development Eight LLC (LLC8)** – RSA facilities
- **Launchpad Development Ten LLC (LLC10)** – RSK facilities development
- **Launchpad Development Eleven LLC (LLC11)** – RBM facilities
- **Launchpad Development Twelve LLC (LLC12)** – RFZ facilities
- **Launchpad Development Fourteen LLC (LLC14)** – Facilities development
- **Launchpad Development Fifteen LLC (LLC15)** – RRWC facilities development
- **Launchpad Development Sixteen LLC (LLC16)** – RRS Facilities
- **Launchpad Development Seventeen LLC (LLC17)** – RFA facilities development
- **Launchpad Development Eighteen LLC (LLC18)** – RDL facilities development
- **Launchpad Development Nineteen LLC (LLC19)** – Facilities development
- **Launchpad Development Twenty LLC (LLC20)** – Facilities development
- **Launchpad Development Milwaukee One LLC (MLLC1)** – RSCP facilities
- **Launchpad Development Milwaukee Two LLC (MLLC2)** – RTP facilities development
- **Launchpad Development One Nashville LLC (NLLC1)** – RNNE facilities
- **Launchpad Development Two Nashville LLC (NLLC2)** – RUA facilities
- **Launchpad Development One DC LLC (DLLC1)** – RISE facilities
- **Launchpad Development Two DC LLC (DLLC2)** – RLP facilities
- **Launchpad Development Three DC LLC (DLLC3)** – Facilities development
NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Basis of Accounting
The consolidated financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables, payables and other liabilities.

Basis of Presentation
RSEA presents its consolidated financial statements as a California nonprofit public benefit corporation in accordance with Financial Accounting Standards which govern generally accepted accounting principles for non-profit organizations.

Use of Estimates
The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses
The cost of providing the various programs and other activities has been summarized on a functional basis in the consolidated statement of activities. Accordingly, certain costs have been allocated among the programs and support services benefited.

Cash and Cash Equivalents
RSEA defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Net Asset Classes
Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The governing board has designated, from net assets without donor restrictions, net assets for an operating reserve and board-designated endowment.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.
NOTE 1  SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Restricted Cash
Restricted cash includes certain cash balances that are maintained according to debt reserve requirements and donor restrictions.

Accounts Receivable
Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2020.

Property, Plant, and Equipment
Property, plant, and equipment are stated at cost, if purchased or at estimated fair value, if donated. Depreciation of buildings and equipment is provided on a straight-line basis over the estimated useful lives of the assets ranging from 3 to 35 years. RSEA capitalizes all expenditures for land, buildings, and equipment in excess of $5,000.

Contributions
All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants
Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when RSEA has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2020, there were no conditional grants.

Revenue Recognition
Amounts received from the California Department of Education are conditional and are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.
NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Taxes
The RSEA is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. RSEA files and exempt return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Comparative Totals
The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with RSEA's financial statements for the year ended June 30, 2019, from which the summarized information was derived.

Change in Accounting Principle
In May 2014, FASB issued Accounting Standards Update (ASU) 2014-09, Revenues from Contracts with Customers (Topic 606). The update establishes the core principle that an entity should recognize revenue to depict the transfer of promised goods or services to customers in the amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. RSEA has early adopted the implementation of ASU 2014-09 under the full retrospective approach. There was no material impact on RSEA's financial position and results of operations upon adoption of the new standard.

In November 2016, FASB issued Accounting Standards Update (ASU) 2016-18, Statement of Cash Flows (Topic 230) – Restricted Cash. The update requires that the statement of cash flows explain the change during the period in the total of cash, cash equivalent and the amounts generally described as restricted cash or restricted cash equivalents. RSEA has implemented ASU 2016-18 under the full retrospective approach. The impact resulted in an increase in cash and cash equivalents and the addition of a reconciliation of cash the statement of cash flows.

In June 2018, FASB issued Accounting Standards Update (ASU) 2018-08, Not-for-Profit Entities (Topic 958) – Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made. The update clarifies and improves the scope and the accounting guidance for contributions received and contributions made. The amendments in this update should assist entities in (1) evaluating whether transactions should be accounted for as contributions (nonreciprocal transactions), or as exchange (reciprocal transactions) and (2) determining whether a contribution is conditional. RSEA has implemented ASU 2018-08 under the full retrospective approach. There was no material impact on RSEA's financial position and results of operations upon adoption of the new standard.
NOTE 1  SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Evaluation of Subsequent Events
RSEA has evaluated subsequent events through December 7, 2020, the date these financial statements were available to be issued. There were no subsequent events requiring recognition or disclosure.

NOTE 2  LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents, accounts receivable and grants receivable for the total amount of $54,771,156. As part of RSEA’s liquidity management plan, RSEA invests cash in excess of daily requirements in short-term investments and money market funds.

NOTE 3  CREDIT CONCENTRATION RISK

RSEA maintains bank accounts with several institutions. Accounts at each of these institutions are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000. RSEA occasionally has the need to maintain a cash balance in excess of the FDIC limit. RSEA has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 4  ACCOUNTS RECEIVABLE

Due from federal and state governments consists of funds due as of June 30, 2020. Management believes that these receivables are fully collectible, therefore no provision was recorded as of June 30, 2020.

NOTE 5  GRANTS RECEIVABLE

Grants receivable of $900,000 consist of funds due from grantor agencies based upon RSN meeting various conditions or milestones. As of June 30, 2020 grant amounts connected with met milestones have been recorded as grants receivable and have been classified as contributions with donor restriction due to implied time restriction. Management believes all of these amounts are collectible; therefore no provisions for uncollectible accounts were recorded.
NOTE 6  PROPERTY, PLANT, AND EQUIPMENT

Property and equipment consisted of the following:

<table>
<thead>
<tr>
<th></th>
<th>RSED</th>
<th>LDC</th>
<th>RSEA Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$</td>
<td>$21,390,990</td>
<td>$21,390,990</td>
</tr>
<tr>
<td>Furniture and Equipment</td>
<td>923,123</td>
<td>438,031</td>
<td>1,361,154</td>
</tr>
<tr>
<td>Buildings</td>
<td>5,953,488</td>
<td>129,523,850</td>
<td>135,477,338</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>1,781,715</td>
<td>1,781,715</td>
</tr>
<tr>
<td>Less: Accumulated Depreciation</td>
<td>(2,099,271)</td>
<td>(20,382,241)</td>
<td>(22,481,512)</td>
</tr>
<tr>
<td>Total</td>
<td>$4,777,340</td>
<td>$132,752,345</td>
<td>$137,529,685</td>
</tr>
</tbody>
</table>

Depreciation and amortization expense was $4,205,615 for the year ended June 30, 2020.

NOTE 7  DEBT

Convertible Debt
RSN – Charter School Growth Fund
In February 2009, RSN entered into a $2.3 million Subordinate Loan Agreement with Charter School Growth Fund (CSGF) at an effective interest rate of 4.0%. Of this amount, $2.0 million plus associated interest will be forgiven and converted into a grant provided that RSN meet specified educational, financial and growth outcomes.

In October 2010, RSN and CSGF amended and restated the original Subordinate Loan Agreement to reflect a total loan of $3.4 million at an effective interest rate of 3.25% and $400,000 forgiven and converted into a grant. As of June 30, 2014, RSN has borrowed the complete $3.4 million. Of the amended amount, $2.35 million plus associated interest will be forgiven and converted into a grant provided that RSN meet specified educational, financial and growth outcomes.

As of June 30, 2015, RSN had substantively met the school year benchmarks and converted all of the $2.35 million of principal into a grant.

In April 2018, RSN and CSGF amended and restated the 2009 loan agreement (second amendment), modifying debt maturity dates.

In February 2019, RSN and CSGF amended and restated the 2009 loan agreement (third amendment), modifying debt maturity dates. In June 2020, RSN and CSGF amended and restated the 2009 loan agreement (fourth amendment), modifying debt maturity dates. As of June 30, 2020, balance on this loan is $950,000. This loan is on a repayment schedule that is fully paid by June 30, 2025.

During the 2014/15 school year, RFZ, RNNE, RRWC and RUA each entered into $100,000 Subordinated Loan Agreements with effective interest rates of 1.0%. In June 2020, RSN and CSGF amended and restated the 2015 loan agreement (first amendment), modifying debt maturity dates. As of June 30, 2020, balances on each of the four loans is $100,000. The loans are scheduled to be repaid in full on June 30, 2021 (RFZ and RNNE) and June 30, 2022 (RRWC and RUA).
NOTE 7  DEBT (CONTINUED)

Convertible Debt (Continued)
During the 2015/16 school year, RSN and CSGF entered into three $100,000 Subordinated Loan Agreements with effective interest rates of 1.0 percent. The loans were made to support RRS, RFA, and RPP. In June 2020, RSN and CSGF amended and restated the 2015 loan agreement (first amendment), modifying debt maturity dates. As of June 30, 2020, balance on each of the four loans is $100,000. The loans are scheduled to be repaid in full on June 30, 2022.

Loans Payable
Rocketship's Schools - California School Finance Authority Revolving Loan Program
As of June 30, 2020, three of Rocketship's California schools have revolving loans payable to the California School Finance Authority (CSFA) ranging from $62,500 to $187,500, totaling $312,500 combined. The loans have effective interest rates ranging from 0.22% to 1.47%. Principal is payable over a one or three-year period, with installment payments of $62,500 deducted from apportionment revenue per school each year. Final maturity is 2023.

LLC4 - ROMO Bonds Payable (Series 2011A and 2011B Bonds)
In September 2011, Launchpad completed bond financing in the amount of $10.1 million (the Series 2011 Bonds), proceeds from which were used to refinance existing debt and to fund certain project expenses remaining for the ROMO construction project. Interest is paid semi-annually at a coupon rate of 8.5% to 8.75%.

The Series 2011 Bonds are divided into $9.6 million Series 2011A Bonds and $515,000 Series 2011B Bonds (taxable), maturing December 2041 and December 2018, respectively. Both Series 2011A and Series 2011B are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in December 2018 and December 2013, respectively. In December 2019, Series 2011A Bond experienced a maturity of $140K.

LLC8 – RSA Bonds Payable (Series 2012A and 2012B Bonds)
In September 2012, Launchpad completed bond financing in the amount of $9.46 million (the Series 2012 Bonds), proceeds from which were used to refinance existing debt and to fund certain project expenses remaining for the RSA construction project. Interest is paid semi-annually at a coupon rate of 6.25% to 8.5%.

The Series 2012 Bonds are divided into $9.105 million Series 2012A Bonds and $355,000 million Series 2012B Bonds (taxable), maturing June 2043 and matured June 2016, respectively. Both Series 2012A and Series 2012B are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2017 and June 2014, respectively. In June 2020, Series 2012A Bond experienced a maturity of $165K.
NOTE 7  DEBT (CONTINUED)

Loans Payable (Continued)

LDC – Obligated Group Bonds (Series 2014A and 2014B)

In February 2014, LDC completed bond financing in the amount of $32.855 million (the Series 2014 Bonds), proceeds from which were used to refinance existing debt for LLC2 and fund project expenses for the RBM and RFZ construction projects. Interest is paid semi-annually at a coupon rate of 6.00% to 7.25%.

The Series 2014 Bonds are divided into $31.935 million Series 2014A Bonds and $920,000 Series 2014B Bonds (taxable), maturing between June 2023 and 2043 (Series 2014A) and June 2018 (Series 2014B). Both Series 2014A and Series 2014B are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2018, 2024 and 2035 (Series 2014A) and June 2016 (Series 2014B). In June 2020, Series 2014A Bond experienced a maturity of $550K.

LDC – Obligated Group Bonds (Series 2015A and 2015B)

In August 2015, LDC completed bond financing in the amount of $6.385 million (the Series 2015 Bonds), proceeds from which were used to refinance existing debt and fund project expenses for LLC1 construction projects. Interest is paid semi-annually at a coupon rate of 4.25%.

The Series 2015 Bonds are divided into $6.135 million Series 2015A Bonds and $250,000 Series 2015B Bonds (taxable), maturing between March 2028 (Series 2015A) and matured June 2016 (Series 2015B). The Series 2015B Bonds were repaid during the fiscal year 2015/16. Series 2015A Bonds are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2016. In June 2020, Series 2015A Bond experienced a maturity of $460K.

LDC – Obligated Group Bonds (Series 2016A and 2016B)

In February 2016, LDC completed bond financing in the amount of $28.605 million (the Series 2016 Bonds), proceeds from which were used to fund project expenses for LLC1, LLC10, and LLC16 construction projects. Interest is paid semi-annually at coupon rates between 4.50% and 5.00%.

The Series 2016 Bonds are divided into $28.080 million Series 2016A Bonds and $525,000 Series 2016B Bonds (taxable), maturing between June 2021 and 2046 (Series 2016A) and June 2018 (Series 2016B). Both Series 2016A and Series 2016B are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2018, 2022, 2027, 2032 and 2037 (Series 2016A) and June 2017 (Series 2016B). In June 2020, Series 2016A Bond experienced a maturity of $500K.
NOTE 7  DEBT (CONTINUED)

Loans Payable (Continued)


In February 2017, LDC completed bond financing in the amount of $42.16 million (the Series 2017 Bonds), proceeds from which were used to fund project expenses and building financing for LLC3, LLC5, LLC15, MLLC1 and NLLC1. Interest is paid semi-annually at coupon rates between 4.50% and 6.25%.

The Series 2017 Bonds are divided into $23.098 million Series 2017A Bonds, $3.665 million Series 2017B Bonds (taxable), $7.160 million Series 2017C Bonds, $250,000 Series 2017D Bonds, $7.740 million Series 2017E Bonds, and $250,000 Series 2017F Bonds. The Series 2017 Bonds mature between June 2027 and 2052 (Series 2017A), June 2025 (Series 2017B), June 2040 (Series 2017C), June 2019 (Series 2017D), between June 2047 and 2052 (Series 2017E) and June 2019 (Series 2017F). All are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2018 and 2039 (Series 2017A and B), June 2034 (Series 2017C), 2017 (Series 2017D and F), and June 2039 (Series 2017E).

In December 2017, the redemption right related to the 2017A and 2017B RRWC project funding was exercised, with $9.16M of bonds redeemed.

In June 2020, Series 2017B Bond experienced a maturity of $180K.

LDC – Obligated Group Bonds (Series 2017G and 2017H)

In December 2017, LDC completed bond financing in the amount of $16.225 million (the Series 2017 Bonds), proceeds from which were used to fund project expenses and building financing for LLC18. Interest is paid semi-annually at coupon rates between 4.05% and 6.0%.

The Series 2017 Bonds are divided into $15.56 million Series 2017G Bonds and $665,000 Series 2017H Bonds (taxable). The Series 2017 Bonds mature between June 2025 and 2053 (Series 2017G) and between June 2022 and 2025 (Series 2017H).

MKE2 LLC – IIF Acquisition Loan

In April 2019, MKE2 LLC entered into a $900,000 loan agreement with Illinois Investment Fund (IIF) to provide interim financing for MKE2 LLC’s project development in Milwaukee, Wisconsin. The loan has an interest rate of 5.875% and matures on April 1, 2021.

In June 2020, the $900,000 loan was refinanced with another loan from Illinois Investment Fund (IIF) in the amount of $2.7M to further develop the project. The loan has an interest rate of 5.5% initial rate and matures in July 2022.

NASH2 LLC – CIF Acquisition Loan

In May 2019, NASH2 LLC entered into a $7.3 million loan agreement with Charter Impact Fund, Inc. to provide financing for NASH2 LLC’s project development in Milwaukee, Wisconsin. The loan has an interest rate of 4.25% and matures on June 1, 2049.
NOTE 7  DEBT (CONTINUED)

Loans Payable (Continued)

LDC – Obligated Group Bonds (Series 2019A and 2019B)

In May 2019, LDC completed bond financing in the amount of $28.075 million (the Series 2019 Bonds), proceeds from which were used to fund project expenses and building financing for LLC One DC. Interest is paid semi-annually at coupon rates between 5.0% and 5.3%.


Amortization expense for cost of issuance for all bond series was $363,633 for the year ended June 30, 2020.

SBA PPP Loans

In May 2020, RSEA received two loans from the Paycheck Protection Program administered by SBA in conjunction with Heritage Bank of Commerce. Loan one was issued to Rocketship Education DC Public Charter School for $1.15M with an effective interest rate of 1.0%. Loan two was issued to Rocketship Education Wisconsin for $537K with an effective interest rate of 1.0%. RSEA intends to apply for PPP Loan forgiveness and expects both loans to be fully forgiven.

Charter Asset Management Line of Credit

In June 2020, RSEA entered into a line of credit facility with Charter Asset Management for a $5M revolving line of credit, subject to increase to $10M if the State of California or the Department of Education deferred payment of any funds to be paid to RSEA. Upon execution of this credit facility, RSEA initiated the first draw of $4M with an initial effective interest rate of 6.0%.

Future maturities of debt in summary:

<table>
<thead>
<tr>
<th>Year Ended June 30</th>
<th>RSED</th>
<th>LDC</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>$1,498,180</td>
<td>$2,508,117</td>
<td>$4,006,297</td>
</tr>
<tr>
<td>2022</td>
<td>2,586,793</td>
<td>5,408,669</td>
<td>7,995,462</td>
</tr>
<tr>
<td>2023</td>
<td>1,551,030</td>
<td>3,034,462</td>
<td>4,585,492</td>
</tr>
<tr>
<td>2024</td>
<td>1,086,919</td>
<td>3,180,506</td>
<td>4,267,425</td>
</tr>
<tr>
<td>2025</td>
<td>927,211</td>
<td>3,471,812</td>
<td>4,399,023</td>
</tr>
<tr>
<td>Thereafter</td>
<td>-</td>
<td>147,927,462</td>
<td>147,927,462</td>
</tr>
<tr>
<td>Subtotal</td>
<td>7,650,133</td>
<td>165,531,028</td>
<td>173,181,161</td>
</tr>
<tr>
<td>Cost of Issuance and Discounts/Premiums</td>
<td>-</td>
<td>(4,480,037)</td>
<td>(4,480,037)</td>
</tr>
<tr>
<td>Total</td>
<td>$7,650,133</td>
<td>$161,050,991</td>
<td>$168,701,124</td>
</tr>
</tbody>
</table>
NOTE 8 OPERATING LEASES

RSN Administrative Offices
In October 2012, RSN entered into a five-year lease for office facilities payable at $10,612, plus common area maintenance, payable monthly. The lease includes a waiver of rent ($10,611) contingent upon RSN’s status as a nonprofit public benefit corporation. The lease was renewed on November 1, 2017. During the year ended June 30, 2020, net assets released from restriction from in-kind rent was $127,332 (net of prior year discount) and lease expense totaled $168,596.

RSN leases administrative offices in San Jose, California, Concord, California, Milwaukee, Wisconsin, and Nashville, Tennessee under various operating leases. Lease expense for all regional administrative offices totaled $268,895 for the year ended June 30, 2020.

LLC11-RBM Site Land Lease
30 year land lease, $7,917 payable monthly, subject to adjustment in 2023. Lease expense recognized for the year ended June 30, 2020 was $95,004.

LLC12-RFZ Site Land Lease
35-year land lease, $26,400 payable monthly during the year ended June 30, 2020. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. For the year ended June 30, 2020, total lease expense of $376,972 has been recorded and lease payments totaled $316,800.

RFZ Site Land Lease
34-year land lease for addition to RFZ site, payable between $3,016 and $3,062 monthly during the year ended June 30, 2020. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. For the year ended June 30, 2020, total lease expense of $40,695.

RRWC Facility Lease
One-year lease for facilities with the authorizing district. Lease expense recognized for the year ended June 30, 2020 was $70,229.

RFA facility lease
One-year lease for facilities with the authorizing district. Lease expense recognized for the year ended June 30, 2020 was $330,347.

MLLC2-RTP Facility Lease
One year lease for facility starting March 2018. LDC paid for the pre-opening lease in the amount of $4,108 from March 2018 to June 2018 then transferred the lease to RSED RTP. The final payment under this lease was in July 2020 for $12,400. In July 2019, RSED entered into a lease with Launchpad for a new RTP facility. Notes for this new lease are in Related Party Transactions Note 10.
NOTE 8  OPERATING LEASES (CONTINUED)

Dllc2-RLP Facility Lease
29-year facility lease, $169,831, plus additional rent items, payable monthly during the year ended June 30, 2020. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. For the year ended June 30, 2020 total lease expense of $2,524,555 has been recorded and lease payments totaled $2,374,122.

Ldc paid for a RLP parking lease from June to December 2017. Parking lease transferred to rsed rlp started July 1, 2018 and ended in July 2019. Lease expense recognized for the year ended June 30, 2020 was $1,500.

The following is a schedule of future minimum lease payments required under the operating leases:

<table>
<thead>
<tr>
<th>Year Ending June 30,</th>
<th>RSN</th>
<th>RFZ</th>
<th>RPS</th>
<th>LLC10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>$180,924</td>
<td>$36,740</td>
<td>$78,740</td>
<td>$111,132</td>
</tr>
<tr>
<td>2022</td>
<td>186,352</td>
<td>37,291</td>
<td>81,029</td>
<td>111,132</td>
</tr>
<tr>
<td>2023</td>
<td>95,030</td>
<td>37,850</td>
<td>76,423</td>
<td>111,132</td>
</tr>
<tr>
<td>2024</td>
<td>-</td>
<td>38,418</td>
<td>-</td>
<td>116,689</td>
</tr>
<tr>
<td>2025</td>
<td>-</td>
<td>38,994</td>
<td>-</td>
<td>116,689</td>
</tr>
<tr>
<td>Thereafter</td>
<td>-</td>
<td>1,077,546</td>
<td>-</td>
<td>1,140,372</td>
</tr>
<tr>
<td>Total</td>
<td>$462,306 $1,266,839</td>
<td>$236,192</td>
<td>$1,707,146</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year Ending June 30,</th>
<th>LLC11</th>
<th>LLC12</th>
<th>LLC DC2</th>
<th>LLC DC3</th>
<th>RSEA Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>$95,004</td>
<td>$316,800</td>
<td>$2,032,569</td>
<td>$1,675,404</td>
<td>$4,527,313</td>
</tr>
<tr>
<td>2022</td>
<td>95,004</td>
<td>316,800</td>
<td>2,032,569</td>
<td>2,349,929</td>
<td>5,210,106</td>
</tr>
<tr>
<td>2023</td>
<td>95,004</td>
<td>322,080</td>
<td>2,032,569</td>
<td>2,593,085</td>
<td>5,363,173</td>
</tr>
<tr>
<td>2024</td>
<td>104,504</td>
<td>348,480</td>
<td>2,078,302</td>
<td>2,825,659</td>
<td>5,512,052</td>
</tr>
<tr>
<td>2025</td>
<td>104,504</td>
<td>348,480</td>
<td>2,125,064</td>
<td>2,909,781</td>
<td>5,643,512</td>
</tr>
<tr>
<td>Thereafter</td>
<td>1,520,537</td>
<td>10,062,486</td>
<td>60,987,579</td>
<td>92,299,975</td>
<td>167,088,495</td>
</tr>
<tr>
<td>Total</td>
<td>$2,014,557 $11,715,126</td>
<td>$71,288,652</td>
<td>$104,653,833</td>
<td>$193,344,651</td>
<td></td>
</tr>
</tbody>
</table>

NOTE 9  EMPLOYEE RETIREMENT

State Teachers’ Retirement System (STRS)
Qualified certificated employees are covered under a multiemployer defined benefit pension plan maintained by agencies of the state of California. The certificated employees are members of the State Teachers’ Retirement System (STRS).

The risks of participating in these multiemployer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature and detailed in Teachers’ Retirement Law, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. RSEA has no plans to withdraw from these multiemployer plans.
NOTE 9  EMPLOYEE RETIREMENT (CONTINUED)

State Teachers’ Retirement System (STRS) (Continued)

RSEA contributes to the State Teachers’ Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers’ Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2019 total STRS plan net assets are $273 billion, the total actuarial present value of accumulated plan benefits is $392 billion, contributions from all employers totaled $5.6 billion, and the plan is 66% funded. The Schools did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, California 95826 and www.calstrs.com.

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers’ Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for the year ended June 30, 2020 was 18.13% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

RSEA’s contributions to STRS for each of the last three fiscal years are as follows:

<table>
<thead>
<tr>
<th>Year Ended June 30,</th>
<th>STRS Required Contribution</th>
<th>Percent Contributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$ 2,229,425</td>
<td>100 %</td>
</tr>
<tr>
<td>2019</td>
<td>3,158,678</td>
<td>100 %</td>
</tr>
<tr>
<td>2020</td>
<td>3,497,023</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Tennessee Consolidated Retirement System – Legacy Pension Plan

Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014 of RSEA are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees.
NOTE 9  EMPLOYEE RETIREMENT (CONTINUED)

Tennessee Consolidated Retirement System – Legacy Pension Plan (Continued)

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5% of salary. RSEA makes employer contributions at the rate set by the board of trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the schools if the required employer contributions are not remitted. Employer contributions by RSEA for the year ended June 30, 2020 to the Teacher Legacy Pension Plan was 9.04% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability. RSEA did not contribute more than 5% of the total contributions to the plan. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Tennessee Consolidated Retirement System – Teacher Retirement Plan

Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by schools after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS.

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5% of salary. RSEA makes employer contributions at the rate set by the board of trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4%, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the school if the required employer contributions are not remitted. Employer contributions by RSEA for the year ended June 30, 2020 to the Teacher Retirement Plan were 4.00% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability. RSEA did not contribute more than 5% of the total contributions to the plan. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.
NOTE 9  EMPLOYEE RETIREMENT (CONTINUED)

Defined Contribution Plan
RSEA offers an Internal Revenue Code Section 403(b) retirement plan to each of its qualifying employees. RSEA matches the lesser of 3% of annual salary or $2,500. During the year ended June 30, 2020 RSEA contributed $506,181 to this plan.

NOTE 10  RELATED PARTY TRANSACTIONS

Facility Leases
In 2015, RMS amended and restated its existing lease with LLC1 into a 31-year facility lease through 2046. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $868,335 has been recorded. For school year 2019/20, lease payments under this agreement totaled $968,265.

In 2014, RSSP amended and restated its existing lease with LLC2 into a 29-year facility lease agreement through 2043. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $1,032,223 has been recorded. For school year 2019/20, lease payments under this agreement totaled $1,037,844.

In 2017, RLS amended and restated its existing lease with LLC3 into a 35-year facility lease through 2052. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $859,654 has been recorded. For school year 2019/20, lease payments under this agreement totaled $716,998.

In 2011, ROMO entered into a 30-year lease with LLC4 through 2042. The lease was amended in July 2012. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $945,810 has been recorded. For school year 2019/20, lease payments under this agreement totaled $716,998.

In 2017, RDP amended and restated its existing lease with LLC5 into a 35-year facility lease through 2052. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $746,524 has been recorded. For school year 2019/20, lease payments under this agreement totaled $463,060.

In 2014, RBM entered into a 29-year facility lease agreement with LLC11 through 2043. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $1,103,935 has been recorded. For school year 2019/20, lease payments under this agreement totaled $1,129,163.

In 2012, RSA entered into a 15-year lease with LLC8 through 2027. The lease agreement was amended July 2012. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $721,536 has been recorded. For school year 2019/20, lease payments under this agreement totaled $724,918.
NOTE 10  RELATED PARTY TRANSACTIONS (CONTINUED)

Facility Leases (Continued)

In 2016, RSK entered into a 30-year facility lease agreement with LLC10 through 2046. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $877,798 has been recorded. For school year 2019/20, lease payments under this agreement totaled $991,291.

In 2014, RFZ entered into a 29-year facility lease agreement with LLC12 through 2043. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $1,408,961 has been recorded. For school year 2019/20, lease payments under this agreement totaled $1,375,115.

In 2016, RRS entered into a 30-year facility lease agreement with LLC16 through 2046. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $845,520 has been recorded. For school year 2019/20, lease payments under this agreement totaled $981,987.

In 2017, RDL entered into a 25-year facility lease agreement with LLC18 through 2032. Lease commencement occurred in August 2018. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $1,143,274 has been recorded. For school year 2019/20, lease payments under this agreement totaled $1,022,353.

In 2017, RNNE entered into a 35-year facility lease agreement with NLLC1 through 2052. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $572,704 has been recorded. For school year 2019/20, lease payments under this agreement totaled $505,132.

In 2019, RUA entered into a 30-year facility lease agreement with NLLC2 through 2049. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $506,775 has been recorded. For school year 2019/20, lease payments under this agreement totaled $504,396.

In June 2019, RTP entered into a 35-year facility lease agreement with LDMKE2 through 2054. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $69,194 has been recorded. For school year 2019/20, lease payments under this agreement totaled $69,194.

In 2017, RSCP amended its original 10-year facility lease agreement with MLLC1. The new lease runs 35 years through 2052. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $423,312 has been recorded. For school year 2019/20, lease payments under this agreement totaled $69,194.

In 2019, RISE entered into a 37-year facility lease agreement with DLLC1 through 2056. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. For the year ended June 30, 2020 total lease expense of $1,822,808 has been recorded and lease payments totaled $1,881,567.
NOTE 10 RELATED PARTY TRANSACTIONS (CONTINUED)

Facility Leases (Continued)

In 2019, RLP entered into a 29-year facility lease, with DLLC2 through 2046. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. For the year ended June 30, 2020, total lease expense of $2,751,848 has been recorded and lease payments totaled $2,192,406.

Future estimated payments under these leases as of June 30, 2020 are as follows:

<table>
<thead>
<tr>
<th>June 30,</th>
<th>RMS</th>
<th>RSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDP</th>
<th>RBM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>1,055,461</td>
<td>1,031,890</td>
<td>750,447</td>
<td>946,063</td>
<td>656,056</td>
<td>1,128,415</td>
</tr>
<tr>
<td>2022</td>
<td>1,005,223</td>
<td>1,036,436</td>
<td>750,535</td>
<td>947,569</td>
<td>655,931</td>
<td>1,127,060</td>
</tr>
<tr>
<td>2023</td>
<td>1,007,628</td>
<td>1,040,018</td>
<td>747,100</td>
<td>947,800</td>
<td>653,779</td>
<td>1,130,463</td>
</tr>
<tr>
<td>2024</td>
<td>1,007,990</td>
<td>1,037,237</td>
<td>741,820</td>
<td>946,756</td>
<td>653,878</td>
<td>1,130,577</td>
</tr>
<tr>
<td>2025</td>
<td>1,009,005</td>
<td>1,042,133</td>
<td>801,145</td>
<td>947,354</td>
<td>707,265</td>
<td>1,128,887</td>
</tr>
<tr>
<td>Thereafter</td>
<td>16,980,669</td>
<td>18,815,130</td>
<td>23,850,626</td>
<td>15,778,905</td>
<td>20,727,432</td>
<td>20,565,342</td>
</tr>
<tr>
<td>Total</td>
<td>22,015,976</td>
<td>24,002,844</td>
<td>27,641,673</td>
<td>20,514,447</td>
<td>24,054,341</td>
<td>26,211,744</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June 30,</th>
<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
<th>RRS</th>
<th>RDL</th>
<th>RNNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>724,529</td>
<td>1,014,162</td>
<td>1,380,217</td>
<td>1,004,162</td>
<td>951,807</td>
<td>575,000</td>
</tr>
<tr>
<td>2022</td>
<td>723,929</td>
<td>1,013,542</td>
<td>1,379,039</td>
<td>1,003,542</td>
<td>1,020,688</td>
<td>575,000</td>
</tr>
<tr>
<td>2023</td>
<td>726,844</td>
<td>1,015,552</td>
<td>1,394,328</td>
<td>1,005,552</td>
<td>1,180,137</td>
<td>575,000</td>
</tr>
<tr>
<td>2024</td>
<td>724,678</td>
<td>1,015,458</td>
<td>1,414,378</td>
<td>1,005,458</td>
<td>1,176,719</td>
<td>575,000</td>
</tr>
<tr>
<td>2025</td>
<td>726,027</td>
<td>1,015,999</td>
<td>1,413,874</td>
<td>1,005,999</td>
<td>1,177,668</td>
<td>575,000</td>
</tr>
<tr>
<td>Thereafter</td>
<td>12,957,693</td>
<td>17,136,183</td>
<td>26,911,832</td>
<td>16,926,182</td>
<td>32,862,395</td>
<td>15,524,998</td>
</tr>
<tr>
<td>Total</td>
<td>16,583,700</td>
<td>22,210,896</td>
<td>33,893,668</td>
<td>21,950,895</td>
<td>38,369,414</td>
<td>18,399,998</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June 30,</th>
<th>RUA</th>
<th>RTP</th>
<th>RSCP</th>
<th>RISE</th>
<th>RLP</th>
<th>DC3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>504,546</td>
<td>268,700</td>
<td>425,000</td>
<td>1,875,601</td>
<td>2,032,569</td>
<td>1,675,404</td>
<td>17,950,029</td>
</tr>
<tr>
<td>2022</td>
<td>504,697</td>
<td>478,801</td>
<td>425,000</td>
<td>1,880,888</td>
<td>2,032,569</td>
<td>2,349,929</td>
<td>18,910,378</td>
</tr>
<tr>
<td>2023</td>
<td>504,850</td>
<td>478,801</td>
<td>425,000</td>
<td>1,862,963</td>
<td>2,032,569</td>
<td>2,593,085</td>
<td>19,321,469</td>
</tr>
<tr>
<td>2024</td>
<td>505,005</td>
<td>478,801</td>
<td>425,000</td>
<td>1,861,300</td>
<td>2,078,302</td>
<td>2,825,659</td>
<td>19,604,016</td>
</tr>
<tr>
<td>2025</td>
<td>505,161</td>
<td>478,801</td>
<td>425,000</td>
<td>1,864,810</td>
<td>2,125,064</td>
<td>2,909,781</td>
<td>19,859,973</td>
</tr>
<tr>
<td>Thereafter</td>
<td>12,132,576</td>
<td>13,885,218</td>
<td>11,474,998</td>
<td>57,779,950</td>
<td>60,987,579</td>
<td>92,299,975</td>
<td>487,597,683</td>
</tr>
<tr>
<td>Total</td>
<td>14,656,835</td>
<td>16,069,122</td>
<td>13,599,998</td>
<td>67,125,512</td>
<td>71,288,652</td>
<td>104,653,833</td>
<td>583,243,548</td>
</tr>
</tbody>
</table>

Rocketship Education Wisconsin Inc. Line of Credit from RSN

In 2014, Rocketship Education Wisconsin Inc. entered into a revolving line of credit agreement (RSW LOC) with RSN in the amount of $650,000 to support the operation of RSCP. The agreement was amended June 30, 2015, and extended to $1.5 million. Interest is charged at a LIBOR based rate, not to exceed 4.0% on outstanding balances under the facility. On June 30, 2014, an advance of $650,000 was issued, followed by an advance of $850,000 on June 30, 2015, totaling $1.5 million. During school year 2017/18 and 2018/19, RSCP paid RSN quarterly interest payments totaling $60,000 per year.
NOTE 10 RELATED PARTY TRANSACTIONS (CONTINUED)

Management Services

RMS, RSSP, RLS, ROMO, RDP, RBM, RSA, RSK, RFZ, RRWC, RRS, RFA, RDL, RNNE, RUA, RSC, RISE, and RLP all receive management and support services from RSN for which they pay management fees.

For the year ended June 30, 2020, management fees were as follows:

<table>
<thead>
<tr>
<th>School/Program</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mateo Sheedy</td>
<td>$927,112</td>
</tr>
<tr>
<td>Si Se Puede</td>
<td>770,248</td>
</tr>
<tr>
<td>Los Suenos</td>
<td>877,375</td>
</tr>
<tr>
<td>Mosaic</td>
<td>1,131,348</td>
</tr>
<tr>
<td>Discovery</td>
<td>863,634</td>
</tr>
<tr>
<td>Brilliant Minds</td>
<td>1,204,019</td>
</tr>
<tr>
<td>Alma</td>
<td>888,497</td>
</tr>
<tr>
<td>Spark</td>
<td>1,132,649</td>
</tr>
<tr>
<td>Rising Stars</td>
<td>1,174,019</td>
</tr>
<tr>
<td>Fuerza Community</td>
<td>1,209,493</td>
</tr>
<tr>
<td>Delta Legacy</td>
<td>828,044</td>
</tr>
<tr>
<td>Futuro</td>
<td>838,519</td>
</tr>
<tr>
<td>Redwood City</td>
<td>459,626</td>
</tr>
<tr>
<td>Nashville NE</td>
<td>860,370</td>
</tr>
<tr>
<td>United</td>
<td>959,998</td>
</tr>
<tr>
<td>Wisconsin Schools</td>
<td>945,792</td>
</tr>
<tr>
<td>D.C. Schools</td>
<td>3,290,529</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$18,361,272</strong></td>
</tr>
</tbody>
</table>

Donated Services

RSN provided certain organizational support services, including accounting, finance, and human resources, as well as shared office space to Launchpad (Donated Services) during the year. For the year ended June 30, 2020, the amount of Donated Services recorded from RSN to Launchpad was $420,000.

All related party transactions have been eliminated for consolidation.

NOTE 11 FUNCTIONALIZED EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting functions. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, printing and postage, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.
NOTE 12 COMMITMENTS AND CONTINGENCIES

RSEA has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, management believes all compliance requirements have been met.

The extent of the impact of COVID-19 on the operational and financial performance of RSEA will depend on certain developments, including the duration and spread of the outbreak, impact on state and federal funding, donors, employees and vendors; all of which are uncertain and cannot be predicted. At this point, the extent to which COVID-19 may impact the financial condition or results of operations of RSEA is uncertain.

Specific to RSEA, COVID-19 may impact various parts of its 2020-21 operations and financial results, including funding sources determined by economic activity. Management believes RSEA is taking appropriate actions to mitigate the negative impact. RSEA received loans in the amount of $1,687,000 to fund payroll, rent, utilities, and interest on mortgages and existing debt through the federal Paycheck Protection Program. These amounts may be forgiven subject to compliance and approval based on the timing and use of these funds in accordance with the program.
SUPPLEMENTARY INFORMATION
Rocketship Education (RSED) is a California nonprofit public benefit corporation that was incorporated in 2006 and is organized to manage, operate, guide, direct, and promote a network of public elementary charter schools.

California Charter Schools:
Rocketship Si Se Puede Academy (RSSP), chartered by the Santa Clara County Office of Education, Charter Number: 1061 – Established 2009, Expires 2022
Rocketship Los Suenos Academy (RLS), chartered by the Santa Clara County Office of Education, Charter Number: 1127 – Established 2009, Expires 2020
Rocketship Mosaic Elementary School (ROMO), chartered by the Franklin-McKinley Elementary School District, Charter Number: 1192 – Established 2011, Expires 2021
Rocketship Alma Academy (RSA), chartered by the Santa Clara County Office of Education, Charter Number: 1394 – Established 2012, Expires 2022
Rocketship Spark Academy (RSK), chartered by the Franklin-McKinley Elementary School District, Charter Number: 1526 – Established 2013, Expires 2023
Rocketship Redwood City Prep (RRWC), chartered by the Redwood City Elementary School District, Charter Number: 1736 – Established 2015, Expires 2024
Rocketship Futuro Academy (RFA), chartered by the State Board of Education, Charter Number: 1805–Established 2016, Expires 2021
Rocketship Delta Prep (RDL), chartered by the Antioch Unified School District, Charter Number: 1965 – Expires 2023

Tennessee Charter Schools:
Rocketship Nashville Northeast Elementary (RNNE)
Rocketship United Academy (RUA)

Wisconsin Charter Schools (Operated by Rocketship Education Wisconsin, Inc.):
Rocketship Southside Community Prep (RSCP)
Rocketship Transformation Prep (RTP)

Washington, DC Charter Schools (Operated by Rocketship Education D.C. Public Charter School, Inc.):
Rocketship Rise Academy (RISE)
Rocketship Legacy Prep (RLP)
## BOARD OF DIRECTORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Term Expires (2-Year Term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louis Jordan</td>
<td>Board Chair</td>
<td>2021</td>
</tr>
<tr>
<td>Alex Terman</td>
<td>Treasurer</td>
<td>2021</td>
</tr>
<tr>
<td>Greg Stanger</td>
<td>Secretary</td>
<td>2021</td>
</tr>
<tr>
<td>Deborah McGriff</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Raymond Raven</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Ralph Weber</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Jolene Sloter</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Michael Fox</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Jean-Claude Brizard</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>June Nwabara</td>
<td>Member</td>
<td>2022</td>
</tr>
<tr>
<td>Charmaine Detweiler</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Julia Stiglitz</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Daniel Velasco</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Mai Huong Ho Tran</td>
<td>Member</td>
<td>2022</td>
</tr>
<tr>
<td>Yolanda Bernal Samano</td>
<td>Member</td>
<td>2022</td>
</tr>
</tbody>
</table>

## ADMINISTRATION

- Preston Smith: Co-Founder, CEO and President
- Keysha Bailey: Chief Financial Officer
- Lynn Liao: Chief Talent Officer
- Carolyn Davies Lynch: Chief Operating Officer
- Cheye Calvo: Chief Growth and Community Engagement Officer
- Christopher Murphy: Chief Communications Officer
### ASSETS

#### CURRENT ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>RSN</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Cash and Cash Equivalents</td>
<td>$2,470,137</td>
<td>$476,418</td>
<td>$2,221,562</td>
<td>$684,062</td>
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<td>$12,068,855</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Accounts Receivable</td>
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<td>1,057,399</td>
<td>1,011,686</td>
<td>1,299,836</td>
<td>1,004,165</td>
<td>2,145,892</td>
<td>1,448,486</td>
<td>8,265,426</td>
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<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>900,000</td>
<td>-</td>
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<tr>
<td>Prepaid Expenses and Deposits</td>
<td>523,837</td>
<td>413,137</td>
<td>12,693</td>
<td>305,998</td>
<td>12,778</td>
<td>330,486</td>
<td>12,792</td>
<td>1,611,721</td>
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<tr>
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<td>4,238,355</td>
<td>2,967,751</td>
<td>3,946,589</td>
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#### LONG-TERM ASSETS

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<tr>
<th>Description</th>
<th>RSN</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
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<tbody>
<tr>
<td>Intracompany Receivable</td>
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<td>124,978</td>
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<td>-</td>
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<td>789,561</td>
<td>561,587</td>
<td>487,629</td>
<td>94,700</td>
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<td>587,629</td>
<td>94,700</td>
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#### NET ASSETS

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<th>RSN</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without Donor Restrictions</td>
<td>8,391,019</td>
<td>3,044,443</td>
<td>3,438,008</td>
<td>3,017,512</td>
<td>3,824,462</td>
<td>390,153</td>
<td>2,988,963</td>
<td>25,094,560</td>
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<tr>
<td>With Donor Restrictions</td>
<td>900,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>900,000</td>
</tr>
<tr>
<td>Total Net Assets</td>
<td>9,291,019</td>
<td>3,044,443</td>
<td>3,438,008</td>
<td>3,017,512</td>
<td>3,824,462</td>
<td>390,153</td>
<td>2,988,963</td>
<td>25,094,560</td>
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</tbody>
</table>

### LIABILITIES AND NET ASSETS

#### CURRENT LIABILITIES

<table>
<thead>
<tr>
<th>Description</th>
<th>RSN</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>$2,190,546</td>
<td>$121,067</td>
<td>$138,450</td>
<td>$145,480</td>
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<tr>
<td>Deferred Rent Liability</td>
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<td>-</td>
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<tr>
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<td>60,756</td>
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<tr>
<td>Total Current Liabilities</td>
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<td>429,415</td>
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#### LONG-TERM LIABILITIES

<table>
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<th>Description</th>
<th>RSN</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accrued Interest</td>
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<td>-</td>
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<tr>
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<td>Deferred Revenue</td>
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<td>821,003</td>
<td>8,884,269</td>
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### NET ASSETS

<table>
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<th>Description</th>
<th>RSN</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without Donor Restrictions</td>
<td>8,391,019</td>
<td>3,044,443</td>
<td>3,438,008</td>
<td>3,017,512</td>
<td>3,824,462</td>
<td>390,153</td>
<td>2,988,963</td>
<td>25,094,560</td>
</tr>
<tr>
<td>With Donor Restrictions</td>
<td>900,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>900,000</td>
</tr>
<tr>
<td>Total Net Assets</td>
<td>9,291,019</td>
<td>3,044,443</td>
<td>3,438,008</td>
<td>3,017,512</td>
<td>3,824,462</td>
<td>390,153</td>
<td>2,988,963</td>
<td>25,094,560</td>
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</tbody>
</table>

### Total Liabilities and Net Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>RSN</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Liabilities and Net Assets</td>
<td>$17,313,329</td>
<td>$3,174,146</td>
<td>$4,022,470</td>
<td>$3,179,457</td>
<td>$3,555,380</td>
<td>$3,555,380</td>
<td>$4,059,869</td>
<td>$40,204,910</td>
</tr>
</tbody>
</table>
**ASSETS**

<table>
<thead>
<tr>
<th></th>
<th>Alma</th>
<th>Spark</th>
<th>Fuerza</th>
<th>Redwood City</th>
<th>Rising Stars</th>
<th>Delta</th>
<th>Futuro</th>
<th>Total Page 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
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<td>-</td>
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<tr>
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<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Prepaid Expenses and Deposits</td>
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<td><strong>LONG-TERM ASSETS</strong></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Intracompany Receivable</td>
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<td>-</td>
<td>-</td>
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<td>-</td>
<td>426,830</td>
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<tr>
<td>Property, Plant, and Equipment, Net</td>
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<td><strong>Total Long-Term Assets</strong></td>
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<td>44,924</td>
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<td>3,228</td>
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<td>$4,627,125</td>
<td>$3,826,771</td>
<td>$781,461</td>
<td>$3,842,764</td>
<td>$1,677,017</td>
<td>$1,514,004</td>
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**LIABILITIES AND NET ASSETS**

<table>
<thead>
<tr>
<th></th>
<th>Alma</th>
<th>Spark</th>
<th>Fuerza</th>
<th>Redwood City</th>
<th>Rising Stars</th>
<th>Delta</th>
<th>Futuro</th>
<th>Total Page 2</th>
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<tbody>
<tr>
<td><strong>CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>-</td>
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<td>1,512,964</td>
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<td>32</td>
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<td>1,523,184</td>
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<td>104,676</td>
<td>879,676</td>
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<tr>
<td>Without Donor Restriction</td>
<td>$25,094,560</td>
<td>$2,318,167</td>
<td>$4,274,216</td>
<td>$1,769,945</td>
<td>$188,189</td>
<td>$3,515,572</td>
<td>$510,760</td>
<td>$640,456</td>
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<td>With Donor Restriction</td>
<td>900,000</td>
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<tr>
<td><strong>Total Net Assets</strong></td>
<td>$25,994,560</td>
<td>$2,318,167</td>
<td>$4,274,216</td>
<td>$1,769,945</td>
<td>$188,189</td>
<td>$3,515,572</td>
<td>$510,760</td>
<td>$640,456</td>
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<td>$781,461</td>
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<td>$1,514,004</td>
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### ASSETS

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<tr>
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<th>United Partners</th>
<th>Community Eliminations</th>
<th>RSED Total</th>
<th>Wisconsin DC Eliminations</th>
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<td>$1,085,238</td>
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<td>$1,765,388</td>
<td>$6,132,046</td>
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<td>-</td>
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<td>236,813</td>
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<td>-</td>
<td>-</td>
<td>17,627,366</td>
<td>90,008</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>900,000</td>
<td>-</td>
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<td>2,715,176</td>
<td>100,752</td>
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<td>-</td>
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<td>-</td>
<td>44,265,233</td>
<td>2,034,406</td>
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<td>Intracompany Receivable</td>
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<td>-</td>
<td>-</td>
<td>(6,097,781)</td>
<td>7,231,996</td>
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<td>Security Deposits</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>426,830</td>
<td>-</td>
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<tr>
<td>Property, Plant, and Equipment, Net</td>
<td>4,661,424</td>
<td>62,850</td>
<td>15,802</td>
<td>-</td>
<td>-</td>
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<td><strong>Total Long-Term Assets</strong></td>
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<td>62,850</td>
<td>15,802</td>
<td>-</td>
<td>(6,097,781)</td>
<td>12,398,902</td>
<td>31,523</td>
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<td><strong>Total Assets</strong></td>
<td>$61,144,970</td>
<td>$445,342</td>
<td>$1,678,909</td>
<td>$(507,305)</td>
<td>$(6,097,781)</td>
<td>$56,664,135</td>
<td>$2,065,929</td>
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</tbody>
</table>

### LIABILITIES AND NET ASSETS

| | | | | | | | |
| **CURRENT LIABILITIES** | | | | | | | |
| Accounts Payable | $5,399,884 | $398,350 | $178,691 | - | - | $5,976,925 | $144,090 | $1,325,516 | $7,446,531 |
| Accrued Interest | 127,225 | - | - | - | - | 127,225 | 822 | - | 128,047 |
| Deferred Rent Liability | - | 14,821 | - | - | - | 14,821 | 35,276 | - | 50,097 |
| Deferred Revenue | 1,582,030 | - | - | - | - | 1,582,030 | 513,171 | - | 2,095,201 |
| Current Portion of Loans Payable | 991,898 | 100,000 | - | - | - | 1,091,898 | 150,031 | 256,251 | 1,498,180 |
| **Total Current Liabilities** | 8,101,037 | 513,171 | 178,691 | - | - | 8,752,999 | 330,219 | 1,581,767 | 10,704,855 |
| **LONG-TERM LIABILITIES** | | | | | | | |
| Accrued Interest | 174,624 | 10,688 | 5,055 | 4,519 | - | 194,886 | - | 1,757 | 196,643 |
| Deferred Rent Liability | 4,072,020 | 2,579 | - | - | - | 4,074,599 | 17,527 | 2,728,870 | 6,820,996 |
| Intracompany Payable | 4,914,824 | 664,877 | 461,361 | 56,719 | (6,097,781) | - | 4,112,908 | 2,904,205 | (7,017,113) |
| Loans Payable | 4,670,600 | 100,000 | 100,000 | - | - | 4,770,600 | 387,442 | 893,911 | 6,151,953 |
| **Total Long-Term Liabilities** | 13,832,068 | 675,565 | 568,995 | 161,238 | (6,097,781) | 9,140,085 | 4,517,877 | 6,528,743 | 13,169,592 |
| **NET ASSETS** | | | | | | | |
| Without Donor Restrictions | 38,311,865 | (743,394) | 931,223 | (668,543) | - | 37,831,151 | (2,782,167) | (1,225,535) | 33,833,449 |
| With Donor Restrictions | 900,000 | - | - | - | - | 900,000 | - | - | 900,000 |
| **Total Net Assets** | 39,211,865 | (743,394) | 931,223 | (668,543) | - | 38,731,151 | (2,782,167) | (1,225,535) | 34,723,449 |
| **Total Liabilities and Net Assets** | $61,144,970 | $445,342 | $1,678,909 | $(507,305) | $(6,097,781) | $56,664,135 | $2,065,929 | $6,884,975 | $(7,017,113) | $58,597,926 |
## Without Donor Restriction

### Revenues

<table>
<thead>
<tr>
<th>Description</th>
<th>National</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF State Aid &amp; Property Tax Revenue</td>
<td>$-</td>
<td>$4,846,644</td>
<td>$4,109,854</td>
<td>$4,716,030</td>
<td>$6,125,550</td>
<td>$4,600,717</td>
<td>$6,500,789</td>
<td>$30,899,584</td>
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<tr>
<td>Apportionment Revenue</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other State Revenue</td>
<td>-</td>
<td>1,163,579</td>
<td>835,325</td>
<td>1,027,173</td>
<td>1,222,118</td>
<td>1,096,392</td>
<td>1,334,037</td>
<td>6,678,624</td>
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<tr>
<td>Federal Revenue</td>
<td>213,281</td>
<td>571,073</td>
<td>453,155</td>
<td>505,992</td>
<td>583,429</td>
<td>499,985</td>
<td>611,161</td>
<td>3,438,076</td>
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<td>Other Local Revenue</td>
<td>18,562,368</td>
<td>22,918</td>
<td>24,901</td>
<td>31,241</td>
<td>35,442</td>
<td>20,492</td>
<td>25,801</td>
<td>18,723,163</td>
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<td>4,924,341</td>
<td>9,730</td>
<td>-</td>
<td>5,927</td>
<td>6,107</td>
<td>9,965</td>
<td>1,048</td>
<td>4,957,118</td>
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<tr>
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<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Total Without Donor Restriction Revenues</td>
<td>23,699,990</td>
<td>6,613,944</td>
<td>5,423,235</td>
<td>6,286,363</td>
<td>7,972,646</td>
<td>6,227,551</td>
<td>8,472,836</td>
<td>64,696,565</td>
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### Expenses

#### Educational Programs
- $9,767,900

#### Program Supports
- $9,767,900

#### Supporting Services
- Administration and General: $14,708,348
- Fundraising: $345,147

<table>
<thead>
<tr>
<th>Description</th>
<th>National</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Supporting Services</td>
<td>15,053,495</td>
<td>974,834</td>
<td>809,424</td>
<td>923,965</td>
<td>1,210,890</td>
<td>912,967</td>
<td>1,270,298</td>
<td>21,155,873</td>
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Total Expenses Without Donor Restriction Revenues

<table>
<thead>
<tr>
<th>Description</th>
<th>National</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenses</td>
<td>24,821,395</td>
<td>6,845,025</td>
<td>5,428,023</td>
<td>6,291,455</td>
<td>7,897,573</td>
<td>6,424,673</td>
<td>7,988,617</td>
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### Increase (Decrease) in Net Assets

#### Without Donor Restriction

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<th>National</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>Increase (Decrease) In Net Assets With Donor Restriction</td>
<td>(1,121,405)</td>
<td>(231,081)</td>
<td>(4,788)</td>
<td>(5,092)</td>
<td>75,073</td>
<td>(197,122)</td>
<td>484,219</td>
<td>(1,000,196)</td>
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### Assets

#### With Donor Restriction

<table>
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<th>National</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amounts Released from Restriction</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Contributions</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>900,000</td>
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### Increase (Decrease) in Net Assets With Donor Restriction

<table>
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<tr>
<th>Description</th>
<th>National</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
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<td>900,000</td>
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### Increase (Decrease) in Net Assets

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<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase (Decrease) In Net Assets</td>
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<td>(231,081)</td>
<td>(4,788)</td>
<td>(5,092)</td>
<td>75,073</td>
<td>(197,122)</td>
<td>484,219</td>
<td>(100,196)</td>
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Net Assets, Beginning of Year

<table>
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<tr>
<th>Description</th>
<th>National</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
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<td>3,442,796</td>
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### Net Assets, End of Year

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<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
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<td>3,438,008</td>
<td>3,017,512</td>
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<td>390,153</td>
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## WITHOUT DONOR RESTRICTION

### REVENUES

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<tr>
<th>Source</th>
<th>Total Page 2</th>
<th>Alma</th>
<th>Spark</th>
<th>Fuerza</th>
<th>Redwood City</th>
<th>Rising Stars</th>
<th>Delta</th>
<th>Futuro</th>
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</thead>
<tbody>
<tr>
<td>LCFF State Aid &amp; Property Tax Revenue</td>
<td>$66,915,020</td>
<td>$30,899,584</td>
<td>$4,684,177</td>
<td>$6,135,008</td>
<td>$6,571,536</td>
<td>$2,663,943</td>
<td>$4,693,441</td>
<td>$4,512,703</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other State Revenue</td>
<td></td>
<td>$13,149,782</td>
<td>$1,157,545</td>
<td>$1,114,596</td>
<td>$1,227,447</td>
<td>$456,396</td>
<td>$1,146,099</td>
<td>$817,403</td>
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<tr>
<td>Federal Revenue</td>
<td></td>
<td>$9,767,900</td>
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<tr>
<td>Other Local Revenue</td>
<td></td>
<td>$5,272,672</td>
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<td>Amounts Released from Restriction</td>
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<tr>
<td><strong>Total Without Donor Restriction Revenues</strong></td>
<td>$6,771,945</td>
<td>$64,696,565</td>
<td>$6,766,969</td>
<td>$7,845,241</td>
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### EXPENSES

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<th>Spark</th>
<th>Fuerza</th>
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<th>Rising Stars</th>
<th>Delta</th>
<th>Futuro</th>
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<tbody>
<tr>
<td>Educational Programs</td>
<td>$73,696,695</td>
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<tr>
<td>Supporting Services:</td>
<td></td>
<td>$20,810,726</td>
<td>$936,854</td>
<td>$1,214,600</td>
<td>$1,285,899</td>
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<td>Administration and General</td>
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<td><strong>Total Expenses</strong></td>
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<td>$6,596,761</td>
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### INCREASE (DECREASE) IN NET ASSETS

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<th>Rising Stars</th>
<th>Delta</th>
<th>Futuro</th>
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<tbody>
<tr>
<td>WITHOUT DONOR RESTRICTION</td>
<td>$(100,196)</td>
<td>$11,633</td>
<td>$471,456</td>
<td>$564,019</td>
<td>$48,033</td>
<td>$1,243,529</td>
<td>$16,607</td>
<td>$277,010</td>
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<td>WITH DONOR RESTRICTION</td>
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<td>$900,000</td>
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<td>$(900,000)</td>
<td>$900,000</td>
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<td><strong>INCREASE (DECREASE) IN NET ASSETS</strong></td>
<td>$(100,196)</td>
<td>$11,633</td>
<td>$471,456</td>
<td>$564,019</td>
<td>$48,033</td>
<td>$1,243,529</td>
<td>$16,607</td>
<td>$277,010</td>
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<td>Net Assets, Beginning of Year</td>
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<td>$26,094,756</td>
<td>$2,306,534</td>
<td>$3,802,760</td>
<td>$1,205,926</td>
<td>$140,156</td>
<td>$2,272,043</td>
<td>$494,153</td>
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<td><strong>Net Assets, End of Year</strong></td>
<td>$25,994,560</td>
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<td>$3,515,572</td>
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Rocketship Public Schools
### WITHOUT DONOR RESTRICTION

**REVENUES**

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<tr>
<th>Description</th>
<th>Total</th>
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<tbody>
<tr>
<td>LCFF State Aid &amp; Property Tax Revenue</td>
<td>$ 66,915,020</td>
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<td>Apportionment Revenue</td>
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<td>Other State Revenue</td>
<td>$ 13,149,782</td>
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<td>Federal Revenue</td>
<td>$ 7,521,374</td>
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<td>Other Local Revenue</td>
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<td>Amounts Released from Restriction</td>
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<tr>
<td><strong>Total Without Donor Restriction Revenues</strong></td>
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**EXPENSES**

<table>
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<tbody>
<tr>
<td>Program Expenses:</td>
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<td>Program Supports</td>
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<tr>
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<td><strong>Total Supporting Services</strong></td>
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**INCREASE (DECREASE) IN NET ASSETS**

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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>WITHOUT DONOR RESTRICTION</td>
<td>$ 1,632,091</td>
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<tr>
<td><strong>Total Without Donor Restriction Revenues</strong></td>
<td>$ 113,198,886</td>
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**NET ASSETS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
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<tbody>
<tr>
<td>WITH DONOR RESTRICTION</td>
<td>$ 900,000</td>
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<tr>
<td>Contributions</td>
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<tr>
<td><strong>Total With Donor Restriction</strong></td>
<td>$ 900,000</td>
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**INCREASE (DECREASE) IN NET ASSETS WITH DONOR RESTRICTION**

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Total Net Assets With Donor Restriction</strong></td>
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**INCREASE (DECREASE) IN NET ASSETS**

<table>
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<tr>
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<tr>
<td><strong>Total Net Assets With Donor Restriction</strong></td>
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**Net Assets, Beginning of Year**

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<tr>
<td><strong>Net Assets, Beginning of Year</strong></td>
<td>$ 36,679,774</td>
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**NET ASSETS, END OF YEAR**

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<th>Description</th>
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<tr>
<td><strong>Net Assets, End of Year</strong></td>
<td>$ 39,211,865</td>
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Rocketship Public Schools

Page 1482
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<thead>
<tr>
<th>California</th>
<th>National</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total Page 1</th>
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<td>CASH FLOWS FROM OPERATING ACTIVITIES</td>
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<td>Change in Net Assets</td>
<td>$ (221,405)</td>
<td>$ (231,081)</td>
<td>$ (4,788)</td>
<td>$ (5,092)</td>
<td>$ 75,073</td>
<td>$ (197,122)</td>
<td>$ 484,219</td>
<td>$ (100,196)</td>
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<tr>
<td>Depreciation</td>
<td>107,842</td>
<td>38,050</td>
<td>27,728</td>
<td>26,868</td>
<td>31,885</td>
<td>33,262</td>
<td>3,522</td>
<td>269,157</td>
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<td>Transfers and Losses of Disposal of Assets</td>
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<td>-</td>
<td>-</td>
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<tr>
<td>(Increase) Decrease in Operating Assets:</td>
<td></td>
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<td></td>
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<tr>
<td>Accounts Receivable</td>
<td>(72,032)</td>
<td>(149,681)</td>
<td>(264,750)</td>
<td>(856,228)</td>
<td>(331,637)</td>
<td>(1,602,232)</td>
<td>(567,732)</td>
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<td>(900,000)</td>
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<tr>
<td>Prepaid Expenses and Deposits</td>
<td>(196,138)</td>
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<td>168,856</td>
<td>(2,780)</td>
<td>277,718</td>
<td>18,472</td>
<td>217,013</td>
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<td>Increase (Decrease) in Operating Liabilities:</td>
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<td>Accounts Payable and Accrued Liabilities</td>
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<td>269</td>
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<td>(427,482)</td>
<td>(833,163)</td>
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<td>Purchase of Property, Plant, and Equipment</td>
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<td>(18,008)</td>
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<td>(78,008)</td>
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<td>Net Cash Used by Investing Activities</td>
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<td>(18,008)</td>
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<td>(78,008)</td>
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<td>CASH FLOWS FROM FINANCING ACTIVITIES</td>
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<td>Intracompany Loans</td>
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<td>(153,325)</td>
<td>1,431,693</td>
<td>(165,961)</td>
<td>(1,251,733)</td>
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<td>Repayment of Debt</td>
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<td>-</td>
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<td>(125,000)</td>
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<tr>
<td>Net Cash Provided (Used) by Financing Activities</td>
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<td>71,147</td>
<td>(74,350)</td>
<td>(91,420)</td>
<td>(153,325)</td>
<td>1,431,693</td>
<td>(165,961)</td>
<td>2,623,267</td>
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<td>(590,618)</td>
<td>(501,832)</td>
<td>(331,637)</td>
<td>(331,637)</td>
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<td>(165,961)</td>
<td>(3,178,924)</td>
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<td>3,807,931</td>
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<td>2,960,164</td>
<td>15,247,779</td>
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<td>Cash Paid for Interest</td>
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### CASH FLOWS FROM OPERATING ACTIVITIES

<table>
<thead>
<tr>
<th></th>
<th>Alma</th>
<th>Spark</th>
<th>Fuerza</th>
<th>Redwood City</th>
<th>Rising Stars</th>
<th>Delta</th>
<th>Futuro</th>
<th>Total</th>
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<tbody>
<tr>
<td>Change in Net Assets</td>
<td>$ (100,196)</td>
<td>$ 11,633</td>
<td>$ 471,456</td>
<td>$ 564,019</td>
<td>$ 48,033</td>
<td>$ 1,243,529</td>
<td>$ 16,607</td>
<td>$ 277,010</td>
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<td>Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:</td>
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<tr>
<td>Depreciation</td>
<td>269,157</td>
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<td>1,745</td>
<td>7,838</td>
<td>2,980</td>
<td>19,500</td>
<td>1,596</td>
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<tr>
<td>(Increase) Decrease in Operating Assets:</td>
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<td>Accounts Receivable</td>
<td>(3,904,292)</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Prepaid Expenses and Deposits</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Increase (Decrease) in Operating Liabilities:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>(1,911,882)</td>
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<td>-</td>
<td>-</td>
<td>120,803</td>
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<td>Net Cash Provided (Used) by Operating Activities</td>
<td>(5,728,185)</td>
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### CASH FLOWS FROM INVESTING ACTIVITIES

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### CASH FLOWS FROM FINANCING ACTIVITIES

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<th>Delta</th>
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<td>(130,197)</td>
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<td>124,192</td>
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### NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS

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### CASH AND CASH EQUIVALENTS - END OF YEAR

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<td>$ 2,897,944</td>
<td>$ 2,332,933</td>
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<td>$ 2,414,623</td>
<td>$ 543,040</td>
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### SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION

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### CASH FLOWS FROM OPERATING ACTIVITIES

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<th>Partners Community</th>
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<th>DC</th>
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<td>-</td>
<td>(6,292,945)</td>
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<td><strong>Net Cash Provided (Used) by Operating Activities</strong></td>
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<td>(398,062)</td>
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### CASH FLOWS FROM INVESTING ACTIVITIES

| | Purchase of Property, Plant, and Equipment | | | | | | | |
| **Net Cash Used by Investing Activities** | (89,469) | (49,349) | - | - | (138,818) | (7,676) | (7,176) | (153,670) |

### CASH FLOWS FROM FINANCING ACTIVITIES

| | Intracompany Loans | 346,691 | (603,120) | (28,359) | (658,025) | 874,660 | (431,497) | (214,862) |
| **Repayment of Debt** | 4,000,000 | - | - | - | 4,000,000 | 537,473 | 1,150,162 | 5,687,635 |
| **Net Cash Provided (Used) by Financing Activities** | 3,251,761 | 346,691 | (603,120) | (28,359) | 2,966,973 | 1,412,133 | 718,666 | 5,097,771 |

### NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS

| | Cash and Cash Equivalents, Beginning of Year | 24,687,851 | 61,906 | 1,027,125 | (519,744) | 25,257,138 | 836,447 | 3,966,106 | 30,059,691 |
| **Cash and Cash Equivalents, End of Year** | $22,208,217 | $44,927 | $1,085,238 | $(507,305) | $22,831,077 | $1,842,842 | $6,132,046 | $30,805,965 |

### SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION

<p>| | Cash Paid for Interest | $6,283 | - | - | - | $6,283 | - | - | $6,283 |</p>
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### June 30, 2020 Annual Financial Report

**Fund Balances (Net Assets)**

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<th>Los Suenos</th>
<th>Mosaic</th>
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**Increase (Decrease) of Fund Balance**

(Net Assets):

- **Cash and cash equivalents**: - 10,625 10,624 (69) 64,355 (3,337)
- **Net Adjustments and Reclassifications**: - 10,625 10,624 (69) 64,355 (3,337)

### June 30, 2020 Audited Financial Statement

**Fund Balances (Net Assets)**

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<th>Alma</th>
<th>Spark</th>
<th>Fuerza</th>
<th>Redwood City</th>
<th>Rising Stars</th>
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**Increase (Decrease) of Fund Balance**

(Net Assets):

- **Cash and cash equivalents**: (1,098) (1,982) - - - 10,625 -
- **Accounts receivable**: - - - - - - 8,867
- **Property, plant & equipment, net**: - - - - - - 11,478
- **Deferred revenue**: - - - - - - (8,735)
- **Current portion of loans payable**: - - - (100,000) - - (62,500)
- **Accrued interest**: - - - - - - (4,649)
- **Intracompany payable**: - - - - - - (341,095)
- **Loans payable**: - - - - - - (100,000)
- **Net Adjustments and Reclassifications**: (1,098) (1,982) - (441,095) - 10,625 (328,808)

### June 30, 2020 Audited Financial Statement

**Fund Balances (Net Assets)**

<table>
<thead>
<tr>
<th></th>
<th>Alma</th>
<th>Spark</th>
<th>Fuerza</th>
<th>Redwood City</th>
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*RRWC Redwood City (RRWC) and Futuro (RFA) reported their unaudited actuals on the modified accrual basis of accounting and some of the variances shown are a result of the audited consolidated financial statements presented on the accrual basis of accounting.*
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<tr>
<th>Federal Grantor/Pass-Through Grantor</th>
<th>Federal CFDA Program or Cluster Title</th>
<th>PTID</th>
<th>RSN</th>
<th>RMS</th>
<th>RSSP</th>
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Rocketship Public Schools
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PURPOSE OF SCHEDULES

NOTE 1 CONSOLIDATING STATEMENTS

These statements provide detailed financial information of each charter school.

NOTE 2 SCHEDULE OF INSTRUCTIONAL MINUTES - CALIFORNIA

This schedule presents information on the amount of instructional time offered by Rocketship Schools and whether the schools complied with the provisions of California Education Code.

NOTE 3 SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA) - CALIFORNIA

Average daily attendance is a measurement of the number of pupils attending classes of Rocketship Schools in California. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 4 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the fund balances (net assets) of each California charter school as reported on the Annual Financial Report form to the audited financial statements.

NOTE 5 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of RSEA under programs of the federal government for the year ended June 30, 2018. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the Schedule presents only a selected portion of operations of RSEA, it is not intended to and does not present the financial position, changes in net assets, or cash flows of RSEA.
NOTE 5 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 6 INDIRECT COST RATE

RSEA did not use the 10-percent de minimus indirect cost rate allowed under the Uniform Guidance.
INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Directors
Rocketship Education and its Affiliates
Redwood City, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the consolidated financial statements of Rocketship Education and its Affiliates (RSEA), which comprise the consolidated statement of financial position as of June 30, 2020, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 7, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of financial statements, we considered RSEA’s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of RSEA’s internal control. Accordingly, we do not express an opinion on the effectiveness of RSEA’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of RSEA’s financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified.
Compliance and Other Matters
As part of obtaining reasonable assurance about whether RSEA’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Purpose of this Report
The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity’s internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity’s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP
Glendora, California
December 7, 2020
INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
Rocketship Education and its Affiliates
Redwood City, California

Report on Compliance for Each Major Federal Program
We have audited the compliance of Rocketship Education and its Affiliates (RSEA) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020. RSEA’s major federal programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

Management’s Responsibility
Management is responsible for compliance with federal statutes, regulations, and terms and conditions of federal awards applicable to its federal programs.

Auditors’ Responsibility
Our responsibility is to express an opinion on compliance for each of RSEA’s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about RSEA’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of RSEA’s compliance.

Opinion on Each Major Federal Program
In our opinion, RSEA complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.
Report on Internal Control Over Compliance

Management of RSEA is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered RSEA’s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of RSEA’s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
December 7, 2020
INDEPENDENT AUDITOR’S REPORT ON STATE COMPLIANCE - CALIFORNIA

Board of Directors
Rocketship Education and its Affiliates
Redwood City, California

We have audited Rocketship Education and its Affiliates’ (RSEA) compliance with the types of compliance requirements described in the 2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel for the year ended June 30, 2020. RSEA’s State compliance requirements are identified in the table below.

Management’s Responsibility
Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors’ Responsibility
Our responsibility is to express an opinion on RSEA’s compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States, and the 2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the RSEA’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of RSEA’s compliance.

Compliance Requirements Tested
In connection with the audit referred to above, we selected and tested transactions and records to determine RSEA’s compliance with the laws and regulations applicable to the following items:

| Description                                              | Procedures
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Districts, County Offices of Education, and Charter Schools:</td>
<td></td>
</tr>
<tr>
<td>California Clean Energy Jobs Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Before/After School Education and Safety Program</td>
<td>Yes</td>
</tr>
<tr>
<td>Proper Expenditure of Education Protection Account Funds</td>
<td>Yes</td>
</tr>
<tr>
<td>Description</td>
<td>Procedures Performed</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Unduplicated Local Control Funding Formula Pupil Counts</td>
<td>Yes</td>
</tr>
<tr>
<td>Local Control and Accountability Plan</td>
<td>Yes</td>
</tr>
<tr>
<td>Independent Study-Course Based</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Charter Schools:</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>Yes</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>Nonclassroom-based instructional/independent study</td>
<td>No(^1)</td>
</tr>
<tr>
<td>Determination of funding for nonclassroom-based instruction</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Annual instructional minutes – classroom based</td>
<td>Yes</td>
</tr>
<tr>
<td>Charter School Facility Grant Program</td>
<td>Yes</td>
</tr>
</tbody>
</table>

\(^1\) We did not perform testing for independent study because the independent study ADA was under the level which requires testing.

**Opinion on State Compliance**

In our opinion, RSEA complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2020.

**Purpose of this Report**

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the 2019-2020 *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

**CliftonLarsonAllen LLP**

Glendora, California  
December 7, 2020
Section I – Summary of Auditors’ Results

Financial Statements

1. Type of auditors’ report issued: Unmodified

2. Internal control over financial reporting:
   - Material weakness(es) identified? __________ yes ______ X____ no
   - Significant deficiency(ies) identified? __________ yes ______ X____ none reported

3. Noncompliance material to financial statements noted? __________ yes ______ X____ no

Federal Awards

1. Internal control over major federal programs:
   - Material weakness(es) identified? __________ yes ______ X____ no
   - Significant deficiency(ies) identified? __________ yes ______ X____ none reported

2. Type of auditors’ report issued on compliance for major federal programs: Unmodified

3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? __________ yes ______ X____ no

Identification of Major Federal Programs

<table>
<thead>
<tr>
<th>CFDA Number(s)</th>
<th>Name of Federal Program or Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.010</td>
<td>Title I</td>
</tr>
<tr>
<td>10.553, 10.555</td>
<td>Child Nutrition Cluster</td>
</tr>
</tbody>
</table>

Dollar threshold used to distinguish between Type A and Type B programs: $ $750,000

Auditee qualified as low-risk auditee? __________ yes ______ X____ no
All audit findings must be identified as one or more of the following categories:

<table>
<thead>
<tr>
<th>Five Digit Code</th>
<th>Finding Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>10000</td>
<td>Attendance</td>
</tr>
<tr>
<td>20000</td>
<td>Inventory of Equipment</td>
</tr>
<tr>
<td>30000</td>
<td>Internal Control</td>
</tr>
<tr>
<td>40000</td>
<td>State Compliance</td>
</tr>
<tr>
<td>42000</td>
<td>Charter School Facilities Program</td>
</tr>
<tr>
<td>43000</td>
<td>Apprenticeship</td>
</tr>
<tr>
<td>50000</td>
<td>Federal Compliance</td>
</tr>
<tr>
<td>60000</td>
<td>Miscellaneous</td>
</tr>
<tr>
<td>61000</td>
<td>Classroom Teacher Salaries</td>
</tr>
<tr>
<td>62000</td>
<td>Local Control Accountability Plan</td>
</tr>
<tr>
<td>70000</td>
<td>Instructional Materials</td>
</tr>
<tr>
<td>71000</td>
<td>Teacher Misassignments</td>
</tr>
<tr>
<td>72000</td>
<td>School Accountability Report Card</td>
</tr>
</tbody>
</table>

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported under Government Auditing Standards.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Section IV – Findings and Questioned Costs – State Compliance

Our audit did not disclose any matters required to be reported under 2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.
There were no findings in the prior year.
ROCKETSHIP EDUCATION AND ITS AFFILIATES

CONSOLIDATED FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2019
(WITH SUMMARIZED FINANCIAL INFORMATION FOR THE YEAR ENDED JUNE 30, 2018)

OPERATING:

California
Rocketship Mateo Sheedy Elementary #0850
Rocketship Si Se Puede Academy #1061
Rocketship Los Suenos Academy #1127
    Rocketship Mosaic Elementary #1192
    Rocketship Discovery Prep #1193
    Rocketship Brilliant Minds #1393
    Rocketship Alma Academy #1394
    Rocketship Spark Academy #1526
Rocketship Fuerza Community Prep #1687
Rocketship Redwood City Prep #1736
    Rocketship Rising Stars #1778
    Rocketship Delta Prep #1965
Rocketship Futuro Academy #1805

Tennessee
Rocketship Nashville Northeast Elementary
    Rocketship United Academy

Wisconsin
Rocketship Southside Community Prep
    Rocketship Transformation Prep

DC
Rocketship Rise Academy
    Rocketship Legacy Prep

Rocketship Public Schools
TABLE OF CONTENTS

YEAR ENDED JUNE 30, 2019

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDEPENDENT AUDITORS’ REPORT</td>
<td>1</td>
</tr>
<tr>
<td>CONSOLIDATED FINANCIAL STATEMENTS</td>
<td></td>
</tr>
<tr>
<td>CONSOLIDATED STATEMENT OF FINANCIAL POSITION</td>
<td>4</td>
</tr>
<tr>
<td>CONSOLIDATED STATEMENT OF ACTIVITIES</td>
<td>5</td>
</tr>
<tr>
<td>CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES</td>
<td>6</td>
</tr>
<tr>
<td>CONSOLIDATED STATEMENT OF CASH FLOWS</td>
<td>7</td>
</tr>
<tr>
<td>NOTES TO FINANCIAL STATEMENTS</td>
<td>8</td>
</tr>
<tr>
<td>SUPPLEMENTARY INFORMATION</td>
<td></td>
</tr>
<tr>
<td>LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE</td>
<td>29</td>
</tr>
<tr>
<td>CONSOLIDATING STATEMENT OF FINANCIAL POSITION - SCHOOLS</td>
<td>31</td>
</tr>
<tr>
<td>CONSOLIDATING STATEMENT OF ACTIVITIES - SCHOOLS</td>
<td>34</td>
</tr>
<tr>
<td>CONSOLIDATING STATEMENT OF CASH FLOWS - SCHOOLS</td>
<td>37</td>
</tr>
<tr>
<td>SCHEDULE OF INSTRUCTIONAL MINUTES - CALIFORNIA</td>
<td>40</td>
</tr>
<tr>
<td>SCHEDULE OF AVERAGE DAILY ATTENDANCE - CALIFORNIA</td>
<td>42</td>
</tr>
<tr>
<td>RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS</td>
<td>43</td>
</tr>
<tr>
<td>SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS</td>
<td>44</td>
</tr>
<tr>
<td>INDEPENDENT AUDITORS’ REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN Audit OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS</td>
<td>52</td>
</tr>
<tr>
<td>INDEPENDENT AUDITORS’ REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE</td>
<td>54</td>
</tr>
<tr>
<td>INDEPENDENT AUDITORS’ REPORT ON STATE COMPLIANCE - CALIFORNIA</td>
<td>56</td>
</tr>
<tr>
<td>SCHEDULE OF FINDINGS AND QUESTIONED COSTS</td>
<td>58</td>
</tr>
<tr>
<td>SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS</td>
<td>60</td>
</tr>
</tbody>
</table>
INDEPENDENT AUDITORS’ REPORT

Board of Directors
Rocketship Education and its Affiliates
Redwood City, California

Report on the Financial Statements
We have audited the accompanying consolidated financial statements of Rocketship Education and its Affiliates (RSEA), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2019, and the related consolidated statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management’s Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors’ Responsibility
Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors’ judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity’s preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.
Opinion
In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of RSEA as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters
Supplementary Information
Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. The accompanying supplementary schedules required by the 2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (Local Education Agency Organization Structure, Schedule of Instructional Time, Schedule of Average Daily Attendance, Reconciliation of Annual Financial Report with Audited Financial Statements) are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying supplementary schedules of the consolidating statements of financial position, activities and cash flows are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Report on Summarized Comparative Information
We have previously audited RSEA’s 2018 consolidated financial statements, and we expressed an unmodified opinion on those statements in our report dated January 30, 2019. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2019, is consistent, in all material respects, with the audited financial statements from which it has been derived.
Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued a report dated December 11, 2019 on our consideration of RSEA’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on RSEA’s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering RSEA’s internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

Glendora, California
December 11, 2019
ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2019
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2018)

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Rocketship Education</th>
<th>Rocketship Education Wisconsin Inc.</th>
<th>Rocketship Education DC Public Charter School, Inc.</th>
<th>Launchpad Development Company</th>
<th>Eliminations</th>
<th>2019 Total</th>
<th>2018 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT ASSETS</td>
<td>$ 25,257,138</td>
<td>$ 836,447</td>
<td>$ 3,966,106</td>
<td>$ 4,459,971</td>
<td>$ -</td>
<td>$ 34,519,662</td>
<td>$ 38,634,976</td>
</tr>
<tr>
<td>Cash and Cash Equivalents</td>
<td>Restricted Cash</td>
<td>Accounts Receivable</td>
<td>Grants Receivable</td>
<td>Prepaid Expenses and Deposits</td>
<td>Total Current Assets</td>
<td>$ 34,519,662</td>
<td>$ 3,966,106</td>
</tr>
<tr>
<td>Restricted Cash</td>
<td>11,334,420</td>
<td>503,846</td>
<td>428,358</td>
<td>75,000</td>
<td>1,499,565</td>
<td>$ 3,966,106</td>
<td>$ 34,519,662</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$ 3,966,106</td>
<td>$ 34,519,662</td>
</tr>
<tr>
<td>Grants Receivable</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$ 3,966,106</td>
<td>$ 34,519,662</td>
</tr>
<tr>
<td>Prepaid Expenses and Deposits</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$ 3,966,106</td>
<td>$ 34,519,662</td>
</tr>
<tr>
<td>Total Current Assets</td>
<td>39,445,568</td>
<td>1,499,566</td>
<td>4,532,495</td>
<td>18,570,380</td>
<td>-</td>
<td>64,048,008</td>
<td>64,283,135</td>
</tr>
<tr>
<td>LONG-TERM ASSETS</td>
<td>Grants Receivable</td>
<td>Intracompany Receivable</td>
<td>Security Deposits</td>
<td>Deferred Rent Asset</td>
<td>Property, Plant, and Equipment, Net</td>
<td>Total Long-Term Assets</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>103,593,491</td>
<td>-</td>
</tr>
<tr>
<td>Long-Term Assets</td>
<td>11,979,900</td>
<td>30,219</td>
<td>135,791,381</td>
<td>140,800,699</td>
<td>-</td>
<td>103,593,491</td>
<td>-</td>
</tr>
<tr>
<td>Total Assets</td>
<td>$ 51,425,468</td>
<td>$ 1,529,784</td>
<td>$ 4,532,495</td>
<td>$ 160,138,335</td>
<td>$ (12,750,545)</td>
<td>$ 204,875,537</td>
<td>$ 167,987,421</td>
</tr>
</tbody>
</table>

LIABILITIES AND NET ASSETS

<table>
<thead>
<tr>
<th>CURRENT LIABILITIES</th>
<th>Rocketship Education</th>
<th>Rocketship Education Wisconsin Inc.</th>
<th>Rocketship Education DC Public Charter School, Inc.</th>
<th>Launchpad Development Company</th>
<th>Eliminations</th>
<th>2019 Total</th>
<th>2018 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>$ 8,578,573</td>
<td>$ 326,446</td>
<td>$ 727,239</td>
<td>$ 1,019,955</td>
<td>$ -</td>
<td>$ 10,652,213</td>
<td>$ 9,728,362</td>
</tr>
<tr>
<td>Accrued Interest</td>
<td>115,619</td>
<td>-</td>
<td>-</td>
<td>629,610</td>
<td>-</td>
<td>745,229</td>
<td>592,457</td>
</tr>
<tr>
<td>Deferred Rent Liability</td>
<td>23,574</td>
<td>1,687</td>
<td>-</td>
<td>-</td>
<td>(25,261)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Deferred Revenues</td>
<td>912,295</td>
<td>-</td>
<td>-</td>
<td>9,456</td>
<td>-</td>
<td>921,751</td>
<td>1,324,670</td>
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<tr>
<td>Current Portion of Loans Payable</td>
<td>775,000</td>
<td>-</td>
<td>-</td>
<td>2,915,122</td>
<td>-</td>
<td>3,690,122</td>
<td>2,716,668</td>
</tr>
<tr>
<td>Total Current Liabilities</td>
<td>10,405,061</td>
<td>328,133</td>
<td>727,239</td>
<td>4,574,143</td>
<td>(25,261)</td>
<td>16,009,315</td>
<td>14,362,157</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LONG-TERM LIABILITIES</th>
<th>Rocketship Education</th>
<th>Rocketship Education Wisconsin Inc.</th>
<th>Rocketship Education DC Public Charter School, Inc.</th>
<th>Launchpad Development Company</th>
<th>Eliminations</th>
<th>2019 Total</th>
<th>2018 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security Deposits</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>400,000</td>
<td>(400,000)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Accrued Interest</td>
<td>166,076</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>166,076</td>
<td>148,625</td>
</tr>
<tr>
<td>Deferred Rent Liability</td>
<td>3,827,842</td>
<td>52,774</td>
<td>2,194,222</td>
<td>4,283,327</td>
<td>(5,751,313)</td>
<td>4,706,852</td>
<td>5,917,604</td>
</tr>
<tr>
<td>Deferred Revenues</td>
<td>-</td>
<td>3,238,269</td>
<td>3,335,702</td>
<td>-</td>
<td>(6,573,971)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Loans Payable</td>
<td>1,562,500</td>
<td>-</td>
<td>158,346,222</td>
<td>-</td>
<td>159,908,722</td>
<td>126,675,229</td>
<td>-</td>
</tr>
<tr>
<td>Total Long-Term Liabilities</td>
<td>5,656,418</td>
<td>3,291,043</td>
<td>5,529,924</td>
<td>163,029,549</td>
<td>(12,750,545)</td>
<td>164,781,650</td>
<td>132,741,658</td>
</tr>
</tbody>
</table>

NET ASSETS

<table>
<thead>
<tr>
<th>Without Donor Restriction</th>
<th>Rocketship Education</th>
<th>Rocketship Education Wisconsin Inc.</th>
<th>Rocketship Education DC Public Charter School, Inc.</th>
<th>Launchpad Development Company</th>
<th>Eliminations</th>
<th>2019 Total</th>
<th>2018 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Net Assets</td>
<td>35,363,989</td>
<td>(2,176,842)</td>
<td>(1,824,668)</td>
<td>(7,465,357)</td>
<td>-</td>
<td>23,897,122</td>
<td>19,896,476</td>
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<table>
<thead>
<tr>
<th>With Donor Restriction</th>
<th>Rocketship Education</th>
<th>Rocketship Education Wisconsin Inc.</th>
<th>Rocketship Education DC Public Charter School, Inc.</th>
<th>Launchpad Development Company</th>
<th>Eliminations</th>
<th>2019 Total</th>
<th>2018 Total</th>
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<tbody>
<tr>
<td>Total Liabilities And Net Assets</td>
<td>$ 51,425,468</td>
<td>$ 1,529,784</td>
<td>$ 4,532,495</td>
<td>$ 160,138,335</td>
<td>$ (12,750,545)</td>
<td>$ 204,875,537</td>
<td>$ 167,987,421</td>
</tr>
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</table>

See accompanying Notes to Consolidated Financial Statements.
NET ASSETS WITHOUT DONOR RESTRICTIONS

<table>
<thead>
<tr>
<th></th>
<th>Rocketship Education</th>
<th>Wisconsin Inc.</th>
<th>Rocketship Education DC</th>
<th>Public Charter</th>
<th>Launchpad Development</th>
<th>Eliminations</th>
<th>Total</th>
<th>Total</th>
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<tbody>
<tr>
<td>REVENUES</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCFF State Aid &amp; Property Tax Revenue</td>
<td>$ 63,871,048</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 63,871,048</td>
<td>$ 54,505,286</td>
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<td>Apportionment Revenue</td>
<td>10,047,047</td>
<td>4,671,498</td>
<td>15,241,852</td>
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<td>-</td>
<td>29,960,397</td>
<td>24,205,579</td>
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<tr>
<td>Other State Revenue</td>
<td>15,179,128</td>
<td>126,624</td>
<td>6,035,843</td>
<td>-</td>
<td>-</td>
<td>21,341,595</td>
<td>14,517,185</td>
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<td>Federal Revenue</td>
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<td>1,268,547</td>
<td>1,405,458</td>
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<td>-</td>
<td>12,974,150</td>
<td>12,651,747</td>
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<td>Other Local Revenue</td>
<td>4,989,452</td>
<td>10,459</td>
<td>1,845,631</td>
<td>17,783,774</td>
<td>(20,690,957)</td>
<td>3,938,359</td>
<td>7,440,059</td>
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<tr>
<td>Contributions</td>
<td>4,661,427</td>
<td>237,061</td>
<td>562,661</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Amounts Released from Restriction</td>
<td>92,384</td>
<td>542,296</td>
<td>165,000</td>
<td>-</td>
<td>-</td>
<td>799,680</td>
<td>670,638</td>
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<tr>
<td>Total Without Donor Restriction Revenues</td>
<td>109,140,631</td>
<td>6,856,485</td>
<td>25,256,445</td>
<td>17,783,774</td>
<td>(20,690,957)</td>
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<td>122,297,352</td>
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<td>EXPENSES</td>
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<tr>
<td>Program Expenses:</td>
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<td></td>
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<tr>
<td>Educational programs</td>
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<td>6,042,468</td>
<td>22,060,812</td>
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<td>(16,731,536)</td>
<td>92,810,139</td>
<td>77,408,214</td>
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<tr>
<td>Program Site Supports</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>20,135,877</td>
<td>(625,279)</td>
<td>19,510,598</td>
<td>13,796,155</td>
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<td>Supporting Services:</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Administration and General</td>
<td>20,980,809</td>
<td>924,097</td>
<td>2,790,485</td>
<td>381,945</td>
<td>(3,334,142)</td>
<td>21,743,194</td>
<td>27,685,198</td>
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<tr>
<td>Fundraising</td>
<td>281,801</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>281,801</td>
<td>-</td>
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<tr>
<td>Total Supporting Services</td>
<td>21,262,610</td>
<td>924,097</td>
<td>2,790,485</td>
<td>381,945</td>
<td>(3,334,142)</td>
<td>22,024,995</td>
<td>27,685,198</td>
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<tr>
<td>Total Expenses</td>
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<td>(20,690,957)</td>
<td>134,345,732</td>
<td>118,891,567</td>
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<tr>
<td>INCREASE (DECREASE) IN NET ASSETS WITH DONOR RESTRICTION</td>
<td>6,439,626</td>
<td>(110,080)</td>
<td>405,148</td>
<td>(2,734,048)</td>
<td>-</td>
<td>4,000,646</td>
<td>3,405,785</td>
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<tr>
<td>Amounts Released from Restriction</td>
<td>(92,384)</td>
<td>(542,296)</td>
<td>(165,000)</td>
<td>-</td>
<td>-</td>
<td>(799,680)</td>
<td>(670,638)</td>
<td></td>
</tr>
<tr>
<td>INCREASE (DECREASE) IN NET ASSETS WITH DONOR RESTRICTION</td>
<td>(92,384)</td>
<td>(542,296)</td>
<td>(165,000)</td>
<td>-</td>
<td>-</td>
<td>(799,680)</td>
<td>(58,342)</td>
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<tr>
<td>INCREASE (DECREASE) IN NET ASSETS</td>
<td>6,347,242</td>
<td>(652,376)</td>
<td>240,148</td>
<td>(2,734,048)</td>
<td>-</td>
<td>3,200,966</td>
<td>3,347,443</td>
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<td>Net Assets, Beginning of Year</td>
<td>29,016,747</td>
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<td>20,883,606</td>
<td>17,536,163</td>
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<td>$ 24,084,572</td>
<td>$ 20,883,606</td>
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See accompanying Notes to Consolidated Financial Statements.
<table>
<thead>
<tr>
<th>Programs</th>
<th>Educational Program</th>
<th>Site Supports</th>
<th>Total</th>
<th>Management and General</th>
<th>Fundraising</th>
<th>Eliminations</th>
<th>Total Expenses</th>
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<tbody>
<tr>
<td>Salaries</td>
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<td>$43,624,959</td>
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<td>5,442,074</td>
<td>954,271</td>
<td>31,759</td>
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<td>-</td>
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<td>Payroll Taxes</td>
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<td>Management Fees</td>
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<td>Legal Expenses</td>
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<td>457,817</td>
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<td>457,817</td>
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<td>Instructional Materials</td>
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<td>3,384,641</td>
<td>199,447</td>
<td>9,810</td>
<td>-</td>
<td>3,593,898</td>
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<td>Other Fees For Services</td>
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<td>631,018</td>
<td>15,054,547</td>
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<td>10,075,489</td>
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<td>251,310</td>
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<td>251,310</td>
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<td>2,193,315</td>
<td>287,851</td>
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<td>-</td>
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<td>Information Technology</td>
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<td>3,024,500</td>
<td>779,481</td>
<td>2,154</td>
<td>-</td>
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<td>Printing and Postage</td>
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<td>194,596</td>
<td>133,883</td>
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<td>-</td>
<td>328,479</td>
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<td>1,550</td>
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<td>10,075,489</td>
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<td>1,231,026</td>
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<td>Conferences and Meetings</td>
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<td>6,719</td>
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<td>-</td>
<td>-</td>
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<td>168,481</td>
<td>242,443</td>
<td>-</td>
<td>-</td>
<td>410,924</td>
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<tr>
<td>Bad Debt</td>
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<td>-</td>
<td>606,798</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>606,798</td>
</tr>
<tr>
<td>Depreciation and Amortization</td>
<td>220,585</td>
<td>3,411,684</td>
<td>3,632,269</td>
<td>98,500</td>
<td>-</td>
<td>-</td>
<td>3,730,769</td>
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<td>Interest Expense</td>
<td>-</td>
<td>7,840,355</td>
<td>7,840,355</td>
<td>116,901</td>
<td>-</td>
<td>-</td>
<td>7,957,256</td>
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<td>Capital Expenses</td>
<td>21,903</td>
<td>1,568,701</td>
<td>1,590,604</td>
<td>7,457</td>
<td>-</td>
<td>-</td>
<td>1,598,061</td>
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<td>Other Expenses</td>
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<td>677,484</td>
<td>10,094,006</td>
<td>3,108,658</td>
<td>6,288</td>
<td>-</td>
<td>13,306,952</td>
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<tr>
<td>Subtotal</td>
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<td>129,677,552</td>
<td>40,676,952</td>
<td>281,801</td>
<td>(36,290,573)</td>
<td>134,345,732</td>
</tr>
<tr>
<td>Eliminations</td>
<td>(16,731,536)</td>
<td>(625,279)</td>
<td>(17,356,815)</td>
<td>(18,933,758)</td>
<td>-</td>
<td>36,290,573</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>$92,810,139</td>
<td>$19,510,598</td>
<td>$112,320,737</td>
<td>$21,745,194</td>
<td>$281,801</td>
<td>-</td>
<td>$134,345,732</td>
</tr>
</tbody>
</table>

See accompanying Notes to Consolidated Financial Statements.

(6)
## CONSOLIDATED STATEMENT OF CASH FLOWS
### YEAR ENDED JUNE 30, 2019
(With comparative totals for June 30, 2018)

### CASH FLOWS FROM OPERATING ACTIVITIES

<table>
<thead>
<tr>
<th>Rocketship Education</th>
<th>Rocketship Education DC</th>
<th>Launchpad Development Company</th>
<th>Eliminations</th>
<th>Total 2019</th>
<th>Total 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Net Assets</td>
<td>$ 6,347,242</td>
<td>$ (652,376)</td>
<td>$ 240,148</td>
<td>$ (2,734,048)</td>
<td>$ -</td>
</tr>
<tr>
<td>Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation Expense</td>
<td>314,415</td>
<td>11,085</td>
<td>-</td>
<td>3,085,978</td>
<td>-</td>
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<tr>
<td>Amortization Expense</td>
<td>-</td>
<td>-</td>
<td>319,291</td>
<td>-</td>
<td>319,291</td>
</tr>
<tr>
<td>(Increase) Decrease in Operating Assets:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accounts Receivable</td>
<td>(2,098,864)</td>
<td>(500,179)</td>
<td>(428,358)</td>
<td>(682,066)</td>
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<tr>
<td>Grants Receivable</td>
<td>-</td>
<td>533,532</td>
<td>770,751</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Prepaid Expenses and Other Current Assets</td>
<td>(501,079)</td>
<td>(30,929)</td>
<td>9,891</td>
<td>267,241</td>
<td>-</td>
</tr>
<tr>
<td>Deferred Rent Asset</td>
<td>(1,624,333)</td>
<td>(21,085)</td>
<td>(39,780,915)</td>
<td>-</td>
<td>(39,946,341)</td>
</tr>
<tr>
<td>Increase (Decrease) in Operating Liabilities:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>2,331,972</td>
<td>(8,830)</td>
<td>(1,029)</td>
<td>(1,254,543)</td>
<td>-</td>
</tr>
<tr>
<td>Deferred Revenues</td>
<td>(412,375)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Deferred Rent Liability</td>
<td>117,065</td>
<td>(2,914)</td>
<td>(108,655)</td>
<td>(1,803,886)</td>
<td>626,859</td>
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<tr>
<td>Net Cash Flows from Operating Activities</td>
<td>6,098,376</td>
<td>(650,611)</td>
<td>482,748</td>
<td>(2,175,274)</td>
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### CASH FLOWS FROM INVESTING ACTIVITIES

<table>
<thead>
<tr>
<th>Rocketship Education</th>
<th>Rocketship Education DC</th>
<th>Launchpad Development Company</th>
<th>Eliminations</th>
<th>Total 2019</th>
<th>Total 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proceeds from Note Receivable</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>560,000</td>
</tr>
<tr>
<td>Purchases of Property, Plant, and Equipment</td>
<td>(144,341)</td>
<td>(21,085)</td>
<td>-</td>
<td>(39,780,915)</td>
<td>-</td>
</tr>
<tr>
<td>Net Cash Flows from Investing Activities</td>
<td>(144,341)</td>
<td>(21,085)</td>
<td>(39,780,915)</td>
<td>-</td>
<td>(39,946,341)</td>
</tr>
</tbody>
</table>

### CASH FLOWS FROM FINANCING ACTIVITIES

<table>
<thead>
<tr>
<th>Rocketship Education</th>
<th>Rocketship Education DC</th>
<th>Launchpad Development Company</th>
<th>Eliminations</th>
<th>Total 2019</th>
<th>Total 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Restricted Cash</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(1,164,487)</td>
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<tr>
<td>Intracompany Loans</td>
<td>(1,624,333)</td>
<td>594,912</td>
<td>1,029,421</td>
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<td>-</td>
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<tr>
<td>Proceeds from Debt</td>
<td>250,000</td>
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<td>-</td>
<td>35,831,955</td>
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<td>Repayment of Debt</td>
<td>(166,680)</td>
<td>-</td>
<td>(2,675,000)</td>
<td>-</td>
<td>(2,841,680)</td>
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<tr>
<td>Net Cash Flows from Financing Activities</td>
<td>(1,541,013)</td>
<td>594,912</td>
<td>1,029,421</td>
<td>31,992,468</td>
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### NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS

<table>
<thead>
<tr>
<th>Total 2019</th>
<th>Total 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,413,022</td>
<td>(4,115,314)</td>
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<tr>
<td>38,634,976</td>
<td>43,265,177</td>
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### CASH AND CASH EQUIVALENTS, END OF YEAR

<table>
<thead>
<tr>
<th>Total 2019</th>
<th>Total 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 25,257,138</td>
<td>$ 38,634,976</td>
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### SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION

<table>
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<tr>
<th>Total 2019</th>
<th>Total 2018</th>
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<tbody>
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<td>$ 9,075</td>
<td>$ 5,294,798</td>
</tr>
<tr>
<td>$ 28,050</td>
<td>$ 28,050</td>
</tr>
</tbody>
</table>

See accompanying Notes to Consolidated Financial Statements.
NOTE 1  SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities
Rocketship Education and its Affiliates (RSEA) are organized to manage, operate, guide, direct, and promote a network of public elementary charter schools.

The charter schools are funded principally through public education monies. The charters may be revoked by their sponsor for material violations of the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Principles of Consolidation
The accompanying financial statements include the accounts of Rocketship Education (RSED) and its schools. All significant intercompany accounts and transactions within RSED and its schools have been eliminated in the consolidating financial statements. Additionally, the accompanying financial statements include the accounts of Rocketship Education Wisconsin Inc., Rocketship Education D.C. Public Charter School Inc., and Launchpad Development Company (LDC) and its wholly owned LLCs. All significant intercompany accounts and transactions within LDC have been eliminated in the consolidating financial statements. Finally, all significant intercompany accounts and transactions between RSED and Launchpad have been eliminated in consolidation.

Rocketship Education (RSED)
Rocketship Education (RSED) is a California nonprofit public benefit corporation that was incorporated in 2006 and is organized to manage, operate, guide, direct, and promote a network of public elementary charter schools. Divisions of RSED include:

- **Rocketship Support Network (RSN)** – Centralized resources providing management, back office support and organizational strategy.
- **Rocketship Mateo Sheedy Elementary (RMS)** – California charter school
- **Rocketship Si Se Puede Academy (RSSP)** – California charter school
- **Rocketship Los Sueños Academy (RLS)** – California charter school
- **Rocketship Mosaic Elementary School (ROMO)** – California charter school
- **Rocketship Discovery Prep (RDP)** – California charter school
- **Rocketship Brilliant Minds (RBM)** – California charter school
- **Rocketship Alma Academy (RSA)** – California charter school
- **Rocketship Spark Academy (RSK)** – California charter school
- **Rocketship Fuerza Community Prep (RFZ)** – California charter school
- **Rocketship Redwood City Prep (RRWC)** – California charter school
- **Rocketship Rising Stars (RRS)** – California charter school
- **Rocketship Futuro Academy – (RFA) California charter school**
- **Rocketship Delta Prep (RDL)** – California charter school
- **Rocketship Nashville Northeast Elementary (RNNE)** – Tennessee charter school
- **Rocketship United Academy (RUA)** – Tennessee charter school
NOTE 1  SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Principles of Consolidation (Continued)
Rocketship Education Wisconsin Inc.
RSED incorporated Rocketship Education Wisconsin Inc., as a nonprofit public benefit corporation in October 2012 to hold the charter for its elementary school in Wisconsin, Rocketship Southside Community Prep (RSCP) and Rocketship Transformation Prep (RTP).

Rocketship Education D.C., Public Charter School, Inc.
Rocketship Education D.C., Public Charter School, Inc. (RSDC) incorporated as a nonprofit public benefit corporation during 2014 for the purpose of operating charter schools in Washington, DC. The District of Columbia Public Charter School Board (PCSB) approved RSDC to establish up to eight charter schools beginning in July 2016. Rocketship Education and RSDC entered into a Network Services Agreement to provide services for the DC region. RSDC operates two campuses, Rocketship RISE (RISE) and Rocketship Legacy Prep (RLP).

Launchpad Development Company
Launchpad Development Company (LDC) was incorporated as a 509(a)(3) nonprofit public benefit corporation in November 2009. LDC is a supporting organization of RSED. LDC provides facilities and development services provided that such services are consistent with RSED’s exempt purpose. Divisions of LDC include:

- **Launchpad (LP)** – investment/asset management and administrative services
- **Launchpad Development One LLC (LLC1)** – RMS facilities
- **Launchpad Development Two LLC (LLC2)** – RSSP facilities
- **Launchpad Development Three, LLC (LLC3)** – RLS facilities
- **Launchpad Development Four LLC (LLC4)** – ROMO facilities
- **Launchpad Development Five LLC (LLC5)** – RDP facilities
- **Launchpad Development Eight LLC (LLC8)** – RSA facilities
- **Launchpad Development Ten LLC (LLC10)** – RSK facilities development
- **Launchpad Development Eleven LLC (LLC11)** – RBM facilities
- **Launchpad Development Twelve LLC (LLC12)** – RFZ facilities
- **Launchpad Development Fourteen LLC (LLC14)** – Facilities development
- **Launchpad Development Fifteen LLC (LLC15)** – RRWC facilities development
- **Launchpad Development Sixteen LLC (LLC16)** – RRS Facilities
- **Launchpad Development Seventeen LLC (LLC17)** – RFA facilities development
- **Launchpad Development Eighteen LLC (LLC18)** – RDL facilities development
- **Launchpad Development Nineteen LLC (LLC19)** – Facilities development
- **Launchpad Development Twenty LLC (LLC20)** – Facilities development
- **Launchpad Development Milwaukee One LLC (MLLC1)** – RSCP facilities
NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Principles of Consolidation (Continued)

- Launchpad Development Milwaukee Two LLC (MLLC2) – RTP facilities development
- Launchpad Development One Nashville LLC (NLLC1) – RNNE facilities
- Launchpad Development Two Nashville LLC (NLLC2) – RUA facilities
- Launchpad Development One DC LLC (DLLC1) – RISE facilities
- Launchpad Development Two DC LLC (DLLC2) – RLP facilities
- Launchpad Development Three DC LLC (DLLC3) – Facilities development

Basis of Accounting
The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables, payables and other liabilities.

Basis of Presentation
RSEA presents its financial statements as a California nonprofit public benefit corporation in accordance with Financial Accounting Standards which govern generally accepted accounting principles for non-profit organizations.

Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses
The cost of providing the various programs and other activities has been summarized on a functional basis in the consolidated statement of activities. Accordingly, certain costs have been allocated among the programs and support services benefited.

Cash and Cash Equivalents
RSEA defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.
NOTE 1  SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes
Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The governing board has designated, from net assets without donor restrictions, net assets for an operating reserve and board-designated endowment.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Restricted Cash
Restricted cash includes certain cash balances that are maintained according to debt reserve requirements and donor restrictions.

Accounts Receivable
Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2019.

Property, Plant, and Equipment
Property, plant, and equipment are stated at cost, if purchased or at estimated fair value, if donated. Depreciation of buildings and equipment is provided on a straight-line basis over the estimated useful lives of the assets ranging from 3 to 35 years. RSEA capitalizes all expenditures for land, buildings, and equipment in excess of $5,000.

Contributions
All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.
NOTE 1  SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition
Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Income Taxes
The RSEA is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. RSEA files and exempt return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Comparative Totals
The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with RSEA's financial statements for the year ended June 30, 2018, from which the summarized information was derived.

Change in Accounting Principle
On August 18, 2016, FASB issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entities (Topic 958) – Presentation of Financial Statements of Not-for-Profit Entities. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. The Organization has implemented ASU 2016-14 and has adjusted the presentation in these financial statements accordingly.

Evaluation of Subsequent Events
RSEA has evaluated subsequent events through December 11, 2019, the date these financial statements were available to be issued. There were no subsequent events requiring recognition or disclosure.
NOTE 2  LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and grants receivable for the total amount of $47,750,096. As part of RSEA’s liquidity management plan, RSEA invests cash in excess of daily requirements in short-term investments and money market funds.

NOTE 3  CREDIT CONCENTRATION RISK

RSEA maintains bank accounts with several institutions. Accounts at each of these institutions are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000. RSEA occasionally has the need to maintain a cash balance in excess of the FDIC limit. RSEA has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 4  ACCOUNTS RECEIVABLE

Due from federal and state governments consists of funds due as of June 30, 2019. Management believes that $606,798 of the In Lieu of Property Taxes receivables are uncollectible, therefore this provision was recorded as of June 30, 2019.

NOTE 5  GRANTS RECEIVABLE

Grants receivable consist of funds due from grantor agencies based upon RSN meeting various conditions or milestones. As of June 30, 2019 grant amounts connected with met milestones have been recorded as grants receivable and have been classified as contributions with donor restriction due to implied time restriction. Management believes all of these amounts are collectible; therefore no provisions for uncollectible accounts were recorded.

NOTE 6  PROPERTY, PLANT, AND EQUIPMENT

Property and equipment consisted of the following:

<table>
<thead>
<tr>
<th></th>
<th>RSED</th>
<th>LDC</th>
<th>RSEA Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$</td>
<td>$21,390,990</td>
<td>$21,390,990</td>
</tr>
<tr>
<td>Furniture and Equipment</td>
<td>891,979</td>
<td>422,131</td>
<td>1,314,110</td>
</tr>
<tr>
<td>Buildings</td>
<td>5,873,910</td>
<td>129,400,127</td>
<td>135,364,037</td>
</tr>
<tr>
<td>Other</td>
<td>$</td>
<td>1,008,661</td>
<td>1,008,661</td>
</tr>
<tr>
<td>Less: Accumulated Depreciation</td>
<td>(1,756,571)</td>
<td>(16,520,528)</td>
<td>(18,277,099)</td>
</tr>
<tr>
<td>Total</td>
<td>$5,009,318</td>
<td>$135,791,381</td>
<td>$140,800,699</td>
</tr>
</tbody>
</table>

Depreciation expense was $3,411,478 for the year ended June 30, 2019.
NOTE 7  DEBT

Convertible Debt
RSN – Charter School Growth Fund
In February 2009, RSN entered into a $2.3 million Subordinate Loan Agreement with Charter School Growth Fund (CSGF) at an effective interest rate of 4.0%. Of this amount, $2.0 million plus associated interest will be forgiven and converted into a grant provided that RSN meet specified educational, financial and growth outcomes.

In October 2010, RSN and CSGF amended and restated the original Subordinate Loan Agreement to reflect a total loan of $3.4 million at an effective interest rate of 3.25% and $400,000 forgiven and converted into a grant. As of June 30, 2014, RSN has borrowed the complete $3.4 million. Of the amended amount, $2.35 million plus associated interest will be forgiven and converted into a grant provided that RSN meet specified educational, financial and growth outcomes.

As of June 30, 2015, RSN had substantively met the school year benchmarks and converted all of the $2.35 million of principal into a grant.

In April 2018, RSN and CSGF amended and restated the 2009 loan agreement (second amendment), modifying debt maturity dates.

In February 2019, RSN and CSGF amended and restated the 2009 loan agreement (third amendment), modifying debt maturity dates. As of June 30, 2019, balance on this loan is $950,000. This loan is on a repayment schedule that is fully paid by June 30, 2023.

In December 2012, RSN and CSGF entered into a $125,000 School Startup Subordinated Loan Agreement at an effective interest rate of 1.0%. The loan was scheduled to be repaid in full on June 30, 2019. But due to RSN’s desire to strengthen its cash position, CSGF allowed RSN to make the final payment in July 2019. This payment was made in July 2019, and loan has been paid in full.

During the 2014/15 school year, RFZ, RNNE, RRWC and RUA each entered into $100,000 Subordinated Loan Agreements with effective interest rates of 1.0%. The loans are scheduled to be repaid in full on June 30, 2020 (RFZ and RNNE) and June 30, 2021 (RRWC and RUA).

During the 2015/16 school year, RSN and CSGF entered into three $100,000 Subordinated Loan Agreements with effective interest rates of 1.0 percent. The loans were made to support RRS, RFA, and RPP. The loans are scheduled to be repaid in full on June 30, 2021.
NOTE 7 DEBT (CONTINUED)

Loans Payable

Rocketship's Schools - California School Finance Authority Revolving Loan Program

As of June 30, 2019, four of Rocketship's California schools have revolving loans payable to the California School Finance Authority (CSFA) ranging from $65,500 to $250,000, totaling $791,680 combined. The loans have effective interest rates ranging from 0.22% to 1.47%. Principal is payable over a four or five-year period, with installments ranging from $20,000 to $62,500 deducted from apportionment revenue. Final maturity is 2023.

LLC4 - ROMO Bonds Payable (Series 2011A and 2011B Bonds)

In September 2011, Launchpad completed bond financing in the amount of $10.1 million (the Series 2011 Bonds), proceeds from which were used to refinance existing debt and to fund certain project expenses remaining for the ROMO construction project. Interest is paid semi-annually at a coupon rate of 8.5% to 8.75%.

The Series 2011 Bonds are divided into $9.6 million Series 2011A Bonds and $515,000 Series 2011B Bonds (taxable), maturing December 2041 and December 2018, respectively. Both Series 2011A and Series 2011B are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in December 2018 and December 2013, respectively.

LLC8 – RSA Bonds Payable (Series 2012A and 2012B Bonds)

In September 2012, Launchpad completed bond financing in the amount of $9.46 million (the Series 2012 Bonds), proceeds from which were used to refinance existing debt and to fund certain project expenses remaining for the RSA construction project. Interest is paid semi-annually at a coupon rate of 6.25% to 8.5%.

The Series 2012 Bonds are divided into $9.105 million Series 2012A Bonds and $355,000 million Series 2012B Bonds (taxable), maturing June 2043 and matured June 2016, respectively. Both Series 2012A and Series 2012B are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2017 and June 2014, respectively.

LLC18 – LIIF Acquisition Loan

In January 2017, LLC18 entered into a $1.2 million loan agreement with Low Income Investment Fund (LIIF) to provide interim financing for LLC18’s project development in Antioch, California. The loan has an interest rate of 5.50% and is repayable in 36 months. In December 2017, the loan was repaid with proceeds from LDC Obligated Group Bonds Series 2017 G and H.

LDC – Obligated Group Bonds (Series 2014A and 2014B)

In February 2014, LDC completed bond financing in the amount of $32.855 million (the Series 2014 Bonds), proceeds from which were used to refinance existing debt for LLC2 and fund project expenses for the RBM and RFZ construction projects. Interest is paid semi-annually at a coupon rate of 6.00% to 7.25%.
NOTE 7 DEBT (CONTINUED)

The Series 2014 Bonds are divided into $31.935 million Series 2014A Bonds and $920,000 Series 2014B Bonds (taxable), maturing between June 2023 and 2043 (Series 2014A) and June 2018 (Series 2014B). Both Series 2014A and Series 2014B are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2018, 2024 and 2035 (Series 2014A) and June 2016 (Series 2014B).

LDC – Obligated Group Bonds (Series 2015A and 2015B)

In August 2015, LDC completed bond financing in the amount of $6.385 million (the Series 2015 Bonds), proceeds from which were used to refinance existing debt and fund project expenses for LLC1 construction projects. Interest is paid semi-annually at a coupon rate of 4.25%.

The Series 2015 Bonds are divided into $6.135 million Series 2015A Bonds and $250,000 Series 2015B Bonds (taxable), maturing between March 2028 (Series 2015A) and matured June 2016 (Series 2015B). The Series 2015B Bonds were repaid during the fiscal year 2015/16. Series 2015A Bonds are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2016.

LDC – Obligated Group Bonds (Series 2016A and 2016B)

In February 2016, LDC completed bond financing in the amount of $28.605 million (the Series 2016 Bonds), proceeds from which were used to fund project expenses for LLC1, LLC10, and LLC16 construction projects. Interest is paid semi-annually at coupon rates between 4.50% and 5.00%.

The Series 2016 Bonds are divided into $28.080 million Series 2016A Bonds and $525,000 Series 2016B Bonds (taxable), maturing between June 2021 and 2046 (Series 2016A) and June 2018 (Series 2016B). Both Series 2016A and Series 2016B are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2018, 2022, 2027, 2032 and 2037 (Series 2016A) and June 2017 (Series 2016B).


In February 2017, LDC completed bond financing in the amount of $42.16 million (the Series 2017 Bonds), proceeds from which were used to fund project expenses and building financing for LLC3, LLC5, LLC15, MLLC1 and NLLC1. Interest is paid semi-annually at coupon rates between 4.50% and 6.25%.

The Series 2017 Bonds are divided into $23.098 million Series 2017A Bonds, $3.665 million Series 2017B Bonds (taxable), $7.160 million Series 2017C Bonds, $250,000 Series 2017D Bonds, $7.740 million Series 2017E Bonds, and $250,000 Series 2017F Bonds. The Series 2017 Bonds mature between June 2027 and 2052 (Series 2017A), June 2025 (Series 2017B), June 2040 (Series 2017C), June 2019 (Series 2017D), between June 2047 and 2052 (Series 2017E) and June 2019 (Series 2017F). All are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2018 and 2039 (Series 2017A and B), June 2034 (Series 2017C), 2017 (Series 2017D and F), and June 2039 (Series 2017E).
NOTE 7  DEBT (CONTINUED)

In December 2017, the redemption right related to the 2017A and 2017B RRWC project funding was exercised, with $9.16M of bonds redeemed.

LDC – Obligated Group Bonds (Series 2017G and 2017H)

In December 2017, LDC completed bond financing in the amount of $16.225 million (the Series 2017 Bonds), proceeds from which were used to fund project expenses and building financing for LLC18. Interest is paid semi-annually at coupon rates between 4.05% and 6.0%.

The Series 2017 Bonds are divided into $15.56 million Series 2017G Bonds and $665,000 Series 2017H Bonds (taxable). The Series 2017 Bonds mature between June 2025 and 2053 (Series 2017G) and between June 2022 and 2025 (Series 2017H).

MKE2 LLC – IIF Acquisition Loan

In April 2019, MKE2 LLC entered into a $900,000 loan agreement with Illinois Investment Fund (IIF) to provide interim financing for MKE2 LLC’s project development in Milwaukee, Wisconsin. The loan has an interest rate of 5.875% and matures on April 1, 2021.

NASH2 LLC – CIF Acquisition Loan

In May 2019, NASH2 LLC entered into a $7.3 million loan agreement with Charter Impact Fund, Inc. to provide financing for NASH2 LLC’s project development in Milwaukee, Wisconsin. The loan has an interest rate of 4.25% and matures on June 1, 2049.

LDC – Obligated Group Bonds (Series 2019A and 2019B)

In May 2019, LDC completed bond financing in the amount of $28.075 million (the Series 2019 Bonds), proceeds from which were used to fund project expenses and building financing for LLC One DC. Interest is paid semi-annually at coupon rates between 5.0% and 5.3%.

NOTE 7 DEBT (CONTINUED)

Future maturities of debt in summary:

<table>
<thead>
<tr>
<th>Year Ended June 30,</th>
<th>RSED</th>
<th>LDC</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$ 775,000</td>
<td>$ 2,915,122</td>
<td>$ 3,690,122</td>
</tr>
<tr>
<td>2021</td>
<td>887,500</td>
<td>3,304,934</td>
<td>4,192,434</td>
</tr>
<tr>
<td>2022</td>
<td>562,500</td>
<td>3,083,571</td>
<td>3,646,071</td>
</tr>
<tr>
<td>2023</td>
<td>112,500</td>
<td>3,449,143</td>
<td>3,561,643</td>
</tr>
<tr>
<td>2024</td>
<td></td>
<td>3,609,956</td>
<td>3,609,956</td>
</tr>
<tr>
<td>Thereafter</td>
<td></td>
<td>149,650,238</td>
<td>149,650,238</td>
</tr>
<tr>
<td>Subtotal</td>
<td>2,337,500</td>
<td>166,012,964</td>
<td>168,350,464</td>
</tr>
<tr>
<td>Cost of Issuance and Discounts/Premiums</td>
<td>-</td>
<td>(4,751,620)</td>
<td>(4,751,620)</td>
</tr>
<tr>
<td>Total</td>
<td>$ 2,337,500</td>
<td>$ 161,261,344</td>
<td>$ 163,598,844</td>
</tr>
</tbody>
</table>

Amortization expense for cost of issuance and discounts/premiums was $319,291 for the year ended June 30, 2019.

NOTE 8 NET ASSET RESTRICTIONS

Net assets with donor restrictions of $187,450 relate to grants that are specifically restricted to future operations.

NOTE 9 OPERATING LEASES

**RSN Administrative Offices**

In October 2012, RSN entered into a five-year lease for office facilities payable at $10,612, plus common area maintenance, payable monthly. The lease includes a waiver of rent ($10,611) contingent upon RSN's status as a nonprofit public benefit corporation. The lease was renewed on November 1, 2017. During the year ended June 30, 2019, net assets released from restriction from in-kind rent was $125,290 (net of prior year discount) and lease expense totaled $163,615.

RSN leases administrative offices in San Jose, California, Concord, California, Milwaukee, Wisconsin, and Nashville, Tennessee under various operating leases. Lease expense for all regional administrative offices totaled $239,487 for the year ended June 30, 2019.

**LLC11-RBM Site Land Lease**

30 year land lease, $7,917 payable monthly, subject to adjustment in 2023. Lease expense recognized for the year ended June 30, 2019 was $95,004.
NOTE 9 OPERATING LEASES (CONTINUED)

LLC12-RFZ Site Land Lease
35-year land lease, $26,400 payable monthly during the year ended June 30, 2019. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. For the year ended June 30, 2019, total lease expense of $368,739 has been recorded and lease payments totaled $316,800.

RFZ Site Land Lease
34-year land lease for addition to RFZ site, payable between $2,972 and $3,016 monthly during the year ended June 30, 2019. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. For the year ended June 30, 2019, total lease expense of $36,836 has been recorded and lease payments totaled $36,734.

RRWC Facility Lease
One-year lease for facilities with the authorizing district. Lease expense recognized for the year ended June 30, 2019 was $61,800.

RFA facility lease
One-year lease for facilities with the authorizing district. Lease expense recognized for the year ended June 30, 2019 was $124,000.

MLLC2-RTP Facility Lease
One year lease for facility starting March 2018. LDC paid for the pre-opening lease in the amount of $4,108 from March 2018 to June 2018 then transferred the lease to RSED RTP. Lease expense recognized for the year ended June 30, 2019 was $148,800.

NLLC2- RUA Facility Lease
29-year facility lease signed in 2016 ended May 31, 2019 and replaced by a new 30-year facility lease, $42,032, plus additional rent items, payable monthly during the year ended June 30, 2019. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. For the year ended June 30, 2019 total lease expense of $830,891 has been recorded and lease payments totaled $635,017.

DLLC1-RISE Facility Lease
29-year facility lease signed in 2016 ended April 30, 2019 and replaced by a new 37-year facility lease, $470,509, plus additional rent items, payable quarterly during the year ended June 30, 2019. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. For the year ended June 30, 2019 total lease expense of $2,506,439 has been recorded and lease payments totaled $1,728,007.

DLLC2-RLP Facility Lease
29-year facility lease, $159,838, plus additional rent items, payable monthly during the year ended June 30, 2019. Due to an uneven payment schedule, lease expense is recorded on a
straight-line basis over the life of the lease. For the year ended June 30, 2019 total lease expense of $2,445,739 has been recorded and lease payments totaled $1,224,364.

NOTE 9  DEBT OPERATING LEASES (CONTINUED)

LDC paid for a RLP parking lease from June to December 2017. Parking lease transferred to RSED RLP started July 1, 2018. Lease expense recognized for the year ended June 30, 2019 was $18,075.

The following is a schedule of future minimum lease payments required under the operating leases:

<table>
<thead>
<tr>
<th>June 30,</th>
<th>RSN</th>
<th>RFZ</th>
<th>RPS</th>
<th>LLC10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$ 175,654</td>
<td>$ 36,197</td>
<td>$ 76,510</td>
<td>$ 105,840</td>
</tr>
<tr>
<td>2021</td>
<td>180,924</td>
<td>36,740</td>
<td>78,740</td>
<td>111,132</td>
</tr>
<tr>
<td>2022</td>
<td>186,352</td>
<td>37,291</td>
<td>81,029</td>
<td>111,132</td>
</tr>
<tr>
<td>2023</td>
<td>95,030</td>
<td>37,850</td>
<td>76,423</td>
<td>111,132</td>
</tr>
<tr>
<td>2024</td>
<td>-</td>
<td>38,418</td>
<td>-</td>
<td>116,689</td>
</tr>
<tr>
<td>Thereafter</td>
<td>-</td>
<td>1,116,540</td>
<td>-</td>
<td>1,257,061</td>
</tr>
<tr>
<td>Total</td>
<td>$ 637,960</td>
<td>$ 1,303,036</td>
<td>$ 312,702</td>
<td>$ 1,812,986</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June 30,</th>
<th>LLC11</th>
<th>LLC12</th>
<th>DLLC1</th>
<th>RSEA Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$ 95,004</td>
<td>$ 316,800</td>
<td>$ 1,918,053</td>
<td>$ 2,724,058</td>
</tr>
<tr>
<td>2021</td>
<td>95,004</td>
<td>316,800</td>
<td>1,918,053</td>
<td>2,737,393</td>
</tr>
<tr>
<td>2022</td>
<td>95,004</td>
<td>316,800</td>
<td>1,918,053</td>
<td>2,745,661</td>
</tr>
<tr>
<td>2023</td>
<td>95,004</td>
<td>332,640</td>
<td>1,961,209</td>
<td>2,709,288</td>
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<tr>
<td>2024</td>
<td>104,504</td>
<td>348,480</td>
<td>2,005,332</td>
<td>2,613,423</td>
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<tr>
<td>Thereafter</td>
<td>1,625,041</td>
<td>10,115,106</td>
<td>57,551,498</td>
<td>71,665,246</td>
</tr>
<tr>
<td>Total</td>
<td>$ 2,109,561</td>
<td>$ 11,746,626</td>
<td>$ 67,272,198</td>
<td>$ 85,195,069</td>
</tr>
</tbody>
</table>

NOTE 10  EMPLOYEE RETIREMENT

State Teachers’ Retirement System (STRS)

Qualified certificated employees are covered under a multiemployer defined benefit pension plan maintained by agencies of the State of California. The certificated employees are members of the State Teachers’ Retirement System (STRS).

The risks of participating in these multiemployer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature and detailed in Teachers’ Retirement Law, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. RSEA has no plans to withdraw from these multiemployer plans.
NOTE 10  EMPLOYEE RETIREMENT (CONTINUED)

State Teachers’ Retirement System (STRS) (Continued)

RSEA contributes to the State Teachers’ Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers’ Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2018 total STRS plan net assets are $225 billion, the total actuarial present value of accumulated plan benefits is $374 billion, contributions from all employers totaled $4.9 billion, and the plan is 64% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, California 95826 and www.calstrs.com.

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers’ Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for the year ended June 30, 2019 was 16.28% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

RSEA’s contributions to STRS for each of the last three fiscal years are as follows:

<table>
<thead>
<tr>
<th>Year Ended June 30</th>
<th>STRS Required Contribution</th>
<th>Percent Contributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>1,924,652</td>
<td>100 %</td>
</tr>
<tr>
<td>2018</td>
<td>2,229,425</td>
<td>100 %</td>
</tr>
<tr>
<td>2019</td>
<td>3,158,678</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Tennessee Consolidated Retirement System – Legacy Pension Plan

Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014 of RSEA are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees.
NOTE 10 EMPLOYEE RETIREMENT (CONTINUED)

Tennessee Consolidated Retirement System – Legacy Pension Plan (Continued)
Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5 percent of salary. RSEA makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the schools if the required employer contributions are not remitted. Employer contributions by RSEA for the year ended June 30, 2019 to the Teacher Legacy Pension Plan was 9.04% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability. RSEA did not contribute more than 5% of the total contributions to the plan. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Tennessee Consolidated Retirement System – Teacher Retirement Plan
Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by schools after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS.

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5% of salary. RSEA makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4%, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the school if the required employer contributions are not remitted. Employer contributions by RSEA for the year ended June 30, 2019 to the Teacher Retirement Plan were 4.00% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

RSEA did not contribute more than 5% of the total contributions to the plan. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.
NOTE 10  EMPLOYEE RETIREMENT (CONTINUED)

Defined Contribution Plan
RSEA offers an Internal Revenue Code Section 403(b) retirement plan to each of its qualifying employees. RSEA matches the lesser of 3% of annual salary or $2,500. During the year ended June 30, 2019 RSEA contributed $458,331 to this plan.

NOTE 11  RELATED PARTY TRANSACTIONS

Facility Leases
In 2015, RMS amended and restated its existing lease with LLC1 into a 31-year facility lease through 2046. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $868,335 has been recorded. For school year 2018/19, lease payments under this agreement totaled $719,575.

In 2014, RSSP amended and restated its existing lease with LLC2 into a 29-year facility lease agreement through 2043. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $1,032,223 has been recorded. For school year 2018/19, lease payments under this agreement totaled $1,038,839.

In 2017, RLS amended and restated its existing lease with LLC3 into a 35-year facility lease through 2052. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $800,624 has been recorded. For school year 2018/19, lease payments under this agreement totaled $911,237.

In 2011, ROMO entered into a 30-year lease with LLC4 through 2042. The lease was amended in July 2012. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $945,810 has been recorded. For school year 2018/19, lease payments under this agreement totaled $947,750.

In 2017, RDP amended and restated its existing lease with LLC5 into a 35-year facility lease through 2052. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $765,502 has been recorded. For school year 2018/19, lease payments under this agreement totaled $765,603.

In 2014, RBM entered into a 29-year facility lease agreement with LLC11 through 2043. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $1,103,935 has been recorded. For school year 2018/19, lease payments under this agreement totaled $1,124,591.

In 2012, RSA entered into a 15-year lease with LLC8 through 2027. The lease agreement was amended July 2012. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $719,565 has been recorded. For school year 2018/19, lease payments under this agreement totaled $715,590.
NOTE 11 RELATED PARTY TRANSACTIONS (CONTINUED)

Facility Leases (Continued)

In 2016, RSK entered into a 30-year facility lease agreement with LLC10 through 2046. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $956,760 has been recorded. For school year 2018/19, lease payments under this agreement totaled $1,029,924.

In 2014, RFZ entered into a 29-year facility lease agreement with LLC12 through 2043. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $1,408,961 has been recorded. For school year 2018/19, lease payments under this agreement totaled $1,343,011.

In 2016, RRS entered into a 30-year facility lease agreement with LLC16 through 2046. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $845,520 has been recorded. For school year 2018/19, lease payments under this agreement totaled $1,023,393.

In 2017, RDL entered into a 25-year facility lease agreement with LLC18 through 2032. Lease commencement occurred in August 2018. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $1,143,274 has been recorded. For school year 2018/19, lease payments under this agreement totaled $1,023,393.

In 2017, RNNE entered into a 35-year facility lease agreement with NLLC1 through 2052. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $572,704 has been recorded. For school year 2018/19, lease payments under this agreement totaled $575,000.

In 2019, RUA entered into a 30-year facility lease agreement with NLLC2 through 2049. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $830,891 has been recorded. For school year 2018/19, lease payments under this agreement totaled $643,074.

In June 2019, RTP entered into a 10-year facility lease agreement with LDMKE2 through 2029. Lease is effective July 1, 2019, thus no lease expense has been recorded and no lease payments were made for school year 2018/19.

In 2017, RSCP amended its original 10-year facility lease agreement with MLLC1. The new lease runs 35 years through 2052. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. Total lease expense of $423,312 has been recorded. For school year 2018/19, lease payments under this agreement totaled $426,226.

In 2019, RISE entered into a 37-year facility lease agreement with DLLC1 through 2056. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. For the year ended June 30, 2019 total lease expense of $2,506,439 has been recorded and lease payments totaled $1,728,007.
NOTE 11 RELATED PARTY TRANSACTIONS (CONTINUED)

In 2019, RLP entered into a 29-year facility lease, with DLLC2 through 2046. Due to an uneven payment schedule, lease expense is recorded on a straight-line basis over the life of the lease. For the year ended June 30, 2019 total lease expense of $2,445,739 has been recorded and lease payments totaled $1,918,053.

Future estimated payments under these leases as of June 30, 2019 are as follows:

<table>
<thead>
<tr>
<th></th>
<th>RMS</th>
<th>RSSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDP</th>
<th>RBM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>1,004,894</td>
<td>1,037,829</td>
<td>765,064</td>
<td>945,542</td>
<td>668,764</td>
<td>1,129,129</td>
</tr>
<tr>
<td>2021</td>
<td>1,005,461</td>
<td>1,031,890</td>
<td>750,447</td>
<td>946,063</td>
<td>656,056</td>
<td>1,128,415</td>
</tr>
<tr>
<td>2022</td>
<td>1,005,223</td>
<td>1,036,436</td>
<td>750,535</td>
<td>947,569</td>
<td>655,931</td>
<td>1,127,060</td>
</tr>
<tr>
<td>2023</td>
<td>1,007,628</td>
<td>1,040,018</td>
<td>747,100</td>
<td>947,800</td>
<td>653,779</td>
<td>1,130,463</td>
</tr>
<tr>
<td>2024</td>
<td>1,007,990</td>
<td>1,037,237</td>
<td>741,820</td>
<td>946,756</td>
<td>653,878</td>
<td>1,130,577</td>
</tr>
<tr>
<td>Thereafter</td>
<td>17,989,674</td>
<td>19,857,263</td>
<td>24,651,771</td>
<td>16,726,259</td>
<td>21,434,697</td>
<td>21,895,229</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$23,020,870</td>
<td>$25,040,673</td>
<td>$28,406,737</td>
<td>$21,459,989</td>
<td>$24,723,105</td>
<td>$27,340,873</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
<th>RRS</th>
<th>RDL</th>
<th>RNNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>724,918</td>
<td>1,013,722</td>
<td>1,375,032</td>
<td>1,005,920</td>
<td>951,315</td>
<td>575,000</td>
</tr>
<tr>
<td>2021</td>
<td>724,529</td>
<td>1,014,162</td>
<td>1,380,217</td>
<td>1,004,162</td>
<td>951,807</td>
<td>575,000</td>
</tr>
<tr>
<td>2022</td>
<td>723,929</td>
<td>1,013,542</td>
<td>1,379,039</td>
<td>1,003,542</td>
<td>1,020,688</td>
<td>575,000</td>
</tr>
<tr>
<td>2023</td>
<td>726,844</td>
<td>1,015,552</td>
<td>1,394,328</td>
<td>1,005,552</td>
<td>1,180,137</td>
<td>575,000</td>
</tr>
<tr>
<td>2024</td>
<td>724,678</td>
<td>1,015,458</td>
<td>1,414,378</td>
<td>1,005,458</td>
<td>1,176,719</td>
<td>575,000</td>
</tr>
<tr>
<td>Thereafter</td>
<td>13,683,720</td>
<td>18,152,182</td>
<td>28,325,706</td>
<td>17,932,181</td>
<td>34,040,063</td>
<td>16,099,998</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$17,308,618</td>
<td>$23,224,618</td>
<td>$35,268,700</td>
<td>$22,955,987</td>
<td>$39,320,729</td>
<td>$18,974,998</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>RUA</th>
<th>RTP</th>
<th>RSCP</th>
<th>RISE</th>
<th>RLP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>504,396</td>
<td>70,215</td>
<td>425,000</td>
<td>1,882,036</td>
<td>1,918,053</td>
<td>15,996,001</td>
</tr>
<tr>
<td>2021</td>
<td>504,546</td>
<td>268,700</td>
<td>425,000</td>
<td>1,875,601</td>
<td>1,918,053</td>
<td>16,160,109</td>
</tr>
<tr>
<td>2022</td>
<td>504,697</td>
<td>478,801</td>
<td>425,000</td>
<td>1,880,888</td>
<td>1,918,053</td>
<td>16,445,933</td>
</tr>
<tr>
<td>2023</td>
<td>504,850</td>
<td>478,801</td>
<td>425,000</td>
<td>1,862,963</td>
<td>1,961,209</td>
<td>16,657,024</td>
</tr>
<tr>
<td>2024</td>
<td>505,005</td>
<td>478,801</td>
<td>425,000</td>
<td>1,861,300</td>
<td>2,005,337</td>
<td>16,705,392</td>
</tr>
<tr>
<td>Thereafter</td>
<td>12,637,737</td>
<td>-</td>
<td>11,865,584</td>
<td>59,644,760</td>
<td>57,551,498</td>
<td>392,288,322</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>$1,775,318</td>
<td>$13,990,584</td>
<td>$69,007,548</td>
<td>$67,272,203</td>
<td>$474,252,781</td>
</tr>
</tbody>
</table>

Rocketship Education Wisconsin Inc. Line of Credit from RSN

In 2014, Rocketship Education Wisconsin Inc. entered into a revolving line of credit agreement (RSW LOC) with RSN in the amount of $650,000 to support the operation of RSCP. The agreement was amended June 30, 2015, and extended to $1.5 million. Interest is charged at a LIBOR based rate, not to exceed 4.0% on outstanding balances under the facility. On June 30, 2014 an advance of $650,000 was issued, followed by an advance of $850,000 on June 30, 2015, totaling $1.5 million. During school year 2017/18 and 2018/19, RSCP paid RSN quarterly interest payments totaling $60,000 per year.
NOTE 11 RELATED PARTY TRANSACTIONS (CONTINUED)

Management Services

RMS, RSSP, RLS, ROMO, RDP, RBM, RSA, RSK, RFZ, RRWC, RRS, RFA, RDL, RNNE, RUA, RSC, RISE, and RLP all receive management and support services from RSN for which they pay management fees.

For the year ended June 30, 2019, management fees were as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mateo Sheedy</td>
<td>974,322</td>
</tr>
<tr>
<td>Si Se Puede</td>
<td>824,549</td>
</tr>
<tr>
<td>Los Suenos</td>
<td>885,047</td>
</tr>
<tr>
<td>Mosaic</td>
<td>1,155,999</td>
</tr>
<tr>
<td>Discovery</td>
<td>911,781</td>
</tr>
<tr>
<td>Brilliant Minds</td>
<td>1,176,563</td>
</tr>
<tr>
<td>Alma</td>
<td>902,831</td>
</tr>
<tr>
<td>Spark</td>
<td>1,122,668</td>
</tr>
<tr>
<td>Rising Stars</td>
<td>1,132,110</td>
</tr>
<tr>
<td>Fuerza Community</td>
<td>1,188,300</td>
</tr>
<tr>
<td>Delta Legacy</td>
<td>658,701</td>
</tr>
<tr>
<td>Futuro</td>
<td>646,251</td>
</tr>
<tr>
<td>Redwood City</td>
<td>423,457</td>
</tr>
<tr>
<td>Nashville NE</td>
<td>708,348</td>
</tr>
<tr>
<td>United</td>
<td>919,036</td>
</tr>
<tr>
<td>Wisconsin Schools</td>
<td>790,752</td>
</tr>
<tr>
<td>D.C. Schools</td>
<td>2,543,390</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$16,964,105</strong></td>
</tr>
</tbody>
</table>

Donated Services

RSN provided certain organizational support services, including accounting, finance, and human resources, as well as shared office space to Launchpad (Donated Services) during the year. For the year ended June 30, 2019, the amount of Donated Services recorded from RSN to Launchpad was $375,000.

NOTE 12 COMMITMENTS AND CONTINGENCIES

RSEA has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, management believes all compliance requirements have been met.
NOTE 13 FUNCTIONALIZED EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting functions. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, printing and postage, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.
SUPPLEMENTARY INFORMATION
Rocketship Education (RSED) is a California nonprofit public benefit corporation that was incorporated in 2006 and is organized to manage, operate, guide, direct, and promote a network of public elementary charter schools.

California Charter Schools:
Rocketship Si Se Puede Academy (RSSP), chartered by the Santa Clara County Office of Education, Charter Number: 1061 – Established 2009, Expires 2022
Rocketship Los Suenos Academy (RLS), chartered by the Santa Clara County Office of Education, Charter Number: 1127 – Established 2009, Expires 2020
Rocketship Mosaic Elementary School (ROMO), chartered by the Franklin-McKinley Elementary School District, Charter Number: 1192 – Established 2011, Expires 2021
Rocketship Alma Academy (RSA), chartered by the Santa Clara County Office of Education, Charter Number: 1394 – Established 2012, Expires 2022
Rocketship Spark Academy (RSK), chartered by the Franklin-McKinley Elementary School District, Charter Number: 1526 – Established 2013, Expires 2023
Rocketship Redwood City Prep (RRWC), chartered by the Redwood City Elementary School District, Charter Number: 1736 – Established 2015, Expires 2024
Rocketship Futuro Academy (RFA), chartered by the State Board of Education, Charter Number: 1805 – Established 2016, Expires 2021
Rocketship Delta Prep (RDL), chartered by the Antioch Unified School District, Charter Number: 1965 – Expires 2023

Tennessee Charter Schools:
Rocketship Nashville Northeast Elementary (RNNE)
Rocketship United Academy (RUA)

Wisconsin Charter Schools (Operated by Rocketship Education Wisconsin, Inc.):
Rocketship Southside Community Prep (RSCP)
Rocketship Transformation Prep (RTP)

Washington, DC Charter Schools (Operated by Rocketship Education D.C. Public Charter School, Inc.):
Rocketship Rise Academy (RISE)
Rocketship Legacy Prep (RLP)
BOARD OF DIRECTORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Term Expires (2-Year Term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred Ferrer</td>
<td>President</td>
<td>2020</td>
</tr>
<tr>
<td>Louis Jordan</td>
<td>Treasurer</td>
<td>2021</td>
</tr>
<tr>
<td>Alex Terman</td>
<td>Member</td>
<td>2020</td>
</tr>
<tr>
<td>Deborah McGriff</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Greg Stanger</td>
<td>Member</td>
<td>2020</td>
</tr>
<tr>
<td>Raymond Raven</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Ralph Weber</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Jolene Sloter</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>David Kaval</td>
<td>Member</td>
<td>2020</td>
</tr>
<tr>
<td>Jean-Claude Brizard</td>
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<td>2019</td>
</tr>
<tr>
<td>June Nwabara</td>
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<td>2019</td>
</tr>
<tr>
<td>Charmaine Detweiler</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Julia Stiglitz</td>
<td>Member</td>
<td>2021</td>
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ADMINISTRATION

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<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Preston Smith</td>
<td>Co-Founder, CEO and President</td>
</tr>
<tr>
<td>Keysha Bailey</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>Lynn Liao</td>
<td>Chief Programs Officer</td>
</tr>
<tr>
<td>Carolyn Davies Lynch</td>
<td>Vice President, Operations</td>
</tr>
<tr>
<td>Cheye Calvo</td>
<td>Chief Growth and Community Engagement Officer</td>
</tr>
<tr>
<td>Christopher Murphy</td>
<td>Vice President, Marketing and Communications</td>
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## ASSETS

### CURRENT ASSETS

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<tr>
<th></th>
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<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
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### LONG-TERM ASSETS

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### LIABILITIES AND NET ASSETS

### CURRENT LIABILITIES

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<th>Si Se Puede</th>
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<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total Page 1</th>
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<td>Accounts Payable and Accrued Liabilities</td>
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### LONG-TERM LIABILITIES

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<th>Discovery</th>
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### NET ASSETS

#### Without Donor Restrictions

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<th>California</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total Page 1</th>
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<tbody>
<tr>
<td>Without Donor Restrictions</td>
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<td>3,275,524</td>
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<td>587,275</td>
<td>2,504,744</td>
<td>26,094,756</td>
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<td>9,512,424</td>
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<td>3,442,796</td>
<td>3,022,604</td>
<td>3,749,389</td>
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<td>2,504,744</td>
<td>26,094,756</td>
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#### With Donor Restrictions

<table>
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<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total Page 1</th>
</tr>
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<tbody>
<tr>
<td>Total Liabilities and Net Assets</td>
<td>$ 13,968,652</td>
<td>$ 3,650,100</td>
<td>$ 4,312,345</td>
<td>$ 3,443,536</td>
<td>$ 5,183,930</td>
<td>$ 2,385,950</td>
<td>$ 3,970,404</td>
<td>$ 36,914,917</td>
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See accompanying Auditors' Report and the Notes to Supplementary Information.
**ROCKETSHIP EDUCATION AND ITS AFFILIATES**  
**CONSOLIDATING STATEMENT OF FINANCIAL POSITION – SCHOOLS (CONTINUED)**  
**JUNE 30, 2019**

### ASSETS

<table>
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<th></th>
<th>Alma</th>
<th>Spark</th>
<th>Fuerza</th>
<th>Redwood City</th>
<th>Rising Stars</th>
<th>Delta</th>
<th>Futuro</th>
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### LIABILITIES AND NET ASSETS

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<th></th>
<th>Alma</th>
<th>Spark</th>
<th>Fuerza</th>
<th>Redwood City</th>
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<th>Delta</th>
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<td>2,306,534</td>
<td>3,802,760</td>
<td>1,205,926</td>
<td>140,156</td>
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See accompanying Auditors’ Report and the Notes to Supplementary Information.
### ASSETS

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<th>Wisconsin</th>
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#### LIABILITIES AND NET ASSETS

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<th>United</th>
<th>Partners Community</th>
<th>Eliminations</th>
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<td></td>
<td></td>
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<tr>
<td>Without Donor Restrictions</td>
<td>36,679,774</td>
<td>(667,211)</td>
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<td>(653,162)</td>
<td>-</td>
<td>35,363,989</td>
<td>(2,176,842)</td>
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<td>(667,211)</td>
<td>4,588</td>
<td>(653,162)</td>
<td>-</td>
<td>35,363,989</td>
<td>(2,089,392)</td>
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<td>$463,006</td>
<td>$4,386,309</td>
<td>$51,425,468</td>
<td>$1,529,784</td>
<td>$4,532,495</td>
<td>(6,573,971)</td>
<td>$50,913,776</td>
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See accompanying Auditors’ Report and the Notes to Supplementary Information.
### WITHOUT DONOR RESTRICTION

#### REVENUES

<table>
<thead>
<tr>
<th></th>
<th>National</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Sueños</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total Page 1</th>
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</thead>
<tbody>
<tr>
<td>LCFF State Aid &amp; Property Tax Revenue</td>
<td>$ -</td>
<td>$ 4,943,428</td>
<td>$ 4,259,541</td>
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<tr>
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#### EXPENSES

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<th>Los Sueños</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total Page 1</th>
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<td>949,451</td>
<td>1,298,601</td>
<td>978,173</td>
<td>1,260,402</td>
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#### INCREASE (DECREASE) IN NET ASSETS WITHOUT DONOR RESTRICTION

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<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Sueños</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total Page 1</th>
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<tr>
<td>(296,185)</td>
<td>251,376</td>
<td>(19,305)</td>
<td>369,721</td>
<td>380,837</td>
<td>85,997</td>
<td>886,368</td>
<td>1,658,809</td>
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#### NET ASSETS WITH DONOR RESTRICTION

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<th>Si Se Puede</th>
<th>Los Sueños</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total Page 1</th>
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<tbody>
<tr>
<td>Amounts Released from Restriction</td>
<td>(92,384)</td>
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#### INCREASE (DECREASE) IN NET ASSETS WITH DONOR RESTRICTION

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<th>Si Se Puede</th>
<th>Los Sueños</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total Page 1</th>
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<tbody>
<tr>
<td>(92,384)</td>
<td>-</td>
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#### INCREASE (DECREASE) IN NET ASSETS

<table>
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<th>Los Sueños</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total Page 1</th>
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<td>(388,569)</td>
<td>251,376</td>
<td>(19,305)</td>
<td>369,721</td>
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<td>85,997</td>
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#### Net Assets, Beginning of Year

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<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total Page 1</th>
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#### NET ASSETS, END OF YEAR

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<th>Los Sueños</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total Page 1</th>
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<td>$ 3,442,796</td>
<td>$ 3,022,604</td>
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<td>$ 2,504,744</td>
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See accompanying Auditors’ Report and the Notes to Supplementary Information.
## WITHOUT DONOR RESTRICTION

### REVENUES

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<th>Spark</th>
<th>Fuerza</th>
<th>Redwood City</th>
<th>Rising Stars</th>
<th>Delta</th>
<th>Futuro</th>
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<td>$3,855,640</td>
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<td>-</td>
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<tr>
<td>Other State Revenue</td>
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<td>312,006</td>
<td>712,851</td>
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<td>50,441</td>
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<td>689,368</td>
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<td>-</td>
<td>-</td>
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</tr>
<tr>
<td><strong>Total Without Donor Restriction Revenues</strong></td>
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<td>$8,145,048</td>
<td>$6,379,969</td>
<td>$4,915,565</td>
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### EXPENSES

#### Program Expenses:
- Educational Programs
- Supporting Services:
  - Administration and General
  - Fundraising
- **Total Supporting Services**
- **Total Without Donor Restriction Revenues**
- **Total Expenses**

### INCREASE (DECREASE) IN NET ASSETS WITHOUT DONOR RESTRICTION

<table>
<thead>
<tr>
<th>Source</th>
<th>Alma</th>
<th>Spark</th>
<th>Fuerza</th>
<th>Redwood City</th>
<th>Rising Stars</th>
<th>Delta</th>
<th>Futuro</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCREASE (DECREASE) IN NET ASSETS</td>
<td>1,658,809</td>
<td>127,151</td>
<td>934,768</td>
<td>748,297</td>
<td>401,497</td>
<td>1,198,163</td>
<td>353,334</td>
<td>418,874</td>
</tr>
<tr>
<td>WITH DONOR RESTRICTION</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Amounts Released from Restriction</td>
<td>(92,384)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>INCREASE (DECREASE) IN NET ASSETS WITH DONOR RESTRICTION</strong></td>
<td>(92,384)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### INCREASE (DECREASE) IN NET ASSETS

<table>
<thead>
<tr>
<th>Source</th>
<th>Alma</th>
<th>Spark</th>
<th>Fuerza</th>
<th>Redwood City</th>
<th>Rising Stars</th>
<th>Delta</th>
<th>Futuro</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCREASE (DECREASE) IN NET ASSETS</td>
<td>1,566,425</td>
<td>127,151</td>
<td>934,768</td>
<td>748,297</td>
<td>401,497</td>
<td>1,198,163</td>
<td>353,334</td>
<td>418,874</td>
</tr>
<tr>
<td>Net Assets, Beginning of Year</td>
<td>24,528,331</td>
<td>2,179,383</td>
<td>2,867,992</td>
<td>457,629</td>
<td>(261,341)</td>
<td>1,073,880</td>
<td>140,819</td>
<td>(55,428)</td>
</tr>
<tr>
<td><strong>NET ASSETS, END OF YEAR</strong></td>
<td>$26,094,756</td>
<td>$2,306,534</td>
<td>$3,802,760</td>
<td>$1,205,926</td>
<td>$140,156</td>
<td>$2,272,043</td>
<td>$494,153</td>
<td>$363,446</td>
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</tbody>
</table>
## ROCKETSHIP EDUCATION AND ITS AFFILIATES
### CONSOLIDATING STATEMENT OF ACTIVITIES – SCHOOLS (CONTINUED)
#### YEAR ENDED JUNE 30, 2019

| WITHOUT DONOR RESTRICTION | Tennessee |  |
|---------------------------|-----------|
|                            | From Page 2 | Nashville NE | United | Partners Community | Eliminations | RSED Total | Wisconsin | DC | Eliminations | Total |
| **REVENUES**              |           |              |        |                   |              |           |           |     |              |       |
| LCFF State Aid & Property Tax Revenue | $ 63,871,048 | $ - | $ - | $ - | $ - | $ 63,871,048 | $ - | $ - | $ - | $ 63,871,048 |
| Apportionment Revenue     | - | 4,339,243 | 5,707,804 | - | - | 10,047,047 | 4,671,498 | 15,241,532 | - | 29,960,397 |
| Other State Revenue       | 15,179,128 | - | - | - | - | 15,179,128 | 126,624 | 6,035,843 | - | 21,341,595 |
| Federal Revenue           | 8,721,921 | 741,348 | 836,876 | - | - | 10,300,145 | 1,268,547 | 1,405,458 | - | 12,974,150 |
| Other Local Revenue       | 19,564,851 | 306,355 | 709,444 | 8,418 | (15,599,616) | 4,989,452 | 10,459 | 1,845,631 | (3,334,142) | 3,511,400 |
| Contributions             | 4,626,719 | 22,356 | 10,352 | - | - | 4,661,427 | 237,061 | 562,661 | - | 5,461,149 |
| Amounts Released from Restriction | 92,384 | - | - | - | - | 92,384 | 542,296 | 165,000 | - | 799,680 |
| **Total Without Donor Restriction Revenues** | $112,058,051 | $5,409,302 | $7,264,476 | $8,418 | (15,599,616) | $109,140,631 | $6,856,485 | $25,256,445 | (3,334,142) | $137,919,419 |

<table>
<thead>
<tr>
<th>EXPENSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Expenses:</td>
<td></td>
</tr>
<tr>
<td>Educational Programs</td>
<td>71,098,808</td>
</tr>
<tr>
<td>Supporting Services:</td>
<td></td>
</tr>
<tr>
<td>Administration and General</td>
<td>34,836,549</td>
</tr>
<tr>
<td>Fundraising</td>
<td>281,801</td>
</tr>
<tr>
<td><strong>Total Supporting Services</strong></td>
<td>35,118,350</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>106,217,158</td>
</tr>
</tbody>
</table>

| INCREASE (DECREASE) IN NET ASSETS |  |
| WITHOUT DONOR RESTRICTION |  |
| 5,840,893 | (199,679) | 797,277 | 1,135 | - | 6,439,626 | (110,080) | 405,148 | - | 6,734,694 |
| NET ASSETS WITH DONOR RESTRICTION |  |
| Amounts Released from Restriction | (92,384) | - | - | - | - | (92,384) | 542,296 | (165,000) | - | (799,680) |
| INCREASE (DECREASE) IN NET ASSETS WITH DONOR RESTRICTION | (92,384) | - | - | - | - | (92,384) | 542,296 | (165,000) | - | (799,680) |
| 5,748,509 | (199,679) | 797,277 | 1,135 | - | 6,347,242 | (652,376) | 240,148 | - | 5,935,014 |

| Net Assets, Beginning of Year |  |
| 30,931,265 | (467,532) | (792,889) | (654,297) | - | 29,016,747 | (1,437,016) | (1,964,816) | - | 25,614,915 |
| NET ASSETS, END OF YEAR |  |
| $ 36,679,774 | $ (667,211) | $ 4,588 | $ (653,162) | - | $ 35,363,989 | $ (2,089,392) | $ (1,724,668) | - | $ 31,549,929 |

See accompanying Auditors' Report and the Notes to Supplementary Information.

(36)
# Rocketship Education and Its Affiliates
## Consolidating Statement of Cash Flows – Schools
### Year Ended June 30, 2019

<table>
<thead>
<tr>
<th>California</th>
<th>National</th>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASH FLOWS FROM OPERATING ACTIVITIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in Net Assets</td>
<td>$(388,569)</td>
<td>$251,376</td>
<td>$(19,305)</td>
<td>$369,721</td>
<td>$380,837</td>
<td>$85,997</td>
<td>$886,368</td>
<td>$1,566,425</td>
</tr>
<tr>
<td>Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>98,500</td>
<td>39,396</td>
<td>28,946</td>
<td>28,214</td>
<td>31,189</td>
<td>30,041</td>
<td>4,839</td>
<td>261,125</td>
</tr>
<tr>
<td>(Increase) Decrease in Operating Assets:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>147,187</td>
<td>(388,214)</td>
<td>(132,979)</td>
<td>270,313</td>
<td>(24,309)</td>
<td>762,922</td>
<td>24,700</td>
<td>679,620</td>
</tr>
<tr>
<td>Grants Receivable</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Prepaid Expenses and Deposits</td>
<td>(146,887)</td>
<td>127,316</td>
<td>(15,486)</td>
<td>(128,695)</td>
<td>10,432</td>
<td>10,920</td>
<td>(5,196)</td>
<td>(146,596)</td>
</tr>
<tr>
<td>Increase (Decrease) in Operating Liabilities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>808,067</td>
<td>105,544</td>
<td>108,937</td>
<td>77,510</td>
<td>164,234</td>
<td>(43,594)</td>
<td>46,372</td>
<td>1,268,070</td>
</tr>
<tr>
<td>Deferred Revenue</td>
<td>-</td>
<td>(110,731)</td>
<td>-</td>
<td>(26,220)</td>
<td>(29,001)</td>
<td>(29,000)</td>
<td>(49,874)</td>
<td>(244,826)</td>
</tr>
<tr>
<td>Deferred Rent Liability</td>
<td>-</td>
<td>(30)</td>
<td>(6,615)</td>
<td>-</td>
<td>(1,941)</td>
<td>-</td>
<td>(20,656)</td>
<td>(29,242)</td>
</tr>
<tr>
<td>Net Cash Flows from Operating Activities</td>
<td>520,298</td>
<td>24,657</td>
<td>(36,502)</td>
<td>590,843</td>
<td>531,441</td>
<td>837,286</td>
<td>886,553</td>
<td>3,354,576</td>
</tr>
</tbody>
</table>

| **CASH FLOWS FROM INVESTING ACTIVITIES** | | | | | | | | |
| Purchase of Property, Plant, and Equipment | - | - | - | - | - | - | - | - |
| Net Cash Flows from Investing Activities | - | - | - | - | - | - | - | - |

| **CASH FLOWS FROM FINANCING ACTIVITIES** | | | | | | | | |
| Intracompany Loans | (423,080) | (4,067) | (13,924) | (43,680) | (50,512) | (494,375) | 10,360 | (1,019,278) |
| Proceeds from Debt | - | - | - | - | - | - | - | - |
| Repayment of Debt | - | - | - | - | - | - | - | - |
| Net Cash Flows from Financing Activities | (423,080) | (4,067) | (13,924) | (43,680) | (50,512) | (494,375) | 10,360 | (1,019,278) |

| **NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS** | | | | | | | | |
| 97,218 | 20,590 | (50,426) | 547,163 | 480,929 | 342,911 | 885,754 | 2,324,139 |
| Cash and Cash Equivalents, Beginning of Year | 2,294,190 | 1,046,446 | 2,773,820 | 1,061,482 | 3,327,002 | 346,290 | 2,074,410 | 12,923,640 |
| CASH AND CASH EQUIVALENTS, END OF YEAR | $2,391,408 | $1,067,036 | $2,723,394 | $1,608,645 | $3,807,931 | $689,201 | $2,960,164 | $15,247,779 |

| **SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION** | | | | | | | | |
| Cash Paid for Interest | $8,001 | - | - | - | - | - | - | $8,001 |

See accompanying Auditors’ Report and the Notes to Supplementary Information.

(37)
### CASH FLOWS FROM OPERATING ACTIVITIES

<table>
<thead>
<tr>
<th>California</th>
<th>From Page 1</th>
<th>Alma</th>
<th>Spark</th>
<th>Fuerza</th>
<th>Redwood City</th>
<th>Rising Stars</th>
<th>Delta</th>
<th>Futuro</th>
<th>Total Page 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Net Assets</td>
<td>$1,566,425</td>
<td>$127,151</td>
<td>$934,768</td>
<td>$748,297</td>
<td>$401,497</td>
<td>$1,198,163</td>
<td>$353,334</td>
<td>$418,874</td>
<td>$5,748,509</td>
</tr>
<tr>
<td>Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>261,125</td>
<td>18,929</td>
<td>6,246</td>
<td>4,282</td>
<td>7,838</td>
<td>2,980</td>
<td>16,502</td>
<td>(14,572)</td>
<td>303,330</td>
</tr>
<tr>
<td>(Increase) Decrease in Operating Assets:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>679,620</td>
<td>(68,323)</td>
<td>(417,826)</td>
<td>(442,067)</td>
<td>64,817</td>
<td>(494,401)</td>
<td>(1,271,559)</td>
<td>(105,210)</td>
<td>(2,054,849)</td>
</tr>
<tr>
<td>Grants Receivable</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Prepaid Expenses and Deposits</td>
<td>(146,596)</td>
<td>(23,641)</td>
<td>(88,700)</td>
<td>(20,382)</td>
<td>4,186</td>
<td>(193,865)</td>
<td>(6,835)</td>
<td>(46,641)</td>
<td>(522,474)</td>
</tr>
<tr>
<td>Increase (Decrease) in Operating Liabilities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>1,268,070</td>
<td>151,854</td>
<td>132,188</td>
<td>189,433</td>
<td>(32,055)</td>
<td>87,169</td>
<td>280,861</td>
<td>240,880</td>
<td>2,318,400</td>
</tr>
<tr>
<td>Deferred Revenue</td>
<td>(244,826)</td>
<td>(78,677)</td>
<td>(49,667)</td>
<td>(15,920)</td>
<td>-</td>
<td>181</td>
<td>-</td>
<td>(23,466)</td>
<td>(412,375)</td>
</tr>
<tr>
<td>Deferred Rent Liability</td>
<td>(29,242)</td>
<td>3,976</td>
<td>(1)</td>
<td>33,243</td>
<td>-</td>
<td>-</td>
<td>631,605</td>
<td>-</td>
<td>639,581</td>
</tr>
<tr>
<td>Net Cash Flows from Operating Activities</td>
<td>3,354,576</td>
<td>131,269</td>
<td>517,008</td>
<td>496,886</td>
<td>446,283</td>
<td>660,227</td>
<td>3,908</td>
<td>499,865</td>
<td>6,030,022</td>
</tr>
</tbody>
</table>

### CASH FLOWS FROM INVESTING ACTIVITIES

| | | | \_ | \_ | \_ | \_ | \_ | \_ |
|-----------|-------------|------|-------|--------|--------------|--------------|-------|--------|--------------|
| Purchase of Property, Plant, and Equipment | (11,159) | (19,011) | (15,325) | - | - | - | (97,500) | - | (142,995) |
| Net Cash Flows from Investing Activities | (11,159) | (19,011) | (15,325) | - | - | - | (97,500) | - | (142,995) |

### CASH FLOWS FROM FINANCING ACTIVITIES

| | | | \_ | \_ | \_ | \_ | \_ | \_ |
|-----------|-------------|------|-------|--------|--------------|--------------|-------|--------|--------------|
| Intracompany Loans | (1,019,278) | 59,622 | (55,410) | 22,273 | (325,000) | (87,176) | 267,495 | (485,872) | (1,623,346) |
| Proceeds from Debt | - | - | - | - | - | - | 250,000 | - | 250,000 |
| Repayment of Debt | - | - | - | - | - | - | - | (125,000) | (166,880) |
| Net Cash Flows from Financing Activities | (1,019,278) | 59,622 | (55,410) | 22,273 | (366,767) | (87,180) | 517,495 | (610,872) | (1,540,026) |

### NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS

| | \_ | \_ | \_ | \_ | \_ | \_ | \_ | \_ |
|-----------|------------------|------|-------|--------|--------------|--------------|-------|--------|--------------|
| Cash and Cash Equivalents - Beginning of Year | 2,324,139 | 171,880 | 446,273 | 519,159 | 79,907 | 513,047 | 423,903 | (141,007) | 4,337,001 |
| Cash and Cash Equivalents - End of Year | 12,923,640 | 1,378,581 | 2,634,846 | 1,658,643 | 246,586 | 1,041,362 | 4,679 | 462,513 | 20,350,850 |

### CASH AND CASH EQUIVALENTS - END OF YEAR

<table>
<thead>
<tr>
<th>California</th>
<th>From Page 1</th>
<th>Alma</th>
<th>Spark</th>
<th>Fuerza</th>
<th>Redwood City</th>
<th>Rising Stars</th>
<th>Delta</th>
<th>Futuro</th>
<th>Total Page 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15,247,779</td>
<td>$1,550,461</td>
<td>$3,081,119</td>
<td>$2,177,802</td>
<td>$326,193</td>
<td>$1,554,409</td>
<td>$428,582</td>
<td>$321,506</td>
<td>$24,687,851</td>
<td></td>
</tr>
</tbody>
</table>

### SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION

| | California | From Page 1 | Alma | Spark | Fuerza | Redwood City | Rising Stars | Delta | Futuro | Total Page 2 |
|-----------|-------------|------|-------|--------|--------------|--------------|-------|--------|--------------|
| Cash Paid for Interest | $8,001 | - | - | - | - | $24 | 1,050 | - | 9,075 |
ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF CASH FLOWS – SCHOOLS (CONTINUED)
YEAR ENDED JUNE 30, 2019

<table>
<thead>
<tr>
<th>TENNESSEE</th>
<th>FROM PAGE 2</th>
<th>NASHVILLE NE</th>
<th>UNITED</th>
<th>PARTNERS COMMUNITY</th>
<th>RSED TOTAL</th>
<th>WISCONSIN</th>
<th>DC</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASH FLOWS FROM OPERATING ACTIVITIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in Net Assets $</td>
<td>5,748,509</td>
<td>$ (199,679)</td>
<td>797,277</td>
<td>$ 1,135</td>
<td>$ 6,347,242</td>
<td>$ (652,376)</td>
<td>240,148</td>
<td>$ 5,935,014</td>
</tr>
<tr>
<td>Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>303,330</td>
<td>3,085</td>
<td>3,385</td>
<td>4,615</td>
<td>314,415</td>
<td>11,085</td>
<td></td>
<td>325,500</td>
</tr>
<tr>
<td>(Increase) Decrease in Operating Assets:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>(2,054,949)</td>
<td>(72,759)</td>
<td>27,271</td>
<td>1,573</td>
<td>(2,098,864)</td>
<td>(500,179)</td>
<td>428,358</td>
<td>(3,027,401)</td>
</tr>
<tr>
<td>Grants Receivable</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Prepaid Expenses and Deposits</td>
<td>522,474</td>
<td>12,030</td>
<td>19,777</td>
<td>13,648</td>
<td>501,079</td>
<td>30,929</td>
<td>9,891</td>
<td>522,117</td>
</tr>
<tr>
<td>Increase (Decrease) in Operating Liabilities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>2,318,400</td>
<td>188,907</td>
<td>(32,534)</td>
<td>(142,801)</td>
<td>2,331,972</td>
<td>(8,303)</td>
<td>(1,029)</td>
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ROCKETSHIP EDUCATION AND ITS AFFILIATES  
SCHEDULE OF INSTRUCTIONAL MINUTES)  
YEAR ENDED JUNE 30, 2019

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See accompanying Auditors' Report and the Notes to Supplementary Information. (40)
## ROCKETSHIP EDUCATION AND ITS AFFILIATES
SCHEDULE OF INSTRUCTIONAL MINUTES – CALIFORNIA (CONTINUED)
YEAR ENDED JUNE 30, 2019

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See accompanying Auditors’ Report and the Notes to Supplementary Information.
ROCKETSHIP EDUCATION AND ITS AFFILIATES
SCHEDULE OF AVERAGE DAILY ATTENDANCE – CALIFORNIA
YEAR ENDED JUNE 30, 2019

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| Grand Total | 6,244.06        | 6,257.97        | 6,218.41                    | 6,242.56                    |

See accompanying Auditors’ Report and the Notes to Supplementary Information.
ROCKETSHIP EDUCATION AND ITS AFFILIATES
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2019

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<tr>
<th>Mateo Sheedy</th>
<th>Si Se Puede</th>
<th>Los Suenos</th>
<th>Mosaic</th>
<th>Discovery</th>
<th>Brilliant Minds</th>
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Increase (Decrease) of Fund Balance (Net Assets):
- Cash and cash equivalents: (25,984) (19,113) (26,969) (53,784) (41,255) (28,016)
- Accounts receivable: (3,896) (3,897) (14,396) (166) (1,563) (3,897)
- Prepaid expenses and deposits: 53 - - - - -
- Accounts payable: 12,771 7,815 14,555 (26,213) 28,512 17,541
  Net Adjustments and Reclassifications: (17,056) (15,195) (26,810) (80,163) (14,306) (14,372)

June 30, 2019 Audited Financial Statement
Fund Balances (Net Assets) $ 3,275,524 $ 3,442,796 $ 3,022,604 $ 3,749,389 $ 587,275 $ 2,504,744

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<th>Alma</th>
<th>Spark</th>
<th>Fuerza</th>
<th>Redwood City</th>
<th>Rising Stars</th>
<th>Delta</th>
<th>Futuro</th>
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<td>$ 2,319,051</td>
<td>$ 3,883,384</td>
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Increase (Decrease) of Fund Balance (Net Assets):
- Cash and cash equivalents: (42,962) (49,928) (28,396) 4,913 21,513 (14,302) (140,267)
- Accounts receivable: (3,892) (3,838) (3,896) (3,467) (4,931) (3,007) (34,742)
- Accounts payable: 34,337 (26,858) 23,333 16,614 26,653 (195) (66,801)
- Current portion of loans payable: - - - (62,500) (62,500) (62,500) (62,500)
- Accrued interest: - - (4,344) (4,243) (3,835) (250) (3,835)
- Intracompany payable: - - - (150,000) - - -
- Loans payable: - - - (100,000) 3,839 62,750 (162,500)
  Net Adjustments and Reclassifications: (12,517) (80,624) (13,303) (298,683) (19,261) (17,504) (470,645)

June 30, 2019 Audited Financial Statement
Fund Balances (Net Assets) $ 2,306,534 $ 3,802,760 $ 1,205,926 $ 140,156 $ 2,272,043 $ 494,153 $ 363,446

*RRWC Redwood City (RRWC) and Futuro (RFA) reported their unaudited actuals on the modified accrual basis of accounting and some of the variances shown are a result of the audited consolidated financial statements presented on the accrual basis of accounting.

See accompanying Auditors’ Report and the Notes to Supplementary Information.
## Schedule of Expenditures of Federal Awards

### Year Ended June 30, 2019

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<th>RSSP</th>
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**N/A – Not Available**

See accompanying Auditors' Report and the Notes to Supplementary Information.
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See accompanying Auditors' Report and the Notes to Supplementary Information.
ROCKETSHIP EDUCATION AND ITS AFFILIATES  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)  
YEAR ENDED JUNE 30, 2019

| Federal Grantor/Pass-Through Grantor Program or Cluster Title | Federal CFDA Program or Cluster Title Number | PTID | RSN | RMS | RSSP | RLS | ROMO | RDP | RBM | Delta | RSA | Total Page |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pass Through Program From: California Department of Education Title III - Immigrant Education Program | 84.365 | 15146 | $ - | $ - | $ - | $ - | $ 3,737 | $ 2,655 | $ - | $ - | $ - | $ 6,392 | 220,157 |
| Metro Nashville Public Schools Title III | 84.365 | 14356 | - | 24,782 | 30,871 | 30,551 | 39,310 | 32,901 | 35,357 | - | $ 26,385 | - | 220,157 |
| Wisconsin Department of Public Instruction Title III | 84.365 | N/A | - | - | - | - | - | - | - | - | - | - | - |
| Title III Totals | 84.365 | N/A | - | 24,782 | 30,871 | 30,551 | 43,047 | 35,556 | 35,357 | - | $ 26,385 | - | 220,157 |
| Pass Through Program From: U.S. Department of Education Wisconsin Department of Public Instruction DC State Board of Education Title IV | 84.027A | N/A | - | 16,870 | 14,867 | 14,811 | 14,842 | 13,181 | 15,449 | - | $ 14,716 | 104,735 | 104,735 |
| Charter School Grant Charter School Program Cluster | 84.282M | 26,141 | - | - | - | - | - | - | - | - | - | 546,947 | $ 573,088 |
| DC State Board of Education Scholarships for Opportunity and Results | 84.370C | N/A | - | - | - | - | - | - | - | - | - | - | - |
| Wisconsin Department of Public Instruction Special Education IDEA DC State Board of Education Special Education IDEA | 84.027 | N/A | - | - | - | - | - | - | - | - | - | - | - |
| Special Education IDEA Totals | 84.027 | N/A | - | 79,290 | 61,175 | 67,306 | 79,987 | 70,372 | 79,290 | - | $ 71,487 | 508,907 |
| Pass Through Program From: Wisconsin Department of Public Instruction Special Education IDEA Preschool Special Education IDEA Preschool Totals Special IDEA Education Cluster | 84.173 | N/A | - | 79,290 | 61,175 | 67,306 | 79,987 | 70,372 | 79,290 | - | $ 71,487 | 508,907 |
| Total U.S Department of Education | 26,141 | 361,363 | 332,765 | 339,092 | 368,304 | 323,371 | 361,192 | 685,248 | 339,494 | - | $ 3,156,970 | - | - |

See accompanying Auditors' Report and the Notes to Supplementary Information.
### SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)

#### YEAR ENDED JUNE 30, 2019

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<th>Federal Program or Cluster Title</th>
<th>CFDA Number</th>
<th>PTID</th>
<th>Previous Page</th>
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<th>RFZ</th>
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<th>RRS</th>
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<td>78,175</td>
<td>40,412</td>
<td>176,195</td>
<td>104,232</td>
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<td>78,175</td>
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See accompanying Auditors' Report and the Notes to Supplementary Information.
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<td>259,978</td>
<td>327,443</td>
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<td>318,261</td>
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See accompanying Auditors’ Report and the Notes to Supplementary Information.
**ROCKETSHIP EDUCATION AND ITS AFFILIATES**  
**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)**  
**YEAR ENDED JUNE 30, 2019**

<table>
<thead>
<tr>
<th>Federal Grantor/Pass-Through Grantor</th>
<th>Federal Program or Cluster Title</th>
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See accompanying Auditors' Report and the Notes to Supplementary Information.
PURPOSE OF SCHEDULES

NOTE 1  CONSOLIDATING STATEMENTS

These statements provide detailed financial information of each charter school.

NOTE 2  SCHEDULE OF INSTRUCTIONAL MINUTES - CALIFORNIA

This schedule presents information on the amount of instructional time offered by Rocketship Schools and whether the schools complied with the provisions of California Education Code.

NOTE 3  SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA) - CALIFORNIA

Average daily attendance is a measurement of the number of pupils attending classes of Rocketship Schools in California. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 4  RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the fund balances (net assets) of each California charter school as reported on the Annual Financial Report form to the audited financial statements.

NOTE 5  SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of RSEA under programs of the federal government for the year ended June 30, 2018. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the Schedule presents only a selected portion of operations of RSEA, it is not intended to and does not present the financial position, changes in net assets, or cash flows of RSEA.
NOTE 5  SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 6  INDIRECT COST RATE

RSEA did not use the 10-percent de minimus indirect cost rate allowed under the Uniform Guidance.
INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Directors
Rocketship Education and its Affiliates
Redwood City, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the consolidated financial statements of Rocketship Education and its Affiliates (RSEA), which comprise the consolidated statement of financial position as of June 30, 2019, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 11, 2019.

Internal Control Over Financial Reporting
In planning and performing our audit of financial statements, we considered RSEA’s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of RSEA’s internal control. Accordingly, we do not express an opinion on the effectiveness of RSEA’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of RSEA’s financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified.
Compliance and Other Matters
As part of obtaining reasonable assurance about whether RSEA’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Purpose of this Report
The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity’s internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity’s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP
Glendora, California
December 11, 2019
INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
Rocketship Education and its Affiliates
Redwood City, California

Report on Compliance for Each Major Federal Program
We have audited the compliance of Rocketship Education and its Affiliates (RSEA) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019. RSEA’s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management’s Responsibility
Management is responsible for compliance with federal statutes, regulations, and terms and conditions of federal awards applicable to its federal programs.

Auditors’ Responsibility
Our responsibility is to express an opinion on compliance for each of RSEA’s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about RSEA’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of RSEA’s compliance.

Opinion on Each Major Federal Program
In our opinion, RSEA complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.
Report on Internal Control Over Compliance

Management of RSEA is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered RSEA’s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of RSEA’s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
December 11, 2019
Board of Directors
Rocketship Education and its Affiliates
Redwood City, California

We have audited Rocketship Education and its Affiliates’ (RSEA) compliance with the types of compliance requirements described in the 2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel for the year ended June 30, 2019. RSEA’s State compliance requirements are identified in the table below.

Management’s Responsibility
Management is responsible for the compliance with the State laws and regulations as identified below.

Auditors’ Responsibility
Our responsibility is to express an opinion on RSEA’s compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States, and the 2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the RSEA’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of RSEA’s compliance.

Compliance Requirements Tested
In connection with the audit referred to above, we selected and tested transactions and records to determine RSEA’s compliance with the laws and regulations applicable to the following items:

<table>
<thead>
<tr>
<th>Description</th>
<th>Procedures Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Districts, County Offices of Education, and Charter Schools:</td>
<td></td>
</tr>
<tr>
<td>California Clean Energy Jobs Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Before/After School Education and Safety Program</td>
<td>Yes</td>
</tr>
<tr>
<td>Proper Expenditure of Education Protection Account Funds</td>
<td>Yes</td>
</tr>
<tr>
<td>Description</td>
<td>Procedures</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Unduplicated Local Control Funding Formula Pupil Counts</td>
<td>Yes</td>
</tr>
<tr>
<td>Local Control and Accountability Plan</td>
<td>Yes</td>
</tr>
<tr>
<td>Independent Study-Course Based</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Charter Schools:</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>Yes</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>Nonclassroom-based instructional/independent study</td>
<td>No¹</td>
</tr>
<tr>
<td>Determination of funding for nonclassroom-based instruction</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Annual instructional minutes – classroom based</td>
<td>Yes</td>
</tr>
<tr>
<td>Charter School Facility Grant Program</td>
<td>Yes</td>
</tr>
</tbody>
</table>

¹ We did not perform testing for independent study because the independent study ADA was under the level which requires testing.

**Opinion on State Compliance**

In our opinion, RSEA complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2019.

**Purpose of this Report**

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the 2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
December 11, 2019
Section I – Summary of Auditors’ Results

Financial Statements

1. Type of auditors’ report issued: Unmodified

2. Internal control over financial reporting:
   - Material weakness(es) identified? _________ yes  ___X____ no
   - Significant deficiency(ies) identified? _________ yes  ___X____ none reported

3. Noncompliance material to financial statements noted? _________ yes  ___X____ no

Federal Awards

1. Internal control over major federal programs:
   - Material weakness(es) identified? _________ yes  ___X____ no
   - Significant deficiency(ies) identified? _________ yes  ___X____ none reported

2. Type of auditors’ report issued on compliance for major federal programs: Unmodified

3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _________ yes  ___X____ no

Identification of Major Federal Programs

<table>
<thead>
<tr>
<th>CFDA Number(s)</th>
<th>Name of Federal Program or Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.282M</td>
<td>Charter School Program</td>
</tr>
<tr>
<td>10.553, 10.555</td>
<td>Child Nutrition Cluster</td>
</tr>
</tbody>
</table>

Dollar threshold used to distinguish between Type A and Type B programs: $ 750,000

Auditee qualified as low-risk auditee? _________ yes  ___X____ no
All audit findings must be identified as one or more of the following categories:

<table>
<thead>
<tr>
<th>Five Digit Code</th>
<th>Finding Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>10000</td>
<td>Attendance</td>
</tr>
<tr>
<td>20000</td>
<td>Inventory of Equipment</td>
</tr>
<tr>
<td>30000</td>
<td>Internal Control</td>
</tr>
<tr>
<td>40000</td>
<td>State Compliance</td>
</tr>
<tr>
<td>42000</td>
<td>Charter School Facilities Program</td>
</tr>
<tr>
<td>43000</td>
<td>Apprenticeship</td>
</tr>
<tr>
<td>50000</td>
<td>Federal Compliance</td>
</tr>
<tr>
<td>60000</td>
<td>Miscellaneous</td>
</tr>
<tr>
<td>61000</td>
<td>Classroom Teacher Salaries</td>
</tr>
<tr>
<td>62000</td>
<td>Local Control Accountability Plan</td>
</tr>
<tr>
<td>70000</td>
<td>Instructional Materials</td>
</tr>
<tr>
<td>71000</td>
<td>Teacher Misassignments</td>
</tr>
<tr>
<td>72000</td>
<td>School Accountability Report Card</td>
</tr>
</tbody>
</table>

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported under Government Auditing Standards.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Section IV – Findings and Questioned Costs – State Compliance

Our audit did not disclose any matters required to be reported under 2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.
The findings from the prior audit’s schedule of findings and questioned costs are discussed below. The findings are numbered consistently with the numbers assigned in the prior year.

**FINDINGS—FINANCIAL STATEMENT AUDIT**

**Finding 2018-001 – Internal Control Relating to Closing Process**

**Condition:** Throughout the audit process, revisions to the trial balance were made by management to correct balances and transactions after the audit process began. The number of journal entries required indicates that internal control processes were not operating effectively throughout the fiscal year and that the closing process was not completed in a timely manner.

**Status:** Implemented

**FINDINGS—STATE COMPLIANCE**

**2018-002 – Teaching Credential**

**Condition:** It was noted during testing that four teachers did not have valid credentials for the full period under review that resulting in an instructional minute deficiency.

**Status:** Implemented

**2018-003 – Teaching Credential – Wisconsin Charter Schools**

**Condition:** RSED employed a special education individual who taught outside the license grade range issued by the department. The individual is licensed to teach students in K5 – 5th grade; however, the individual supported a K4 student.

**Status:** Implemented

**2018-004 – Instructional Minutes**

**Condition:** Due to finding 2018-002, some instructional minutes were disallowed that led to the three sites listed at the beginning of this section offering insufficient instructional time.

**Status:** Implemented.
ROCKETSHIP EDUCATION AND ITS AFFILIATES

CONSOLIDATED FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2018
(WITH SUMMARIZED FINANCIAL INFORMATION
FOR THE YEAR ENDED JUNE 30, 2017)

OPERATING:

California
Rocketship Mateo Sheedy Elementary
Rocketship Si Se Puede Academy
Rocketship Los Suenos Academy
Rocketship Mosaic Elementary
Rocketship Discovery Prep
Rocketship Brilliant Minds
Rocketship Alma Academy
Rocketship Spark Academy
Rocketship Fuerza Community Prep
Rocketship Redwood City Prep
Rocketship Rising Stars
Rocketship Futuro Academy
Rocketship Delta Prep

Tennessee
Rocketship Nashville Northeast Elementary
Rocketship United Academy
Rocketship Partners Community Prep

Wisconsin
Rocketship Southside Community Prep
Rocketship Transformation Prep

DC
Rocketship Rise Academy
Rocketship Legacy Prep
**TABLE OF CONTENTS**

**YEAR ENDED JUNE 30, 2018**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDEPENDENT AUDITORS’ REPORT</td>
<td>1</td>
</tr>
<tr>
<td>CONSOLIDATED FINANCIAL STATEMENTS</td>
<td></td>
</tr>
<tr>
<td>CONSOLIDATED STATEMENT OF FINANCIAL POSITION</td>
<td>3</td>
</tr>
<tr>
<td>CONSOLIDATED STATEMENT OF ACTIVITIES</td>
<td>4</td>
</tr>
<tr>
<td>CONSOLIDATED STATEMENT OF CASH FLOWS</td>
<td>5</td>
</tr>
<tr>
<td>NOTES TO FINANCIAL STATEMENTS</td>
<td>6</td>
</tr>
<tr>
<td>SUPPLEMENTARY INFORMATION</td>
<td></td>
</tr>
<tr>
<td>LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE</td>
<td>27</td>
</tr>
<tr>
<td>CONSOLIDATING STATEMENT OF FINANCIAL POSITION - SCHOOLS</td>
<td>29</td>
</tr>
<tr>
<td>CONSOLIDATING STATEMENT OF ACTIVITIES - SCHOOLS</td>
<td>32</td>
</tr>
<tr>
<td>CONSOLIDATING STATEMENT OF CASH FLOWS - SCHOOLS</td>
<td>35</td>
</tr>
<tr>
<td>SCHEDULE OF INSTRUCTIONAL MINUTES - CALIFORNIA</td>
<td>38</td>
</tr>
<tr>
<td>SCHEDULE OF AVERAGE DAILY ATTENDANCE - CALIFORNIA</td>
<td>40</td>
</tr>
<tr>
<td>RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS</td>
<td>41</td>
</tr>
<tr>
<td>SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS</td>
<td>42</td>
</tr>
<tr>
<td>INDEPENDENT AUDITORS’ REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS</td>
<td>50</td>
</tr>
<tr>
<td>INDEPENDENT AUDITORS’ REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE</td>
<td>52</td>
</tr>
<tr>
<td>INDEPENDENT AUDITORS’ REPORT ON STATE COMPLIANCE - CALIFORNIA</td>
<td>54</td>
</tr>
<tr>
<td>SCHEDULE OF FINDINGS AND QUESTIONED COSTS</td>
<td>56</td>
</tr>
<tr>
<td>SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS</td>
<td>61</td>
</tr>
</tbody>
</table>
INDEPENDENT AUDITORS’ REPORT

Board of Directors
Rocketship Education and its Affiliates
Redwood City, California

Report on the Financial Statements
We have audited the accompanying consolidated financial statements of Rocketship Education and its Affiliates (RSEA), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2018, and the related consolidated statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management’s Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor’s Responsibility
Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor’s judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity’s preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.
Board of Directors
Rocketship Education and its Affiliates

Opinion
In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of RSEA as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters
Supplementary Information
Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Report on Summarized Comparative Information
We have previously audited RSEA’s 2017 consolidated financial statements, and we expressed an unmodified opinion on those statements in our report dated January 30, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2017, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards
In accordance with Government Auditing Standards, we have also issued a report dated January 30, 2019 on our consideration of RSEA’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on RSEA’s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering RSEA’s internal control over financial reporting and compliance.

CliftonLarsonAllen LLP
Glendora, California
January 30, 2019
ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2017)

<table>
<thead>
<tr>
<th>Assets</th>
<th>Rocketship Education DC</th>
<th>Rocketship Education Wisconsin Inc.</th>
<th>Rocketship Public Launchpad School, Inc.</th>
<th>Rocketship Public Launchpad Company</th>
<th>Eliminations</th>
<th>Total 2018</th>
<th>Total 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and Cash Equivalents</td>
<td>$20,844,116</td>
<td>$883,567</td>
<td>$2,453,937</td>
<td>$14,612,692</td>
<td>$38,794,312</td>
<td>$43,265,177</td>
<td></td>
</tr>
<tr>
<td>Restricted Cash</td>
<td>-</td>
<td>29,664</td>
<td>-</td>
<td>11,333,336</td>
<td>-</td>
<td>11,363,000</td>
<td>10,634,074</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>9,235,556</td>
<td>3,667</td>
<td>-</td>
<td>294,198</td>
<td>-</td>
<td>9,533,421</td>
<td>8,203,486</td>
</tr>
<tr>
<td>Grants Receivable</td>
<td>-</td>
<td>533,532</td>
<td>870,751</td>
<td>-</td>
<td>-</td>
<td>1,404,283</td>
<td>476,241</td>
</tr>
<tr>
<td>Note Receivable</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>560,000</td>
<td>-</td>
</tr>
<tr>
<td>Prepaid Expenses and Deposits</td>
<td>2,349,122</td>
<td>48,343</td>
<td>46,422</td>
<td>903,568</td>
<td>-</td>
<td>3,347,455</td>
<td>-</td>
</tr>
<tr>
<td>Total Current Assets</td>
<td>32,428,794</td>
<td>1,498,773</td>
<td>3,371,110</td>
<td>27,143,794</td>
<td>-</td>
<td>64,442,471</td>
<td>64,507,077</td>
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<tr>
<td>Grants Receivable</td>
<td>-</td>
<td>75,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>75,000</td>
<td>96,325</td>
</tr>
<tr>
<td>Intracompany Receivable</td>
<td>4,949,638</td>
<td>334</td>
<td>643,470</td>
<td>-</td>
<td>(5,593,442)</td>
<td>476,241</td>
<td>-</td>
</tr>
<tr>
<td>Security Deposits</td>
<td>429,295</td>
<td>5,000</td>
<td>1,500</td>
<td>-</td>
<td>(400,000)</td>
<td>35,795</td>
<td>-</td>
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<tr>
<td>Deferred Rent Asset</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6,403,433</td>
<td>(6,403,433)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Security Deposits</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>400,000</td>
<td>(400,000)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Intracompany Payable</td>
<td>-</td>
<td>2,643,691</td>
<td>2,949,751</td>
<td>-</td>
<td>(5,593,442)</td>
<td>9,722,526</td>
<td>-</td>
</tr>
<tr>
<td>Loans Payable</td>
<td>1,762,512</td>
<td>-</td>
<td>-</td>
<td>124,912,717</td>
<td>-</td>
<td>126,675,229</td>
<td>126,930,036</td>
</tr>
<tr>
<td>Total Long-Term Assets</td>
<td>10,529,448</td>
<td>100,553</td>
<td>644,970</td>
<td>104,826,190</td>
<td>(12,396,875)</td>
<td>103,704,286</td>
<td>100,086,204</td>
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<tr>
<td>Total Assets</td>
<td>$42,958,242</td>
<td>$1,599,326</td>
<td>$4,016,080</td>
<td>$131,969,984</td>
<td>$12,396,875</td>
<td>$168,146,757</td>
<td>$164,593,281</td>
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</tbody>
</table>

LIABILITIES AND NET ASSETS

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>Rocketship Education DC</th>
<th>Rocketship Education Wisconsin Inc.</th>
<th>Rocketship Public Launchpad School, Inc.</th>
<th>Rocketship Public Launchpad Company</th>
<th>Eliminations</th>
<th>Total 2018</th>
<th>Total 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>$6,294,351</td>
<td>$335,276</td>
<td>$728,268</td>
<td>$2,370,467</td>
<td>-</td>
<td>$9,728,362</td>
<td>$6,783,072</td>
</tr>
<tr>
<td>Accrued Interest</td>
<td>85,119</td>
<td>-</td>
<td>-</td>
<td>507,338</td>
<td>-</td>
<td>592,457</td>
<td>761,817</td>
</tr>
<tr>
<td>Deferred Rent Liability</td>
<td>-</td>
<td>36,283</td>
<td>-</td>
<td>(36,283)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Deferred Revenues</td>
<td>1,324,670</td>
<td>-</td>
<td>9,456</td>
<td>(9,456)</td>
<td>-</td>
<td>1,324,670</td>
<td>823,348</td>
</tr>
<tr>
<td>Current Portion of Loans Payable</td>
<td>491,668</td>
<td>-</td>
<td>-</td>
<td>2,225,000</td>
<td>-</td>
<td>2,716,668</td>
<td>9,722,526</td>
</tr>
<tr>
<td>Total Current Liabilities</td>
<td>8,195,808</td>
<td>371,559</td>
<td>728,268</td>
<td>5,112,261</td>
<td>(45,739)</td>
<td>14,362,157</td>
<td>18,090,763</td>
</tr>
<tr>
<td>Security Deposits</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>400,000</td>
<td>(400,000)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Deferred Rent Liability</td>
<td>148,825</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>148,825</td>
<td>113,478</td>
</tr>
<tr>
<td>Intracompany Payable</td>
<td>3,834,350</td>
<td>21,092</td>
<td>2,302,877</td>
<td>6,276,315</td>
<td>(6,357,694)</td>
<td>6,076,940</td>
<td>1,922,841</td>
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<tr>
<td>Loans Payable</td>
<td>1,762,512</td>
<td>-</td>
<td>2,949,751</td>
<td>-</td>
<td>(5,593,442)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Long-Term Liabilities</td>
<td>5,745,687</td>
<td>2,684,783</td>
<td>5,252,628</td>
<td>131,589,032</td>
<td>(12,351,316)</td>
<td>132,900,994</td>
<td>128,966,355</td>
</tr>
</tbody>
</table>

NET ASSETS

<table>
<thead>
<tr>
<th>Assets</th>
<th>Rocketship Education DC</th>
<th>Rocketship Education Wisconsin Inc.</th>
<th>Rocketship Public Launchpad School, Inc.</th>
<th>Rocketship Public Launchpad Company</th>
<th>Eliminations</th>
<th>Total 2018</th>
<th>Total 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security Deposits</td>
<td>28,924,363</td>
<td>(2,066,762)</td>
<td>(2,229,816)</td>
<td>(4,731,309)</td>
<td>-</td>
<td>19,896,476</td>
<td>16,490,691</td>
</tr>
<tr>
<td>Temporarily Restricted</td>
<td>92,384</td>
<td>629,746</td>
<td>265,000</td>
<td>-</td>
<td>-</td>
<td>987,130</td>
<td>1,045,472</td>
</tr>
<tr>
<td>Total Net Assets</td>
<td>29,016,747</td>
<td>(1,437,016)</td>
<td>(1,964,816)</td>
<td>(4,731,309)</td>
<td>-</td>
<td>18,843,666</td>
<td>17,536,163</td>
</tr>
<tr>
<td>Total Liabilities And Net Assets</td>
<td>$42,958,242</td>
<td>$1,599,326</td>
<td>$4,016,080</td>
<td>$131,969,984</td>
<td>(12,396,875)</td>
<td>$168,146,757</td>
<td>$164,593,281</td>
</tr>
</tbody>
</table>

See accompanying Notes to Consolidated Financial Statements.
UNRESTRICTED NET ASSETS

<table>
<thead>
<tr>
<th></th>
<th>Rocketship Education</th>
<th>Rocketship Education DC</th>
<th>Launchpad Development</th>
<th>Eliminations</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCFF State Aid</td>
<td>$ 39,238,901</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 39,238,901</td>
<td>$ 38,756,121</td>
</tr>
<tr>
<td>Apportionment Revenue</td>
<td>9,926,496</td>
<td>4,138,735</td>
<td>10,138,348</td>
<td>-</td>
<td>24,205,579</td>
<td>20,628,908</td>
</tr>
<tr>
<td>Property Taxes</td>
<td>15,266,385</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>15,266,385</td>
<td>13,886,120</td>
</tr>
<tr>
<td>Other State Revenue</td>
<td>12,233,383</td>
<td>73,416</td>
<td>2,210,386</td>
<td>-</td>
<td>14,176,215</td>
<td>12,324,370</td>
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<tr>
<td>Federal Revenue</td>
<td>10,070,208</td>
<td>1,065,681</td>
<td>1,815,858</td>
<td>-</td>
<td>12,951,747</td>
<td>11,057,467</td>
</tr>
<tr>
<td>Other Local Revenue</td>
<td>5,015,447</td>
<td>26,830</td>
<td>8,118</td>
<td>-</td>
<td>12,919,405</td>
<td>2,766,145</td>
</tr>
<tr>
<td>Contributions</td>
<td>6,904,759</td>
<td>131,854</td>
<td>970,245</td>
<td>-</td>
<td>8,006,858</td>
<td>8,167,231</td>
</tr>
<tr>
<td></td>
<td>41,763</td>
<td>32,550</td>
<td>596,325</td>
<td>-</td>
<td>670,638</td>
<td>264,170</td>
</tr>
<tr>
<td>Total Unrestricted Revenues</td>
<td>98,699,342</td>
<td>5,469,066</td>
<td>15,739,280</td>
<td>(16,229,778)</td>
<td>122,297,352</td>
<td>107,880,532</td>
</tr>
</tbody>
</table>

**EXPENSES**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Expenses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational programs</td>
<td>74,905,227</td>
<td>4,878,229</td>
<td>13,854,536</td>
<td>- (16,229,778)</td>
<td>77,408,214</td>
<td>70,573,394</td>
</tr>
<tr>
<td>Supporting Services:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site Supports and Program Development</td>
<td>12,441,682</td>
<td>-</td>
<td>-</td>
<td>15,388,516 (145,000)</td>
<td>27,685,198</td>
<td>27,977,604</td>
</tr>
<tr>
<td>Administration and General</td>
<td>7,023,529</td>
<td>762,730</td>
<td>2,083,443</td>
<td>3,763,453 145,000</td>
<td>13,798,155</td>
<td>9,280,970</td>
</tr>
<tr>
<td>Total Supporting Services</td>
<td>19,465,211</td>
<td>762,730</td>
<td>2,083,443</td>
<td>3,763,453 145,000</td>
<td>41,483,353</td>
<td>31,268,574</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>94,370,438</td>
<td>5,660,959</td>
<td>15,937,979</td>
<td>19,151,969 (16,229,778)</td>
<td>118,891,567</td>
<td>107,831,968</td>
</tr>
</tbody>
</table>

**INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS**

|                      | 4,328,904            | (191,893)               | 198,699 (532,527)      | -            | 3,405,785 | 48,564 |

**TEMPORARILY RESTRICTED NET ASSETS**

|                      | (41,763)             | (32,550)                | (596,325)             | -            | (670,638) (264,170) |
| Contributions        | 100,000              | 347,296                 | 165,000               | -            | 612,296 | 820,305 |

**INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS**

|                      | 58,237               | 314,746                 | (431,325)             | -            | (58,342) | 556,135 |

**INCREASE (DECREASE) IN NET ASSETS**

|                      | 4,387,141            | 122,853                 | (630,024) (532,527)    | -            | 3,347,443 | 604,699 |
| Net Assets - Beginning of Year | 24,629,606 | (1,559,869)             | (1,334,792) (4,198,782) | -            | 17,536,163 | 16,931,464 |

**NET ASSETS - END OF YEAR**

|                      | $ 29,016,747         | $ (1,437,016)           | $ (1,964,816) (4,731,309) | -            | $ 20,883,606 | $ 17,536,163 |

See accompanying Notes to Consolidated Financial Statements.
## CONSOLIDATED STATEMENT OF CASH FLOWS

**YEAR ENDED JUNE 30, 2018**  
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2017)

<table>
<thead>
<tr>
<th>Cash Flows From</th>
<th>Rocketship Education</th>
<th>Rocketship Education DC Public Charter School, Inc.</th>
<th>Launchpad Development Company</th>
<th>Eliminations</th>
<th>Total 2018</th>
<th>Total 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in Net Assets</td>
<td>$4,387,141</td>
<td>$122,853</td>
<td>($630,024)</td>
<td>($532,527)</td>
<td>$3,347,443</td>
<td>$604,699</td>
</tr>
<tr>
<td>Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation and Amortization</td>
<td>338,971</td>
<td>36</td>
<td>-</td>
<td>2,964,498</td>
<td>-</td>
<td>3,303,505</td>
</tr>
<tr>
<td>Allowance for Nonrecoverable Project Costs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,721,312</td>
</tr>
<tr>
<td>In Operating Assets:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>(1,440,173)</td>
<td>355,823</td>
<td>31,411</td>
<td>(276,996)</td>
<td>-</td>
<td>(1,329,935)</td>
</tr>
<tr>
<td>Grants Receivable</td>
<td>52,944</td>
<td>(608,532)</td>
<td>(351,129)</td>
<td>-</td>
<td>(906,717)</td>
<td>166,068</td>
</tr>
<tr>
<td>Prepaid Expenses and Other Current Assets</td>
<td>(683,311)</td>
<td>(22,771)</td>
<td>33,950</td>
<td>(564,060)</td>
<td>-</td>
<td>(1,236,192)</td>
</tr>
<tr>
<td>Deferred Rent Asset</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(2,424,669)</td>
<td>2,424,669</td>
<td>-</td>
</tr>
<tr>
<td>Increase (Decrease) in Operating Liabilities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>659,588</td>
<td>139,645</td>
<td>1,212,642</td>
<td>1,534,157</td>
<td>-</td>
<td>3,546,032</td>
</tr>
<tr>
<td>Deferred Revenues</td>
<td>531,264</td>
<td>-</td>
<td>(29,942)</td>
<td>(769,503)</td>
<td>-</td>
<td>(268,181)</td>
</tr>
<tr>
<td>Deferred Rent Liability</td>
<td>488,961</td>
<td>32,861</td>
<td>1,665,012</td>
<td>4,382,478</td>
<td>(2,424,669)</td>
<td>4,144,643</td>
</tr>
<tr>
<td>Net Cash Flows from Operating Activities</td>
<td>4,335,385</td>
<td>19,915</td>
<td>1,931,920</td>
<td>4,313,378</td>
<td>-</td>
<td>10,600,598</td>
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<tr>
<td>Investing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proceeds from Note Receivable</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>560,000</td>
<td>-</td>
<td>560,000</td>
</tr>
<tr>
<td>Purchases of Property, Plant, and Equipment</td>
<td>(202,698)</td>
<td>(20,255)</td>
<td>-</td>
<td>(6,668,919)</td>
<td>-</td>
<td>(6,891,872)</td>
</tr>
<tr>
<td>Net Cash Flows from Investing Activities</td>
<td>(202,698)</td>
<td>(20,255)</td>
<td>-</td>
<td>(6,108,919)</td>
<td>-</td>
<td>(6,331,872)</td>
</tr>
<tr>
<td>Financing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in Restricted Cash</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(699,262)</td>
<td>-</td>
<td>(699,262)</td>
</tr>
<tr>
<td>Intracompany Loans</td>
<td>382,460</td>
<td>365,846</td>
<td>(1,498,306)</td>
<td>-</td>
<td>-</td>
<td>(750,000)</td>
</tr>
<tr>
<td>Proceeds from Debt</td>
<td>200,000</td>
<td>-</td>
<td>-</td>
<td>16,860,412</td>
<td>-</td>
<td>17,060,412</td>
</tr>
<tr>
<td>Repayment of Debt</td>
<td>(1,633,348)</td>
<td>-</td>
<td>-</td>
<td>(22,687,729)</td>
<td>-</td>
<td>(24,321,077)</td>
</tr>
<tr>
<td>Net Cash Flows from Financing Activities</td>
<td>(1,050,888)</td>
<td>365,846</td>
<td>(1,498,306)</td>
<td>(6,526,579)</td>
<td>-</td>
<td>(8,709,827)</td>
</tr>
<tr>
<td>Net Increase (Decrease) in Cash and Cash Equivalents</td>
<td>3,081,799</td>
<td>365,506</td>
<td>433,614</td>
<td>(8,322,120)</td>
<td>-</td>
<td>(4,441,201)</td>
</tr>
<tr>
<td>Cash and Cash Equivalents - Beginning of Year</td>
<td>17,762,317</td>
<td>547,725</td>
<td>2,020,323</td>
<td>22,934,812</td>
<td>-</td>
<td>43,265,177</td>
</tr>
<tr>
<td>Cash and Cash Equivalents - End of Year</td>
<td>$20,844,116</td>
<td>$913,231</td>
<td>$2,453,937</td>
<td>$14,612,692</td>
<td>-</td>
<td>$38,823,976</td>
</tr>
</tbody>
</table>

### SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION

<table>
<thead>
<tr>
<th></th>
<th>Rocketship Education</th>
<th>Rocketship Education DC Public Charter School, Inc.</th>
<th>Launchpad Development Company</th>
<th>Eliminations</th>
<th>Total 2018</th>
<th>Total 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Paid for Interest, Net</td>
<td>$14,783</td>
<td>-</td>
<td>-</td>
<td>$7,747,174</td>
<td>-</td>
<td>$7,761,957</td>
</tr>
<tr>
<td>Capitalized Interest</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$28,050</td>
<td>-</td>
<td>$28,050</td>
</tr>
</tbody>
</table>

See accompanying Notes to Consolidated Financial Statements.
NOTE 1  SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities
Rocketship Education and its Affiliates (RSEA) are organized to manage, operate, guide, direct, and promote a network of public elementary charter schools.

The charter schools are funded principally through public education monies. The charters may be revoked by their sponsor for material violations of the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Principles of Consolidation
The accompanying financial statements include the accounts of Rocketship Education (RSED) and its schools. All significant intercompany accounts and transactions within RSED and its schools have been eliminated in the consolidating financial statements. Additionally, the accompanying financial statements include the accounts of Rocketship Education Wisconsin Inc., Rocketship Education D.C. Public Charter School Inc., and Launchpad Development Company (LDC) and its wholly owned LLCs. All significant intercompany accounts and transactions within LDC have been eliminated in the consolidating financial statements. Finally, all significant intercompany accounts and transactions between RSED and Launchpad have been eliminated in consolidation.

Rocketship Education (RSED)
Rocketship Education (RSED) is a California nonprofit public benefit corporation that was incorporated in 2006 and is organized to manage, operate, guide, direct, and promote a network of public elementary charter schools. Divisions of RSED include:

- **Rocketship Support Network (RSN)** – Centralized resources providing management, back office support and organizational strategy.
- **Rocketship Mateo Sheedy Elementary (RMS)** – California charter school
- **Rocketship Si Se Puede Academy (RSSP)** – California charter school
- **Rocketship Los Suenos Academy (RLS)** – California charter school
- **Rocketship Mosaic Elementary School (ROMO)** – California charter school
- **Rocketship Discovery Prep (RDP)** – California charter school
- **Rocketship Brilliant Minds (RBM)** – California charter school
- **Rocketship Alma Academy (RSA)** – California charter school
- **Rocketship Spark Academy (RSK)** – California charter school
- **Rocketship Fuerza Community Prep (RFZ)** – California charter school
- **Rocketship Redwood City Prep (RRWC)** – California charter school
- **Rocketship Rising Stars (RRS)** – California charter school
- **Rocketship Futuro Academy – (RFA)** California charter school
- **Rocketship Nashville Northeast Elementary (RNNE)** – Tennessee charter school
- **Rocketship United Academy (RUA)** – Tennessee charter school
- **Rocketship Partners Community Prep (RPP)** – Tennessee charter school
- **Rocketship Delta Prep (RDL)** – California charter school (opened August 2018)
NOTE 1  SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Principles of Consolidation (Continued)

Rocketship Education Wisconsin Inc.
RSED incorporated Rocketship Education Wisconsin Inc., as a nonprofit public benefit corporation in October 2012 to hold the charter for its elementary school in Wisconsin, Rocketship Southside Community Prep (RSCP). There is a second school in its start-up year called Rocketship Transformation Prep which is expected to begin operations in the Fall of 2018.

Rocketship Education D.C., Public Charter School, Inc.
Rocketship Education D.C., Public Charter School, Inc. (RSDC) incorporated as a nonprofit public benefit corporation during 2014 for the purpose of operating charter schools in Washington, DC. The District of Columbia Public Charter School Board (PCSB) approved RSDC to establish up to eight charter schools beginning in July 2016. Rocketship Education and RSDC entered into a Network Services Agreement to provide services for the DC region. RSDC operates two campuses, Rocketship RISE (RISE), opened in August 2016, and Rocketship Legacy Prep (RLP) opened in August 2017.

Launchpad Development Company
Launchpad Development Company (LDC) was incorporated as a 509(a)(3) nonprofit public benefit corporation in November 2009. LDC is a supporting organization of RSED. LDC provides facilities and development services provided that such services are consistent with RSED’s exempt purpose. Divisions of LDC include:

- **Launchpad (LP)** – investment/asset management and administrative services
- **Launchpad Development One LLC (LLC1)** – RMS facilities
- **Launchpad Development Two LLC (LLC2)** – RSSP facilities
- **Launchpad Development Three, LLC (LLC3)** – RLS facilities
- **Launchpad Development Four LLC (LLC4)** – ROMO facilities
- **Launchpad Development Five LLC (LLC5)** – RDP facilities
- **Launchpad Development Eight LLC (LLC8)** – RSA facilities
- **Launchpad Development Ten LLC (LLC10)** – RSK facilities development
- **Launchpad Development Eleven LLC (LLC11)** – RBM facilities
- **Launchpad Development Twelve LLC (LLC12)** – RFZ facilities
- **Launchpad Development Fourteen LLC (LLC14)** – Facilities development
- **Launchpad Development Fifteen LLC (LLC15)** – RRWC facilities development
- **Launchpad Development Sixteen LLC (LLC16)** – RRS Facilities
- **Launchpad Development Seventeen LLC (LLC17)** – RFA facilities development
- **Launchpad Development Eighteen LLC (LLC18)** – RDL facilities development
- **Launchpad Development Nineteen LLC (LLC19)** – Facilities development
- **Launchpad Development Twenty LLC (LLC20)** – Facilities development
- **Launchpad Development Milwaukee One LLC (MLLC1)** – RSCP facilities
NOTE 1  SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Principles of Consolidation (Continued)

- **Launchpad Development Milwaukee Two LLC (MLLC2)** – RTP facilities development
- **Launchpad Development One Nashville LLC (NLLC1)** – RNNE facilities
- **Launchpad Development Two Nashville LLC (NLLC2)** – RUA facilities
- **Launchpad Development One DC LLC (DLLC1)** – RISE facilities
- **Launchpad Development Two DC LLC (DLLC2)** – RLP facilities
- **Launchpad Development Three DC LLC (DLLC3)** – Facilities development

**Basis of Presentation**

RSEA presents its financial statements as a California nonprofit public benefit corporation in accordance with Financial Accounting Standards which govern generally accepted accounting principles for non-profit organizations.

**Net Asset Classes**

RSEA is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

Net assets of RSEA consist of the following:

- **Unrestricted** – All resources over which the governing board has discretionary control to use in carrying on the general operations of the organization.

- **Temporarily Restricted** – These net assets are restricted by donors to be used for specific purposes.

- **Permanently Restricted** – These net assets are permanently restricted by donors and cannot be used by RSEA. RSEA does not currently have any permanently restricted net assets.

**Cash and Cash Equivalents**

RSEA defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

**Restricted Cash**

Restricted cash includes certain cash balances that are maintained according to debt reserve requirements and donor restrictions.

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure. Accordingly, actual results could differ from those estimates.
NOTE 1  SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Basis of Accounting
The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables, payables and other liabilities.

Functional Allocation of Expenses
The cost of providing the various programs and other activities have been summarized on a functional basis in the consolidated statement of activities. Accordingly, certain costs have been allocated among the programs and support services benefited. There were no expenses for fundraising or the year ended June 30, 2018.

Contributions
All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are designated for specific use in future periods are reported as temporarily restricted. When the restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets for expenditure.

Property, Plant, and Equipment
Property, plant, and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation of buildings and equipment is provided on a straight-line basis over the estimated useful lives of the assets ranging from 3 to 35 years. RSEA capitalizes all expenditures for land, buildings, and equipment in excess of $5,000.

Income Taxes
RSEA is comprised of various nonprofit entities exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes related to these entities. Management has determined that all income tax positions are more likely than not (>50%) of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required.

RSEA files all appropriate tax returns in the U.S. federal jurisdiction, and the states in which it operates, as applicable.

Evaluation of Subsequent Events
RSEA has evaluated subsequent events through January 30, 2019, the date these financial statements were available to be issued. There were no subsequent events requiring recognition or disclosure.
NOTE 1  SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Comparative Totals
The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with RSEA's financial statements for the year ended June 30, 2017, from which the summarized information was derived.

NOTE 2  CONCENTRATION OF CREDIT RISK

RSEA maintains bank accounts with several institutions. Accounts at each of these institutions are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000. RSEA occasionally has the need to maintain a cash balance in excess of the FDIC limit. RSEA has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 3  ACCOUNTS RECEIVABLE

Accounts receivable primarily consist of funds due from various governmental units. Management believes that $507,646 of the In Lieu of Property Taxes receivables are uncollectible; therefore provisions for uncollectible accounts were recorded as of June 30, 2018.

NOTE 4  GRANTS RECEIVABLE

Grants receivable consist of funds due from grantor agencies based upon RSN meeting various conditions or milestones. As of June 30, 2018 grant amounts connected with met milestones have been recorded as grants receivable and have been classified as temporarily restricted contributions due to implied time restriction. Management believes all of these amounts are collectible; therefore no provisions for uncollectible accounts were recorded.
NOTE 5  PROPERTY, PLANT, AND EQUIPMENT

Property and equipment consisted of the following:

<table>
<thead>
<tr>
<th></th>
<th>RSED</th>
<th>LDC</th>
<th>RSEA Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$ -</td>
<td>$16,310,375</td>
<td>$16,310,375</td>
</tr>
<tr>
<td>Furniture and Equipment</td>
<td>794,478</td>
<td>422,131</td>
<td>1,216,609</td>
</tr>
<tr>
<td>Buildings</td>
<td>5,799,793</td>
<td>87,974,773</td>
<td>93,774,566</td>
</tr>
<tr>
<td>Other</td>
<td>12,755</td>
<td>7,126,245</td>
<td>7,139,000</td>
</tr>
<tr>
<td>Less: Accumulated Depreciation</td>
<td>(1,436,292)</td>
<td>(13,410,767)</td>
<td>(14,847,059)</td>
</tr>
<tr>
<td>Total</td>
<td>$5,170,734</td>
<td>$98,422,757</td>
<td>$103,593,491</td>
</tr>
</tbody>
</table>

Depreciation expense was $3,303,502 for the year ended June 30, 2018.

NOTE 6  DEBT

Convertible Debt

RSN – Charter School Growth Fund

In February 2009, RSN entered into a $2.3 million Subordinate Loan Agreement with Charter School Growth Fund (CSGF) at an effective interest rate of 4.0%. Of this amount, $2.0 million plus associated interest will be forgiven and converted into a grant provided that RSN meet specified educational, financial and growth outcomes.

In October 2010, RSN and CSGF amended and restated the original Subordinate Loan Agreement to reflect a total loan of $3.4 million at an effective interest rate of 3.25% and $400,000 forgiven and converted into a grant. As of June 30, 2014, RSN has borrowed the complete $3.4 million. Of the amended amount, $2.35 million plus associated interest will be forgiven and converted into a grant provided that RSN meet specified educational, financial and growth outcomes.

As of June 30, 2015, RSN had substantively met the school year benchmarks and converted all of the $2.35 million of principal into a grant.

In April 2018, RSN and CSGF amended and restated the 2009 loan agreement (second amendment), modifying debt maturity dates.

The remaining nonconvertible $1.05 million of the loan plus accrued interest will be due on June 30, 2018 ($100,000 paid), June 30, 2019 ($200,000) and June 30, 2020 ($500,000), and on June 20, 2021 ($250,000) and all remaining accrued interest.

In December 2012, RSN and CSGF entered into a $125,000 School Startup Subordinated Loan Agreement at an effective interest rate of 1.0%. The loan is scheduled to be repaid in full on June 30, 2019.
NOTE 6  DEBT (CONTINUED)

Convertible Debt (Continued)

RSN – Charter School Growth Fund (Continued)

During the 2014/15 school year, RFZ, RNNE, RRWC and RUA each entered into $100,000 Subordinated Loan Agreements with effective interest rates of 1.0%. The loans are scheduled to be repaid in full on June 30, 2020 (RFZ and RNNE) and June 30, 2021 (RRWC and RUA).

During the 2015/16 school year, RSN and CSGF entered into three $100,000 Subordinated Loan Agreements with effective interest rates of 1.0 percent. The loans were made to support RRS, RFA, and RPP. The loans are scheduled to be repaid in full on June 30, 2021.

During the 2016/17 school year, RSN and CSGF entered into a $1 million Subordinated Loan Agreement at an effective rate of 1.0 percent. The entire loan plus associated interest will be forgiven and converted into a grant provided that RSN meet specified educational, financial and growth outcomes prior to December 31, 2019. If not converted, the loan and interest is scheduled to be repaid in full December 31, 2022.

Loans Payable

Rocketship's Schools - California School Finance Authority Revolving Loan Program

As of June 30, 2018, three of Rocketship's California schools have revolving loans payable to the California School Finance Authority (CSFA) ranging from $65,500 to $250,000, totaling $541,680 combined. The loans have effective interest rates ranging from 0.22% to 1.47%. Principal is payable over a four or five-year period, with installments ranging from $20,000 to $62,500 deducted from apportionment revenue. Final maturity is 2022.

LLC4 - ROMO Bonds Payable (Series 2011A and 2011B Bonds)

In September 2011, Launchpad completed bond financing in the amount of $10.1 million (the Series 2011 Bonds), proceeds from which were used to refinance existing debt and to fund certain project expenses remaining for the ROMO construction project. Interest is paid semi-annually at a coupon rate of 8.5% to 8.75%.

The Series 2011 Bonds are divided into $9.6 million Series 2011A Bonds and $515,000 Series 2011B Bonds (taxable), maturing December 2041 and December 2018, respectively. Both Series 2011A and Series 2011B are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in December 2018 and December 2013, respectively.

LLC5 - Low Income Investment Fund Sub-CDE VIII LLC Loan

In March 2011, LLC5 borrowed debt capital for the RDP project from LIIF Sub-CDE VIII, LLC (the LIIF LLC), a Delaware limited liability company formed by the Low Income Investment Fund (LIIF), a CDFI under the leverage loan model of the New Markets Tax Credits program under Section 45D of the Internal Revenue Code of 1986. US Bank CDC purchased the tax credits from the LIIF LLC, the proceeds of which were used in part to fund a "qualified equity investment".
NOTE 6  DEBT (CONTINUED)

Loans Payable (Continued)

LLC5 - Low Income Investment Fund Sub-CDE VIII LLC Loan (Continued)
LIIF and other participating institutions provided the leverage debt capital. The LIIF LLC made three (3) loans to LLC5, the Borrower, in the aggregate original principal amount of $9,975,000 (the QLICI Loan), which QLICI Loan is expected to constitute a “qualified low-income community investment” (QLICI) being made to a “qualified active low-income community business” (QALICB) under the NMTC Program, and which includes subordinated debt provided by Launchpad of $560,000. The loan was repaid and retired in August 2017 with the proceeds from the Obligated Group Bonds Series 2017A and B.

LLC8 – RSA Bonds Payable (Series 2012A and 2012B Bonds)
In September 2012, Launchpad completed bond financing in the amount of $9.46 million (the Series 2012 Bonds), proceeds from which were used to refinance existing debt and to fund certain project expenses remaining for the RSA construction project. Interest is paid semi-annually at a coupon rate of 6.25% to 8.5%.

The Series 2012 Bonds are divided into $9.105 million Series 2012A Bonds and $355,000 million Series 2012B Bonds (taxable), maturing June 2043 and matured June 2016, respectively. Both Series 2012A and Series 2012B are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2017 and June 2014, respectively.

LLC18 – LIIF Acquisition Loan
In January 2017, LLC18 entered into a $1.2 million loan agreement with Low Income Investment Fund (LIIF) to provide interim financing for LLC18’s project development in Antioch, California. The loan has an interest rate of 5.50% and is repayable in 36 months. In December 2017, the loan was repaid with proceeds from LDC Obligated Group Bonds Series 2017 G and H.

LDC – Obligated Group Bonds (Series 2014A and 2014B)
In February 2014, LDC completed bond financing in the amount of $32.855 million (the Series 2014 Bonds), proceeds from which were used to refinance existing debt for LLC2 and fund project expenses for the RBM and RFZ construction projects. Interest is paid semi-annually at a coupon rate of 6.00% to 7.25%.

The Series 2014 Bonds are divided into $31.935 million Series 2014A Bonds and $920,000 Series 2014B Bonds (taxable), maturing between June 2023 and 2043 (Series 2014A) and June 2018 (Series 2014B). Both Series 2014A and Series 2014B are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2018, 2024 and 2035 (Series 2014A) and June 2016 (Series 2014B).
NOTE 6  DEBT (CONTINUED)

Loans Payable (Continued)

LDC – Obligated Group Bonds (Series 2015A and 2015B)
In August 2015, LDC completed bond financing in the amount of $6.385 million (the Series 2015 Bonds), proceeds from which were used to refinance existing debt and fund project expenses for LLC1 construction projects. Interest is paid semi-annually at a coupon rate of 4.25%.

The Series 2015 Bonds are divided into $6.135 million Series 2015A Bonds and $250,000 Series 2015B Bonds (taxable), maturing between March 2028 (Series 2015A) and matured June 2016 (Series 2015B). The Series 2015B Bonds were repaid during the fiscal year 2015/16. Series 2015A Bonds are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2016.

LDC – Obligated Group Bonds (Series 2016A and 2016B)
In February 2016, LDC completed bond financing in the amount of $28.605 million (the Series 2016 Bonds), proceeds from which were used to fund project expenses for LLC1, LLC10, and LLC16 construction projects. Interest is paid semi-annually at coupon rates between 4.50% and 5.00%.

The Series 2016 Bonds are divided into $28.080 million Series 2016A Bonds and $525,000 Series 2016B Bonds (taxable), maturing between June 2021 and 2046 (Series 2016A) and June 2018 (Series 2016B). Both Series 2016A and Series 2016B are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2018, 2022, 2027, 2032 and 2037 (Series 2016A) and June 2017 (Series 2016B).

In February 2017, LDC completed bond financing in the amount of $42.16 million (the Series 2017 Bonds), proceeds from which were used to fund project expenses and building financing for LLC3, LLC5, LLC15, MLLC1 and NLLC1. Interest is paid semi-annually at coupon rates between 4.50% and 6.25%.

The Series 2017 Bonds are divided into $23.098 million Series 2017A Bonds, $3.665 million Series 2017B Bonds (taxable), $7.160 million Series 2017C Bonds, $250,000 Series 2017D Bonds, $7.740 million Series 2017E Bonds, and $250,000 Series 2017F Bonds. The Series 2017 Bonds mature between June 2027 and 2052 (Series 2017A), June 2025 (Series 2017B), June 2040 (Series 2017C), June 2019 (Series 2017D), between June 2047 and 2052 (Series 2017E) and June 2019 (Series 2017F). All are subject to mandatory redemptions prior to their stated maturity by a Sinking Accounts Payment Fund established in June 2018 and 2039 (Series 2017A and B), June 2034 (Series 2017C), 2017 (Series 2017D and F), and June 2039 (Series 2017E).
NOTE 6  DEBT (CONTINUED)

Loans Payable (Continued)


In December 2017, the redemption right related to the 2017A and 2017B RRWC project funding was exercised, with $9.16M of bonds redeemed.

LDC – Obligated Group Bonds (Series 2017G and 2017H)

In December 2017, LDC completed bond financing in the amount of $16.225 million (the Series 2017 Bonds), proceeds from which were used to fund project expenses and building financing for LLC18. Interest is paid semi-annually at coupon rates between 4.05% and 6.0%.

The Series 2017 Bonds are divided into $15.56 million Series 2017G Bonds and $665,000 Series 2017H Bonds (taxable). The Series 2017 Bonds mature between June 2025 and 2053 (Series 2017G) and between June 2022 and 2025 (Series 2017H).

Future maturities of debt in summary:

<table>
<thead>
<tr>
<th>Year Ended June 30,</th>
<th>RSED</th>
<th>LDC</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>$ 491,668</td>
<td>$ 2,225,000</td>
<td>$ 2,716,668</td>
</tr>
<tr>
<td>2020</td>
<td>987,512</td>
<td>3,545,000</td>
<td>4,532,512</td>
</tr>
<tr>
<td>2021</td>
<td>712,500</td>
<td>2,455,000</td>
<td>3,167,500</td>
</tr>
<tr>
<td>2022</td>
<td>62,500</td>
<td>2,650,000</td>
<td>2,712,500</td>
</tr>
<tr>
<td>2023</td>
<td>-</td>
<td>2,995,000</td>
<td>2,995,000</td>
</tr>
<tr>
<td>Thereafter</td>
<td>-</td>
<td>117,756,675</td>
<td>117,756,675</td>
</tr>
<tr>
<td>Subtotal</td>
<td>2,254,180</td>
<td>131,626,675</td>
<td>133,880,855</td>
</tr>
<tr>
<td>Cost of Issuance and Discounts/Premiums</td>
<td>-</td>
<td>(4,488,958)</td>
<td>(4,488,958)</td>
</tr>
<tr>
<td>Total</td>
<td>$ 2,254,180</td>
<td>$ 127,137,717</td>
<td>$ 129,391,897</td>
</tr>
</tbody>
</table>

Amortization expense for cost of issuance and discounts/premiums was $290,632 for the year ended June 30, 2018.

NOTE 7  NET ASSET RESTRICTIONS

Temporarily restricted net assets of $987,130 relate to grants that are specifically restricted to future operations.
NOTE 8  OPERATING LEASES

RSN Administrative Offices
In October 2012, RSN entered into a five-year lease for office facilities payable at $10,612, plus common area maintenance, payable monthly. The lease includes a waiver of rent ($10,611) contingent upon RSN’s status as a nonprofit public benefit corporation. The lease was renewed on August 7, 2018. During the year ended June 30, 2018, temporarily restricted net assets released from restriction from in-kind rent was $125,290 (net of prior year discount) and lease expense totaled $163,639.

RSN leases administrative offices in San Jose, California, Concord, California, Milwaukee, Wisconsin, and Nashville, Tennessee under various operating leases. Lease expense for all regional administrative offices totaled $221,122 for the year ended June 30, 2018.

LLC10-RSK Site Land Lease
20-year land lease, $8,400 payable monthly ($100,800 annually), subject to adjustment every three years. Lease expense recognized for the year ended June 30, 2018 was $100,800.

LLC11-RBM Site Land Lease
30 year land lease, $7,917 payable monthly, subject to adjustment in 2023. Lease expense recognized for the year ended June 30, 2018 was $95,004.

LLC12-RFZ Site Land Lease
35-year land lease, $24,000 payable monthly during the year ended June 30, 2018. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. For the year ended June 30, 2018, total lease expense of $387,863 has been accrued and lease payments totaled $287,400.

RFZ Site Land Lease
34-year land lease for addition to RFZ site, payable between $2,885 and $2,928 monthly during the year ended June 30, 2018. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. For the year ended June 30, 2018, total lease expense of $32,295 has been accrued and lease payments totaled $32,272.

RRWC Facility Lease
One-year lease for facilities with the authorizing district. Lease expense recognized for the year ended June 30, 2018 was $72,754.

LLC15 Site Lease
15-year land lease, $25,000 payable monthly during the year ended June 30, 2018. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. For the year ended June 30, 2018, total lease expense was $370,500. In December 2017, the lease was terminated.
NOTE 8 OPERATING LEASES (CONTINUED)

RFA facility lease
One-year lease for facilities with the authorizing district. Lease expense recognized for the year ended June 30, 2018 was $40,110.

MLLC2-RTP Facility Lease
One year lease for facility starting March 2018. LDC paid for the pre-opening lease in the amount of $4,108 from March 2018 to June 2018 then transferred the lease to RSED RTP. Lease expense recognized for the year ended June 30, 2018 was $16,432.

NLLC2-RUA Facility Lease
29-year facility lease, $53,908, plus additional rent items, payable monthly during the year ended June 30, 2018. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. For the year ended June 30, 2018 total lease expense of $880,032 has been accrued and lease payments totaled $826,775.

DLLC1-RISE Facility Lease
29-year facility lease, $174,828, plus additional rent items, payable monthly during the year ended June 30, 2018. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. For the year ended June 30, 2018 total lease expense of $2,726,285 has been accrued and lease payments totaled $2,676,592.

DLLC2-RLP Facility Lease
29-year facility lease, $174,828, plus additional rent items, payable monthly during the year ended June 30, 2018. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. For the year ended June 30, 2018 total lease expense of $1,213,864 has been accrued.

LDC paid for a RLP parking lease from June to December 2017. Lease expense recognized for the year ended June 30, 2018 was $10,500.

RPP Facility Lease
One-year facility lease, $10,000 payable monthly during the year ended June 30, 2018. Lease expense recognized for the year ended June 30, 2018 was $120,000.
NOTE 8  OPERATING LEASES (CONTINUED)

The following is a schedule of future minimum lease payments required under the operating leases:

<table>
<thead>
<tr>
<th>June 30,</th>
<th>RSN</th>
<th>RFZ</th>
<th>RPS</th>
<th>LLC10</th>
<th>LLC11</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>$319,338</td>
<td>$35,662</td>
<td>$73,874</td>
<td>$105,840</td>
<td>$95,004</td>
</tr>
<tr>
<td>2020</td>
<td>175,654</td>
<td>36,197</td>
<td>76,104</td>
<td>105,840</td>
<td>95,004</td>
</tr>
<tr>
<td>2121</td>
<td>180,924</td>
<td>36,740</td>
<td>78,393</td>
<td>105,840</td>
<td>95,004</td>
</tr>
<tr>
<td>2022</td>
<td>186,352</td>
<td>37,291</td>
<td>80,624</td>
<td>111,132</td>
<td>95,004</td>
</tr>
<tr>
<td>2023</td>
<td>95,030</td>
<td>37,850</td>
<td>76,017</td>
<td>111,132</td>
<td>95,004</td>
</tr>
<tr>
<td>After</td>
<td>-</td>
<td>1,154,958</td>
<td>-</td>
<td>1,476,216</td>
<td>1,900,080</td>
</tr>
<tr>
<td>Total</td>
<td>$957,298</td>
<td>$1,338,698</td>
<td>$385,012</td>
<td>$2,016,000</td>
<td>$2,375,100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June 30,</th>
<th>LLC12</th>
<th>DLLC1</th>
<th>DLLC2</th>
<th>NLLC2</th>
<th>RSEA Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>$316,800</td>
<td>2,047,832</td>
<td>1,918,053</td>
<td>646,893</td>
<td>5,559,296</td>
</tr>
<tr>
<td>2020</td>
<td>316,800</td>
<td>2,047,832</td>
<td>1,918,053</td>
<td>646,893</td>
<td>5,418,377</td>
</tr>
<tr>
<td>2121</td>
<td>316,800</td>
<td>2,091,821</td>
<td>1,918,053</td>
<td>675,511</td>
<td>5,512,588</td>
</tr>
<tr>
<td>2022</td>
<td>316,800</td>
<td>2,138,887</td>
<td>1,961,209</td>
<td>681,114</td>
<td>5,513,043</td>
</tr>
<tr>
<td>2023</td>
<td>316,800</td>
<td>64,818,142</td>
<td>59,556,835</td>
<td>18,705,503</td>
<td>158,090,860</td>
</tr>
<tr>
<td>After</td>
<td>10,479,126</td>
<td>69,190,256</td>
<td>22,016,561</td>
<td>185,534,397</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$12,063,126</td>
<td>75,192,346</td>
<td>69,190,256</td>
<td>22,016,561</td>
<td>185,534,397</td>
</tr>
</tbody>
</table>

NOTE 9  EMPLOYEE RETIREMENT

State Teachers’ Retirement System (STRS)

Qualified certificated employees are covered under a multiemployer defined benefit pension plan maintained by agencies of the State of California. The certificated employees are members of the State Teachers’ Retirement System (STRS).

The risks of participating in these multiemployer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature and detailed in Teachers’ Retirement Law, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. RSEA has no plans to withdraw from these multiemployer plans.
NOTE 9  EMPLOYEE RETIREMENT (CONTINUED)

State Teachers’ Retirement System (STRS) (Continued)

RSEA contributes to the State Teachers’ Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers’ Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total plan net assets are $210 billion, the total actuarial present value of accumulated plan benefits is $362 billion, contributions from all employers totaled $4.2 billion, and the plan is 62.6% funded. RSEA did not contribute more than 5% of the total contributions to the plan. Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, California 95826 and www.calstrs.com.

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers’ Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for the year ended June 30, 2018 was 16.28% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

RSEA’s contributions to STRS for each of the last three fiscal years are as follows:

<table>
<thead>
<tr>
<th>Year Ended June 30</th>
<th>STRS Required Contribution</th>
<th>Percent Contributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>$ 1,420,048</td>
<td>100 %</td>
</tr>
<tr>
<td>2017</td>
<td>$ 1,924,652</td>
<td>100 %</td>
</tr>
<tr>
<td>2018</td>
<td>$ 2,229,425</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Tennessee Consolidated Retirement System – Legacy Pension Plan

Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014 of RSEA are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees.
NOTE 9  EMPLOYEE RETIREMENT (CONTINUED)

Tennessee Consolidated Retirement System – Legacy Pension Plan (Continued)

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5 percent of salary. RSEA makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the schools if the required employer contributions are not remitted. Employer contributions by RSEA for the year ended June 30, 2018 to the Teacher Legacy Pension Plan was 9.04% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability. RSEA did not contribute more than 5% of the total contributions to the plan. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Tennessee Consolidated Retirement System – Teacher Retirement Plan

Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by schools after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS.

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5% of salary. RSEA makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4%, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the school if the required employer contributions are not remitted. Employer contributions by RSEA for the year ended June 30, 2018 to the Teacher Retirement Plan were 4.00% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

RSEA did not contribute more than 5% of the total contributions to the plan. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.
NOTE 9  EMPLOYEE RETIREMENT (CONTINUED)

Defined Contribution Plan

RSEA offers an Internal Revenue Code Section 403(b) retirement plan to each of its qualifying employees. RSEA matches the lessor of 3% of annual salary or $2,500. During the year ended June 30, 2018 RSEA contributed $458,331 to this plan.

NOTE 10  RELATED PARTY TRANSACTIONS

Facility Leases

In 2015, RMS amended and restated its existing lease with LLC1 into a 31-year facility lease through 2046. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. Total lease expense of $868,335 has been accrued. For school year 2017/18, lease payments under this agreement totaled $1,016,140.

In 2014, RSSP amended and restated its existing lease with LLC2 into a 29-year facility lease agreement through 2043. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. Total lease expense of $1,032,223 has been accrued. For school year 2017/18, lease payments under this agreement totaled $1,033,731.

In 2017, RLS amended and restated its existing lease with LLC3 into a 35-year facility lease through 2052. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. Total lease expense of $1,095,777 has been accrued. For school year 2017/18, lease payments under this agreement totaled $621,020.

In 2011, ROMO entered into a 30-year lease with LLC4 through 2042. The lease was amended in July 2012. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. Total lease expense of $932,818 has been accrued. For school year 2017/18, lease payments under this agreement totaled $945,693.

In 2017, RDP amended and restated its existing lease with LLC5 into a 35-year facility lease through 2052. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. Total lease expense of $960,579 has been accrued. For school year 2017/18, lease payments under this agreement totaled $509,140.

In 2014, RBM entered into a 29-year facility lease agreement with LLC11 through 2043. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. Total lease expense of $1,103,935 has been accrued. For school year 2017/18, lease payments under this agreement totaled $1,130,841.

In 2012, RSA entered into a 15-year lease with LLC8 through 2027. The lease agreement was amended July 2012. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. Total lease expense of $715,590 has been accrued. For school year 2017/18, lease payments under this agreement totaled $724,520.
NOTE 10 RELATED PARTY TRANSACTIONS (CONTINUED)

Facility Leases (Continued)

In 2016, RSK entered into a 30-year facility lease agreement with LLC10 through 2046. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. Total lease expense of $875,394 has been accrued. For school year 2017/18, lease payments under this agreement totaled $1,024,464.

In 2014, RFZ entered into a 29-year facility lease agreement with LLC12 through 2043. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. Total lease expense of $1,408,961 has been accrued. For school year 2017/18, lease payments under this agreement totaled $1,366,250.

In 2016, RRS entered into a 30-year facility lease agreement with LLC16 through 2046. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. Total lease expense of $854,915 has been accrued. For school year 2017/18, lease payments under this agreement totaled $1,014,847.

In 2017, RRWC entered into a 19-year facility lease agreement with LLC15 through 2036. Total lease revenue of $398,317 has been accrued. For school year 2017/18, lease revenue under this agreement totaled $211,686. On December 2017, the lease was terminated.

In February 2017, RSCP amended its original 10-year facility lease agreement with MLLC1. The new lease runs 35 years through 2052. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. Following the purchase, the prior year accrued balance of $112,241 was written down, resulting in a decrease in current lease expense. For the year ended June 30, 2018, lease expense under the original lease of $276,036 has been recorded, inclusive of current year lease payments totaling $388,277 and the $112,241 credit from the prior year. Lease expense under the new lease totaled $423,312 and lease payments totaled $425,000.

In 2017, RNNE entered into a 35-year facility lease agreement with NLLC1 through 2052. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. Total lease expense of $572,704 has been accrued. For school year 2017/18, lease payments under this agreement totaled $575,000.

In 2016, RUA entered into a 29-year facility lease agreement with NLLC2 through 2044. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. Total lease expense of $826,775 has been accrued. For school year 2017/16, lease payments under this agreement totaled $646,893.

In 2016, RISE entered into a 29-year facility lease agreement with DLLC1 through 2045. Due to an uneven payment schedule, lease expense is accrued on a straight-line basis over the life of the lease. For the year ended June 30, 2018 total lease expense of $2,617,388 has been accrued and lease payments totaled $2,097,931.
NOTE 10 RELATED PARTY TRANSACTIONS (CONTINUED)

In 2017, RDL entered into a 25-year facility lease agreement with LLC18 through 2032. Lease commencement occurred in August 2018.

Future estimated payments under these leases as of June 30, 2018 are as follows:

<table>
<thead>
<tr>
<th>June 30,</th>
<th>RMS</th>
<th>RSSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDP</th>
<th>RBM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>$1,008,461</td>
<td>$1,038,839</td>
<td>$692,773</td>
<td>$947,108</td>
<td>$591,203</td>
<td>$1,124,587</td>
</tr>
<tr>
<td>2020</td>
<td>1,004,894</td>
<td>1,037,829</td>
<td>630,467</td>
<td>945,542</td>
<td>538,043</td>
<td>1,129,129</td>
</tr>
<tr>
<td>2021</td>
<td>1,005,461</td>
<td>1,036,436</td>
<td>627,483</td>
<td>947,569</td>
<td>535,521</td>
<td>1,127,060</td>
</tr>
<tr>
<td>2022</td>
<td>1,005,223</td>
<td>1,040,018</td>
<td>624,201</td>
<td>947,800</td>
<td>533,570</td>
<td>1,130,462</td>
</tr>
<tr>
<td>2023</td>
<td>1,007,628</td>
<td>1,040,188</td>
<td>627,890</td>
<td>947,108</td>
<td>535,521</td>
<td>1,127,060</td>
</tr>
<tr>
<td>Thereafter</td>
<td>18,997,664</td>
<td>20,894,500</td>
<td>21,550,273</td>
<td>17,673,015</td>
<td>1,130,462</td>
<td>22,825,806</td>
</tr>
<tr>
<td>Total</td>
<td>$24,029,331</td>
<td>$26,079,512</td>
<td>$24,752,831</td>
<td>$22,407,097</td>
<td>$21,147,373</td>
<td>$28,465,459</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June 30,</th>
<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
<th>RRS</th>
<th>RNNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>$724,657</td>
<td>$1,020,585</td>
<td>$1,375,718</td>
<td>$1,013,385</td>
<td>$575,000</td>
</tr>
<tr>
<td>2020</td>
<td>724,946</td>
<td>1,013,722</td>
<td>1,375,032</td>
<td>1,005,092</td>
<td>575,000</td>
</tr>
<tr>
<td>2021</td>
<td>724,609</td>
<td>1,014,162</td>
<td>1,380,217</td>
<td>1,004,162</td>
<td>575,000</td>
</tr>
<tr>
<td>2022</td>
<td>723,645</td>
<td>1,013,542</td>
<td>1,379,039</td>
<td>1,003,542</td>
<td>575,000</td>
</tr>
<tr>
<td>2023</td>
<td>727,055</td>
<td>1,015,552</td>
<td>1,394,328</td>
<td>1,005,552</td>
<td>575,000</td>
</tr>
<tr>
<td>Thereafter</td>
<td>3,145,672</td>
<td>19,167,639</td>
<td>29,740,084</td>
<td>18,937,639</td>
<td>16,674,998</td>
</tr>
<tr>
<td>Total</td>
<td>$6,770,584</td>
<td>$24,245,202</td>
<td>$36,644,418</td>
<td>$23,969,372</td>
<td>$19,549,998</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June 30,</th>
<th>RUA</th>
<th>RSCP</th>
<th>RISE</th>
<th>RLP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>$646,893</td>
<td>$425,000</td>
<td>$2,097,931</td>
<td>$2,148,519</td>
<td>$15,430,659</td>
</tr>
<tr>
<td>2020</td>
<td>646,893</td>
<td>425,000</td>
<td>2,148,519</td>
<td>2,148,519</td>
<td>15,298,039</td>
</tr>
<tr>
<td>2021</td>
<td>660,647</td>
<td>425,000</td>
<td>2,145,134</td>
<td>2,148,519</td>
<td>15,352,512</td>
</tr>
<tr>
<td>2022</td>
<td>675,511</td>
<td>425,000</td>
<td>2,193,400</td>
<td>2,148,519</td>
<td>15,416,490</td>
</tr>
<tr>
<td>2023</td>
<td>690,710</td>
<td>425,000</td>
<td>2,242,751</td>
<td>2,148,519</td>
<td>15,508,146</td>
</tr>
<tr>
<td>Thereafter</td>
<td>18,695,862</td>
<td>12,324,998</td>
<td>64,365,100</td>
<td>68,909,827</td>
<td>372,316,514</td>
</tr>
<tr>
<td>Total</td>
<td>$22,016,516</td>
<td>$14,449,998</td>
<td>$75,142,247</td>
<td>$79,652,422</td>
<td>$449,322,360</td>
</tr>
</tbody>
</table>

Rocketship Education Wisconsin Inc. Line of Credit from RSN

In 2014, Rocketship Education Wisconsin Inc. entered into a revolving line of credit agreement (RSCC LOC) with RSN in the amount of $650,000 to support the operation of RSCP. The agreement was amended June 30, 2015, and extended to $1.5 million. Interest is charged at a LIBOR based rate, not to exceed 4.0% on outstanding balances under the facility. On June 30, 2014 an advance of $650,000 was issued, followed by an advance of $850,000 on June 30, 2015, totaling $1.5 million. During school year 2017/18, RSCP paid RSN quarterly interest payments totaling $60,000.

Rocketship Education fees charged to Rocketship Education D.C.

RSN charged RSDC $79,474 and $490,782 for start-up services in support of the region during years ended June 30, 2018 and 2017, respectively.

(23)
Rocketship Public Schools  Page 1593
NOTE 10 RELATED PARTY TRANSACTIONS (CONTINUED)

Development Fees
In connection with construction development projects, Launchpad has contracted to receive development fees which are accrued based on project-specific milestones.

For the year ended June 30, 2018, development fees of $150,000 were collected from LLC18.

Management Services
RMS, RSSP, RLS, ROMO, RDP, RBM, RSA, RSK, RFZ, RRWC, RRS, RFA, RDL, RNNE, RUA, RPP, RSC, RISE, and RLP all receive management and support services from RSN for which they pay management fees.

For the year ended June 30, 2018, management fees were as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS</td>
<td>$ 914,913</td>
</tr>
<tr>
<td>RSSP</td>
<td>778,634</td>
</tr>
<tr>
<td>RLS</td>
<td>905,539</td>
</tr>
<tr>
<td>ROMO</td>
<td>1,120,350</td>
</tr>
<tr>
<td>RDP</td>
<td>850,760</td>
</tr>
<tr>
<td>RBM</td>
<td>1,037,898</td>
</tr>
<tr>
<td>RSA</td>
<td>815,692</td>
</tr>
<tr>
<td>RSK</td>
<td>1,062,897</td>
</tr>
<tr>
<td>RRS</td>
<td>999,744</td>
</tr>
<tr>
<td>RFZ</td>
<td>1,082,970</td>
</tr>
<tr>
<td>RFA</td>
<td>419,322</td>
</tr>
<tr>
<td>RRWC</td>
<td>398,558</td>
</tr>
<tr>
<td>RNNE</td>
<td>720,048</td>
</tr>
<tr>
<td>RUA</td>
<td>863,152</td>
</tr>
<tr>
<td>RPP</td>
<td>85,078</td>
</tr>
<tr>
<td>Wisconsin Schools</td>
<td>708,504</td>
</tr>
<tr>
<td>D.C. Schools</td>
<td>1,368,278</td>
</tr>
<tr>
<td>Total</td>
<td>14,132,337</td>
</tr>
</tbody>
</table>

Donated Services
RSN provided certain organizational support services, including accounting, finance, and human resources, as well as shared office space to Launchpad (Donated Services) during the year. For the year ended June 30, 2018, the amount of Donated Services recorded from RSN to Launchpad was $146,000.
NOTE 11 COMMITMENTS AND CONTINGENCIES

RSEA has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, management believes all compliance requirements have been met.

NOTE 12 SUBSEQUENT EVENT

At June 30, 2018 the operations of RPP in Nashville were consolidated into other Nashville schools RNNE and RUA. RPP will not operate in the 18/19 school year.
Rocketship Education (RSED) is a California nonprofit public benefit corporation that was incorporated in 2006 and is organized to manage, operate, guide, direct, and promote a network of public elementary charter schools.

California Charter Schools:
Rocketship Si Se Puede Academy (RSSP), chartered by the Santa Clara County Office of Education, Charter Number: 1061 – Established 2009, Expires 2017
Rocketship Los Suenos Academy (RLS), chartered by the Santa Clara County Office of Education, Charter Number: 1127 – Established 2009, Expires 2020
Rocketship Mosaic Elementary School (ROMO), chartered by the Franklin-McKinley Elementary School District, Charter Number: 1192 – Established 2011, Expires 2021
Rocketship Alma Academy (RSA), chartered by the Santa Clara County Office of Education, Charter Number: 1394 – Established 2012, Expires 2017
Rocketship Spark Academy (RSK), chartered by the Franklin-McKinley Elementary School District, Charter Number: 1526 – Established 2013, Expires 2018
Rocketship Redwood City Prep (RRWC), chartered by the Redwood City Elementary School District, Charter Number: 1736 – Established 2015, Expires 2020
Rocketship Futuro Academy (RFA), chartered by the State Board of Education, Charter Number: 1805– Established 2016, Expires 2021
Rocketship Delta Prep (RDL), chartered by the Antioch Unified School District, Charter Number: 1965 – begins 18/19

Tennessee Charter Schools:
Rocketship Nashville Northeast Elementary (RNNE)
Rocketship United Academy (RUA)
Rocketship Partners Community Prep (RPP)

Wisconsin Charter Schools (Operated by Rocketship Education Wisconsin, Inc.):
Rocketship Southside Community Prep (RSCP)
Rocketship Transformation Prep (RTP) – begins 18/19

Washington, DC Charter Schools (Operated by Rocketship Education D.C. Public Charter School, Inc.):
Rocketship Rise Academy (RISE)
Rocketship Legacy Prep (RLP)
## BOARD OF DIRECTORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Term Expires (2-Year Term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred Ferrer</td>
<td>President</td>
<td>2020</td>
</tr>
<tr>
<td>Louis Jordan</td>
<td>Treasurer</td>
<td>2019</td>
</tr>
<tr>
<td>Arra Yerganian</td>
<td>Secretary</td>
<td>2019</td>
</tr>
<tr>
<td>Alex Hernandez</td>
<td>Member</td>
<td>2019</td>
</tr>
<tr>
<td>Alex Terman</td>
<td>Member</td>
<td>2020</td>
</tr>
<tr>
<td>Deborah McGriff</td>
<td>Member</td>
<td>2019</td>
</tr>
<tr>
<td>Greg Stanger</td>
<td>Member</td>
<td>2020</td>
</tr>
<tr>
<td>Raymond Raven</td>
<td>Member</td>
<td>2019</td>
</tr>
<tr>
<td>Ralph Weber</td>
<td>Member</td>
<td>2019</td>
</tr>
<tr>
<td>Jolene Sloter</td>
<td>Member</td>
<td>2019</td>
</tr>
<tr>
<td>David Kaval</td>
<td>Member</td>
<td>2020</td>
</tr>
<tr>
<td>Don Shalvey</td>
<td>Member</td>
<td>2020</td>
</tr>
<tr>
<td>June Nwabara</td>
<td>Member</td>
<td>2020</td>
</tr>
</tbody>
</table>

## ADMINISTRATION

Preston Smith          | Co-Founder, CEO and President |
Keysha Bailey          | Chief Financial Officer      |
Lynn Liao              | Chief Programs Officer       |
Carolyn Davies Lynch   | Vice President, Strategy & Scalability |
Cheye Calvo            | Chief Growth and Community Engagement Officer |
Christopher Murphy     | Vice President, Marketing and Communications |
## ROCKETSHIP EDUCATION AND ITS AFFILIATES
### CONSOLIDATING STATEMENT OF FINANCIAL POSITION - SCHOOLS
#### JUNE 30, 2018

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>California</th>
<th>RSN</th>
<th>RMS</th>
<th>RSSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDP</th>
<th>RBM</th>
<th>Total Page 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and Cash Equivalents</td>
<td>$2,298,869</td>
<td>$1,046,446</td>
<td>$2,773,820</td>
<td>$1,061,482</td>
<td>$3,327,002</td>
<td>$346,290</td>
<td>$2,074,410</td>
<td>$12,928,319</td>
<td></td>
</tr>
<tr>
<td>Restricted Cash</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>606,242</td>
<td>519,504</td>
<td>613,957</td>
<td>713,921</td>
<td>648,219</td>
<td>1,266,582</td>
<td>905,454</td>
<td>5,273,879</td>
<td></td>
</tr>
<tr>
<td>Grants Receivable</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Prepaid Expenses and Deposits</td>
<td>191,919</td>
<td>466,273</td>
<td>22,272</td>
<td>346,159</td>
<td>20,430</td>
<td>619,124</td>
<td>26,068</td>
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<tr>
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<td>-</td>
<td>-</td>
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<td>29,295</td>
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<td>624,661</td>
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<td>$4,243,253</td>
<td>$3,066,205</td>
<td>$4,720,312</td>
<td>$2,866,922</td>
<td>$3,097,833</td>
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| LIABILITIES AND NET ASSETS |   |       |     |      |     |      |     |     |               |
| **CURRENT LIABILITIES** |   |       |     |      |     |      |     |     |               |
| Accounts Payable and Accrued Liabilities | $2,258,365 | $269,033 | $241,047 | $242,920 | $365,591 | $319,951 | $334,451 | $4,031,358 |
| Accrued Interest | 85,119 | - | - | - | - | - | - | 85,119 |
| Deferred Rent Liability | - | - | - | - | - | - | - | - |
| Deferred Revenue | - | 110,731 | 177,835 | 35,302 | 208,786 | 247,199 | 122,519 | 902,372 |
| Current Portion of Loans Payable | 325,000 | - | - | - | - | - | - | 325,000 |
| **Total Current Liabilities** | 2,688,484 | 379,764 | 418,882 | 278,222 | 574,377 | 567,150 | 456,970 | 5,343,849 |
| **LONG-TERM LIABILITIES** |   |       |     |      |     |      |     |     |               |
| Accrued Interest | 127,461 | - | - | - | - | - | - | 127,461 |
| Deferred Rent Liability | - | 30 | 273,964 | - | 573,863 | - | 866,862 | 1,714,719 |
| Intracompany Payable | 104 | 88,302 | 135,100 | 203,520 | 1,798,494 | 155,625 | 2,381,149 |
| Loans Payable | 750,000 | - | - | - | - | - | - | 750,000 |
| **Total Long-Term Liabilities** | 877,565 | 362,270 | 135,100 | 777,383 | 1,798,494 | 1,022,487 | 4,973,329 |
| **NET ASSETS** |   |       |     |      |     |      |     |     |               |
| Unrestricted | 9,949,428 | 3,024,148 | 3,462,101 | 2,652,883 | 3,368,552 | 501,278 | 1,618,376 | 24,576,766 |
| Temporarily Restricted | 92,384 | - | - | - | - | - | - | 92,384 |
| **Total Net Assets** | 10,041,812 | 3,024,148 | 3,462,101 | 2,652,883 | 3,368,552 | 501,278 | 1,618,376 | 24,669,150 |
| **Total Liabilities and Net Assets** | $13,587,861 | $3,403,942 | $4,243,253 | $3,066,205 | $4,720,312 | $2,866,922 | $3,097,833 | $34,986,328 |

See accompanying Auditors' Report and the Notes to Supplementary Information.
## ROCKETSHIP EDUCATION AND ITS AFFILIATES
### CONSOLIDATING STATEMENT OF FINANCIAL POSITION – SCHOOLS (CONTINUED)
### JUNE 30, 2018

### ASSETS

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<th>From Page 1</th>
<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
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<th>RRS</th>
<th>RFA</th>
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<td></td>
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<td>369,690</td>
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<td></td>
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<td></td>
<td></td>
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<td>Grants Receivable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intracompany Receivable</td>
<td>10,322,464</td>
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<td></td>
<td></td>
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<td>10,322,464</td>
</tr>
<tr>
<td>Security Deposits</td>
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<td>100,000</td>
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<td></td>
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<td>429,295</td>
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<td>160,495</td>
<td>160,495</td>
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<td></td>
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<td>5,058,609</td>
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<td><strong>Total Long-Term Assets</strong></td>
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<td>160,495</td>
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<td></td>
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<td>16,810,368</td>
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<td>$3,465,107</td>
<td>$2,423,892</td>
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<td>$47,208,258</td>
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</tbody>
</table>

### LIABILITIES AND NET ASSETS

|                        |             |     |     |     |      |     |     |              |
| **CURRENT LIABILITIES** |             |     |     |     |      |     |     |              |
| Accounts Payable       | 4,031,358   | 285,824 | 346,106 | 292,668 | 220,296 | 235,901 | 145,738 | 5,557,891  |
| Accrued Interest       | 85,119      |     |     |     |      |     |     | 85,119      |
| Deferred Rent Liability |           |     |     |     |      |     |     |              |
| Deferred Revenue       | 902,372     | 251,774 | 131,319 | 15,920 |      | (181) | 23,466 | 1,324,670  |
| Current Portion of Loans Payable | 325,000 |     |     |     |      | 41,668 | 62,500 | 491,668    |
| **Total Current Liabilities** | 5,343,849 | 537,598 | 477,425 | 308,588 | 261,964 | 298,220 | 231,704 | 7,459,348  |
| **LONG-TERM LIABILITIES** |           |     |     |     |      |     |     |              |
| Accrued Interest       | 127,461     |     |     |     | 3,844 | 3,055 | 2,522 | 2,522       | 139,404 |
| Deferred Rent Liability | 1,714,719  | 151,041 |     | 1,445,875 | - | - | - | 3,111,635 |
| Intracompany Payable   | 2,381,149   | 100,785 | 119,690 | 107,956 | 475,000 | 135,547 | 583,967 | 3,904,094 |
| Loans Payable          | 750,000     |     |     |     | 100,000 | 162,508 | 162,504 | 287,500 | 1,462,512  |
| **Total Long-Term Liabilities** | 4,973,329 | 251,826 | 119,690 | 1,657,675 | 640,563 | 300,573 | 873,989 | 8,817,645 |
| **NET ASSETS**         |             |     |     |     |      |     |     |              |
| Unrestricted           | 24,576,766  | 2,179,383 | 2,867,992 | 457,629 | (261,341) | 1,073,880 | (55,428) | 30,838,881 |
| Temporarily Restricted | 92,384      |     |     |     |      |     |     | 92,384      |
| **Total Net Assets**   | 24,669,150  | 2,179,383 | 2,867,992 | 457,629 | (261,341) | 1,073,880 | (55,428) | 30,931,265 |
| **Total Liabilities and Net Assets** | $34,986,328 | $2,968,807 | $3,465,107 | $2,423,892 | $641,186 | $1,672,673 | $1,050,265 | $47,208,258 |

See accompanying Auditors’ Report and the Notes to Supplementary Information.
### Current Assets

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<th>Description</th>
<th>Value</th>
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### Long-Term Assets

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<td>Total Long-Term Assets</td>
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### Liabilities and Net Assets

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<tr>
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<td>Total Current Liabilities</td>
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### Current Liabilities

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<th>Value</th>
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<tbody>
<tr>
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<td>$5,557,891</td>
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<tr>
<td>Accrued Interest</td>
<td>$269,600</td>
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<tr>
<td>Deferred Rent Liability</td>
<td>$321,503</td>
</tr>
<tr>
<td>Deferred Revenue</td>
<td>$145,357</td>
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<tr>
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<td>$491,668</td>
</tr>
<tr>
<td>Total Current Liabilities</td>
<td>$7,459,348</td>
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### Long-Term Liabilities

<table>
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### Net Assets

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<td>Total Liabilities and Net Assets</td>
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See accompanying Auditors' Report and the Notes to Supplementary Information.
ROCKETSHIP EDUCATION AND ITS AFFILIATES  
CONSOLIDATING STATEMENT OF ACTIVITIES – SCHOOLS  
YEAR ENDED JUNE 30, 2018

California

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<th>RMS</th>
<th>RSSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDP</th>
<th>RBM</th>
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<td>-</td>
<td>-</td>
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| INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS | 714,250 | 515,633 | 29,754 | 164,794 | 440,137 | (73,654) | 324,339 | 2,115,253 |

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<td>Amounts Released from Restriction</td>
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<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>(41,763)</td>
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<td>-</td>
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| INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS | 58,237 | - | - | - | - | - | - | 58,237 |

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<tr>
<th>INCREASE (DECREASE) IN NET ASSETS</th>
<th>772,487</th>
<th>515,633</th>
<th>29,754</th>
<th>164,794</th>
<th>440,137</th>
<th>(73,654)</th>
<th>324,339</th>
<th>2,173,490</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Assets - Beginning of Year</td>
<td>9,269,325</td>
<td>2,508,515</td>
<td>3,432,347</td>
<td>2,488,089</td>
<td>2,928,415</td>
<td>574,932</td>
<td>1,294,037</td>
<td>22,495,660</td>
</tr>
</tbody>
</table>

| NET ASSETS - END OF YEAR | $ 10,041,812 | $ 3,024,148 | $ 3,462,101 | $ 2,652,883 | $ 3,368,552 | $ 501,278 | $ 1,618,376 | $ 24,669,150 |

*See accompanying Auditors’ Report and the Notes to Supplementary Information.*

Rocketship Public Schools  
Page 1602
## Unrestricted Net Assets

### Revenues

<table>
<thead>
<tr>
<th>Source</th>
<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
<th>RRWC</th>
<th>RRS</th>
<th>RFA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF State Aid</td>
<td>$21,476,902</td>
<td>$4,133,985</td>
<td>$3,404,567</td>
<td>$3,953,833</td>
<td>$1,415,912</td>
<td>$3,486,135</td>
<td>$1,367,567</td>
</tr>
<tr>
<td>Apportionment Revenue</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Property Taxes</td>
<td>7,333,273</td>
<td>159,150</td>
<td>2,036,013</td>
<td>1,955,936</td>
<td>827,685</td>
<td>1,894,158</td>
<td>1,060,170</td>
</tr>
<tr>
<td>Other State Revenue</td>
<td>7,242,255</td>
<td>1,031,615</td>
<td>1,185,594</td>
<td>1,107,249</td>
<td>405,905</td>
<td>1,014,868</td>
<td>232,344</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>4,499,385</td>
<td>751,507</td>
<td>699,514</td>
<td>719,830</td>
<td>329,625</td>
<td>689,565</td>
<td>476,348</td>
</tr>
<tr>
<td>Other Local Revenue</td>
<td>15,345,611</td>
<td>-</td>
<td>2,699</td>
<td>5,139</td>
<td>921,405</td>
<td>5,156</td>
<td>13,922</td>
</tr>
<tr>
<td>Contributions</td>
<td>6,163,339</td>
<td>41,099</td>
<td>49,993</td>
<td>42,673</td>
<td>44,518</td>
<td>52,011</td>
<td>407,652</td>
</tr>
<tr>
<td>Amounts Released from Restriction</td>
<td>41,763</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Unrestricted Revenues</td>
<td>62,102,528</td>
<td>6,117,356</td>
<td>7,377,380</td>
<td>7,784,660</td>
<td>3,945,050</td>
<td>7,141,893</td>
<td>3,558,003</td>
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</table>

### Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
<th>RRWC</th>
<th>RRS</th>
<th>RFA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Expenses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Programs</td>
<td>34,913,970</td>
<td>5,336,437</td>
<td>5,674,696</td>
<td>6,175,565</td>
<td>2,992,471</td>
<td>5,332,932</td>
<td>2,651,731</td>
</tr>
<tr>
<td>Supporting Services:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration and General</td>
<td>12,411,682</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Supporting Services</td>
<td>25,073,305</td>
<td>815,692</td>
<td>1,062,897</td>
<td>1,082,970</td>
<td>398,558</td>
<td>999,744</td>
<td>419,322</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>59,987,275</td>
<td>6,152,129</td>
<td>6,737,593</td>
<td>7,258,535</td>
<td>3,391,029</td>
<td>6,332,676</td>
<td>3,071,053</td>
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### Increase (Decrease) in Unrestricted Net Assets

<table>
<thead>
<tr>
<th>Source</th>
<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
<th>RRWC</th>
<th>RRS</th>
<th>RFA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase (Decrease)</td>
<td>$2,115,253</td>
<td>(34,773)</td>
<td>639,787</td>
<td>526,125</td>
<td>554,021</td>
<td>809,217</td>
<td>486,950</td>
</tr>
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</table>

### Temporarily Restricted Net Assets

<table>
<thead>
<tr>
<th>Source</th>
<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
<th>RRWC</th>
<th>RRS</th>
<th>RFA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amounts Released from Restriction</td>
<td>(41,763)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(41,763)</td>
</tr>
<tr>
<td>Contributions</td>
<td>100,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100,000</td>
</tr>
<tr>
<td>Total</td>
<td>58,237</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>58,237</td>
</tr>
</tbody>
</table>

### Increase (Decrease) in Temporarily Restricted Net Assets

<table>
<thead>
<tr>
<th>Source</th>
<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
<th>RRWC</th>
<th>RRS</th>
<th>RFA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase (Decrease)</td>
<td>2,173,490</td>
<td>(34,773)</td>
<td>639,787</td>
<td>526,125</td>
<td>554,021</td>
<td>809,217</td>
<td>486,950</td>
</tr>
</tbody>
</table>

### Increase (Decrease) in Net Assets

<table>
<thead>
<tr>
<th>Source</th>
<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
<th>RRWC</th>
<th>RRS</th>
<th>RFA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase (Decrease)</td>
<td>22,495,860</td>
<td>2,214,156</td>
<td>2,228,205</td>
<td>(68,496)</td>
<td>(815,362)</td>
<td>264,663</td>
<td>(542,378)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
<th>RRWC</th>
<th>RRS</th>
<th>RFA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Assets - Beginning of Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Assets - End of Year</td>
<td>$24,669,150</td>
<td>$2,179,383</td>
<td>$2,867,992</td>
<td>$457,629</td>
<td>(261,341)</td>
<td>$1,073,880</td>
<td>(55,428)</td>
</tr>
</tbody>
</table>

See accompanying Auditors' Report and the Notes to Supplementary Information.
### Tennessee

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Eliminations</th>
<th>RSED Total</th>
<th>Wisconsin</th>
<th>DC</th>
<th>Eliminations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF State Aid</td>
<td>39,238,901</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>39,238,901</td>
<td>-</td>
</tr>
<tr>
<td>Apportionment Revenue</td>
<td>-</td>
<td>4,100,435</td>
<td>5,402,129</td>
<td>425,932</td>
<td>9,928,496</td>
<td>4,138,735</td>
</tr>
<tr>
<td>Property Taxes</td>
<td>15,266,385</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>15,266,385</td>
<td>-</td>
</tr>
<tr>
<td>Other State Revenue</td>
<td>12,219,830</td>
<td>-</td>
<td>-</td>
<td>13,553</td>
<td>12,233,383</td>
<td>73,416</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>8,165,774</td>
<td>566,570</td>
<td>664,405</td>
<td>673,459</td>
<td>10,070,208</td>
<td>1,065,681</td>
</tr>
<tr>
<td>Other Local Revenue</td>
<td>16,293,932</td>
<td>756,175</td>
<td>14,768</td>
<td>6,127</td>
<td>6,904,759</td>
<td>5,015,447</td>
</tr>
<tr>
<td>Contributions</td>
<td>6,800,285</td>
<td>4,474</td>
<td>100,000</td>
<td>-</td>
<td>131,854</td>
<td>970,245</td>
</tr>
<tr>
<td>Amounts Released from Restriction</td>
<td>41,763</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>41,763</td>
<td>-</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>98,026,870</td>
<td>5,427,654</td>
<td>6,081,302</td>
<td>1,219,071</td>
<td>98,699,342</td>
<td>5,469,066</td>
</tr>
</tbody>
</table>

### Expenses

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Education Programs</th>
<th>Supporting Services</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Expenses</td>
<td>63,077,802</td>
<td>12,441,682</td>
<td>75,519,484</td>
</tr>
<tr>
<td>Educational Programs</td>
<td>4,862,156</td>
<td>-</td>
<td>4,862,156</td>
</tr>
<tr>
<td>Other State Revenue</td>
<td>15,266,385</td>
<td>-</td>
<td>15,266,385</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>8,165,774</td>
<td>566,570</td>
<td>8,732,344</td>
</tr>
<tr>
<td>Other Local Revenue</td>
<td>16,293,932</td>
<td>756,175</td>
<td>17,049,107</td>
</tr>
<tr>
<td>Contributions</td>
<td>6,800,285</td>
<td>4,474</td>
<td>7,148,759</td>
</tr>
<tr>
<td>Amounts Released from Restriction</td>
<td>41,763</td>
<td>-</td>
<td>41,763</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>92,930,290</td>
<td>5,582,204</td>
<td>98,512,494</td>
</tr>
</tbody>
</table>

### Increase (Decrease) in Net Assets

<table>
<thead>
<tr>
<th>Increase (Decrease) in Net Assets</th>
<th>Unrestricted Net Assets</th>
<th>Temporarily Restricted Net Assets</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase (Decrease) in Net Assets</td>
<td>5,096,580</td>
<td>58,237</td>
<td>5,154,817</td>
</tr>
</tbody>
</table>

### See accompanying Auditors’ Report and the Notes to Supplementary Information.
# Rocketship Public Schools

## Consolidating Statement of Cash Flows – Schools

**Year Ended June 30, 2018**

### Cash Flows from Operating Activities

<table>
<thead>
<tr>
<th></th>
<th>RSN</th>
<th>RMS</th>
<th>RSSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDM</th>
<th>RBM</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Net Assets</td>
<td>$ 772,487</td>
<td>$ 515,633</td>
<td>$ 29,754</td>
<td>$ 164,794</td>
<td>$ 440,137</td>
<td>(73,654)</td>
<td>$ 324,339</td>
<td>$ 2,173,490</td>
</tr>
<tr>
<td>Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>130,739</td>
<td>39,396</td>
<td>28,792</td>
<td>28,214</td>
<td>20,568</td>
<td>19,212</td>
<td>5,962</td>
<td>272,883</td>
</tr>
<tr>
<td>Increase (Decrease) in Operating Assets:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>(605,567)</td>
<td>(118,693)</td>
<td>(90,709)</td>
<td>(86,901)</td>
<td>(130,392)</td>
<td>(341,732)</td>
<td>(33,451)</td>
<td>(1,407,445)</td>
</tr>
<tr>
<td>Grants Receivable</td>
<td>52,944</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>52,944</td>
<td></td>
</tr>
<tr>
<td>Prepaid Expenses and Deposits</td>
<td>131,129</td>
<td>(68,896)</td>
<td>6,428</td>
<td>(325,471)</td>
<td>(442)</td>
<td>(476,123)</td>
<td>(4,100)</td>
<td>(737,475)</td>
</tr>
<tr>
<td>Decrease in Operating Liabilities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>432,577</td>
<td>12,201</td>
<td>41,536</td>
<td>38,012</td>
<td>80,127</td>
<td>91,185</td>
<td>88,835</td>
<td>294,294</td>
</tr>
<tr>
<td>Deferred Rent Liability</td>
<td>-</td>
<td>30</td>
<td>84,653</td>
<td>(1,082)</td>
<td>75,104</td>
<td>-</td>
<td>67,113</td>
<td>225,838</td>
</tr>
<tr>
<td>Net Cash Flows from Operating Activities</td>
<td>914,309</td>
<td>379,671</td>
<td>98,491</td>
<td>(184,389)</td>
<td>573,314</td>
<td>(647,088)</td>
<td>558,714</td>
<td>1,693,022</td>
</tr>
</tbody>
</table>

### Cash Flows from Investing Activities

<table>
<thead>
<tr>
<th></th>
<th>RSN</th>
<th>RMS</th>
<th>RSSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDM</th>
<th>RBM</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of Property, Plant, and Equipment</td>
<td>-</td>
<td>-</td>
<td>(5,409)</td>
<td>-</td>
<td>(70,706)</td>
<td>(78,285)</td>
<td>-</td>
<td>(154,400)</td>
</tr>
<tr>
<td>Net Cash Flows from Investing Activities</td>
<td>-</td>
<td>-</td>
<td>(5,409)</td>
<td>-</td>
<td>(70,706)</td>
<td>(78,285)</td>
<td>-</td>
<td>(154,400)</td>
</tr>
</tbody>
</table>

### Cash Flows from Financing Activities

<table>
<thead>
<tr>
<th></th>
<th>RSN</th>
<th>RMS</th>
<th>RSSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDM</th>
<th>RBM</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intracompany Loans</td>
<td>(936,966)</td>
<td>(192,058)</td>
<td>99,948</td>
<td>135,100</td>
<td>203,520</td>
<td>459,792</td>
<td>155,625</td>
<td>(75,039)</td>
</tr>
<tr>
<td>Proceeds from Debt</td>
<td>200,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>200,000</td>
<td></td>
</tr>
<tr>
<td>Repayment of Debt</td>
<td>(1,300,000)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(1,300,000)</td>
<td></td>
</tr>
<tr>
<td>Net Cash Flows from Financing Activities</td>
<td>(2,036,966)</td>
<td>(192,058)</td>
<td>99,948</td>
<td>135,100</td>
<td>203,520</td>
<td>459,792</td>
<td>155,625</td>
<td>(1,175,039)</td>
</tr>
</tbody>
</table>

### Net Increase (Decrease) in Cash and Cash Equivalents

<table>
<thead>
<tr>
<th></th>
<th>RSN</th>
<th>RMS</th>
<th>RSSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDM</th>
<th>RBM</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1,122,657)</td>
<td>187,613</td>
<td>193,030</td>
<td>(49,289)</td>
<td>706,128</td>
<td>(265,581)</td>
<td>714,339</td>
<td>363,583</td>
<td></td>
</tr>
<tr>
<td>Cash and Cash Equivalents - Beginning of Year</td>
<td>3,421,526</td>
<td>858,833</td>
<td>2,580,790</td>
<td>1,110,771</td>
<td>2,620,874</td>
<td>611,871</td>
<td>1,360,071</td>
<td>12,564,736</td>
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</tbody>
</table>

### Cash and Cash Equivalents - End of Year

<table>
<thead>
<tr>
<th></th>
<th>RSN</th>
<th>RMS</th>
<th>RSSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDM</th>
<th>RBM</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 2,298,869</td>
<td>$ 1,046,446</td>
<td>$ 2,773,820</td>
<td>$ 1,061,482</td>
<td>$ 3,327,092</td>
<td>$ 346,290</td>
<td>$ 2,074,410</td>
<td>$ 12,028,319</td>
<td></td>
</tr>
</tbody>
</table>

### Supplemental Disclosure of Cash Flow Information

<table>
<thead>
<tr>
<th></th>
<th>RSN</th>
<th>RMS</th>
<th>RSSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDM</th>
<th>RBM</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Paid for Interest</td>
<td>$ 11,611</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>11,611</td>
</tr>
</tbody>
</table>

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See accompanying Auditors’ Report and the Notes to Supplementary Information.
# Consolidating Statement of Cash Flows – Schools (Continued)

## Year Ended June 30, 2018

### CASH FLOWS FROM OPERATING ACTIVITIES

<table>
<thead>
<tr>
<th>California</th>
<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
<th>RRWC</th>
<th>RRS</th>
<th>RFA</th>
<th>Total (Page 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Net Assets</td>
<td>$2,173,490</td>
<td>$(34,773)</td>
<td>$639,787</td>
<td>$526,125</td>
<td>$554,021</td>
<td>$809,217</td>
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<td>(Increase) Decrease in Operating Assets:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accounts Receivable</td>
<td>(1,407,445)</td>
<td>74,858</td>
<td>206,612</td>
<td>40,867</td>
<td>146,642</td>
<td>25,778</td>
<td>(426,217)</td>
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<td>-</td>
<td>-</td>
<td>8,000</td>
<td>4,282</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Increase (Decrease) in Operating Liabilities:</td>
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<td>332,879</td>
<td>809,217</td>
<td>5,154,817</td>
<td>1,142,197</td>
<td>340,452</td>
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</tr>
<tr>
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<td>-</td>
<td>-</td>
<td>15,446</td>
<td>21,929</td>
<td>43,936</td>
<td>46,849</td>
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<td>Deferred Revenue</td>
<td>264,294</td>
<td>212,366</td>
<td>131,319</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(181)</td>
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<tr>
<td>Deferred Rent Liability</td>
<td>225,838</td>
<td>61,835</td>
<td>(68,242)</td>
<td>8,448</td>
<td>-</td>
<td>24,669</td>
<td>(52,759)</td>
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<td>Cash Flows from Operating Activities</td>
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<td>330,624</td>
<td>939,404</td>
<td>687,515</td>
<td>619,661</td>
<td>742,786</td>
<td>5,043,381</td>
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### CASH FLOWS FROM INVESTING ACTIVITIES

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<th>RFZ</th>
<th>RRWC</th>
<th>RRS</th>
<th>RFA</th>
<th>Total (Page 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of Property, Plant, and Equipment</td>
<td>(154,400)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(8,071)</td>
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<tr>
<td>Net Cash Flows from Investing Activities</td>
<td>(154,400)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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### CASH FLOWS FROM FINANCING ACTIVITIES

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<th>RFZ</th>
<th>RRWC</th>
<th>RRS</th>
<th>RFA</th>
<th>Total (Page 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intracompany Loans</td>
<td>(75,039)</td>
<td>100,785</td>
<td>119,690</td>
<td>107,956</td>
<td>(494,533)</td>
<td>135,547</td>
<td>219,322</td>
</tr>
<tr>
<td>Proceeds from Debt</td>
<td>200,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Repayment of Debt</td>
<td>(1,300,000)</td>
<td>-</td>
<td>(62,512)</td>
<td>(62,512)</td>
<td>(83,328)</td>
<td>(124,996)</td>
<td>-</td>
</tr>
<tr>
<td>Net Cash Flows from Financing Activities</td>
<td>(1,175,039)</td>
<td>100,785</td>
<td>57,178</td>
<td>45,444</td>
<td>(577,861)</td>
<td>10,551</td>
<td>219,322</td>
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### NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS

<table>
<thead>
<tr>
<th>California</th>
<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
<th>RRWC</th>
<th>RRS</th>
<th>RFA</th>
<th>Total (Page 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Increase (Decrease) in Cash and Cash Equivalents</td>
<td>363,583</td>
<td>431,409</td>
<td>996,582</td>
<td>732,959</td>
<td>41,800</td>
<td>753,337</td>
<td>241,620</td>
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<tr>
<td>Cash and Cash Equivalents - Beginning of Year</td>
<td>12,564,736</td>
<td>947,172</td>
<td>1,638,264</td>
<td>925,684</td>
<td>204,786</td>
<td>288,025</td>
<td>220,893</td>
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<tr>
<td>Cash and Cash Equivalents - End of Year</td>
<td>$12,928,319</td>
<td>$1,378,581</td>
<td>$2,634,846</td>
<td>$1,658,643</td>
<td>$246,586</td>
<td>$1,041,362</td>
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### SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION

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<tr>
<th>California</th>
<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
<th>RRWC</th>
<th>RRS</th>
<th>RFA</th>
<th>Total (Page 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Paid for Interest</td>
<td>$11,611</td>
<td>-</td>
<td>$117</td>
<td>$105</td>
<td>$658</td>
<td>$2,292</td>
<td>-</td>
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See accompanying Auditors' Report and the Notes to Supplementary Information.
## CONSOLIDATING STATEMENT OF CASH FLOWS – SCHOOLS (CONTINUED)

**ROCKETSHIP EDUCATION AND ITS AFFILIATES**

**YEAR ENDED JUNE 30, 2018**

### Cash Flows from Operating Activities

<table>
<thead>
<tr>
<th>State</th>
<th>From Page 2</th>
<th>RNNE</th>
<th>RUA</th>
<th>RPP</th>
<th>RSED Total</th>
<th>Wisconsin</th>
<th>D.C.</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Change in Net Assets</td>
<td>$ 5,154,817</td>
<td>$(154,550)</td>
<td>$(92,035)</td>
<td>$(521,091)</td>
<td>$ 4,387,141</td>
<td>$ 122,853</td>
<td>$(630,024)</td>
<td>$ 3,879,970</td>
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<td>Net Cash Flows from Operating Activities:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>332,879</td>
<td>2,939</td>
<td>3,153</td>
<td>-</td>
<td>338,971</td>
<td>36</td>
<td>-</td>
<td>339,007</td>
</tr>
<tr>
<td>(Increase) Decrease in Operating Assets:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>(1,338,905)</td>
<td>256,085</td>
<td>(355,780)</td>
<td>(1,573)</td>
<td>(1,440,173)</td>
<td>355,823</td>
<td>31,411</td>
<td>(1,052,939)</td>
</tr>
<tr>
<td>Grants Receivable</td>
<td>52,944</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>52,944</td>
<td>608,532</td>
<td>(351,129)</td>
<td>(906,717)</td>
</tr>
<tr>
<td>Prepaid Expenses and Deposits</td>
<td>(801,509)</td>
<td>(27,138)</td>
<td>24,091</td>
<td>121,245</td>
<td>(683,311)</td>
<td>(22,771)</td>
<td>33,950</td>
<td>(627,132)</td>
</tr>
<tr>
<td>Increase (Decrease) in Operating Liabilities:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>671,439</td>
<td>(4,251)</td>
<td>54,008</td>
<td>(61,608)</td>
<td>659,588</td>
<td>139,645</td>
<td>1,212,642</td>
<td>2,011,875</td>
</tr>
<tr>
<td>Deferred Revenue</td>
<td>631,264</td>
<td>-</td>
<td>-</td>
<td>(100,000)</td>
<td>531,264</td>
<td>-</td>
<td>(29,942)</td>
<td>501,322</td>
</tr>
<tr>
<td>Deferred Rent Liability</td>
<td>340,452</td>
<td>(31,373)</td>
<td>179,882</td>
<td>-</td>
<td>489,961</td>
<td>32,861</td>
<td>1,665,012</td>
<td>2,186,834</td>
</tr>
<tr>
<td>Net Cash Flows from Operating Activities</td>
<td>5,043,381</td>
<td>41,712</td>
<td>(186,681)</td>
<td>563,027</td>
<td>4,335,385</td>
<td>19,915</td>
<td>1,931,920</td>
<td>6,287,220</td>
</tr>
</tbody>
</table>

### Cash Flows from Investing Activities

| | (162,471) | (5,125) | - | (35,102) | (202,698) | (20,255) | - | (222,953) |
| Purchase of Property, Plant, and Equipment | | | | | | | | |
| Net Cash Flows from Investing Activities | (162,471) | (5,125) | - | (35,102) | (202,698) | (20,255) | - | (222,953) |

### Cash Flows from Financing Activities

| | 113,728 | (320,982) | 504,636 | 85,078 | 382,460 | 365,846 | (1,498,306) | (750,000) |
| Intracompany Loans | | | | | | | | |
| Proceeds from Debt | 200,000 | - | - | - | 200,000 | - | - | 200,000 |
| Repayment of Debt | (1,633,348) | - | - | - | (1,633,348) | - | - | (1,633,348) |
| Net Cash Flows from Financing Activities | (1,319,620) | (320,982) | 504,636 | 85,078 | (1,050,888) | 365,846 | (1,498,306) | (2,183,348) |

### Net Increase (Decrease) in Cash and Cash Equivalents

| | 3,561,290 | (284,395) | 317,955 | (513,051) | 3,081,799 | 365,506 | 433,614 | 3,880,919 |
| | | | | | | | | |
| Cash and Cash Equivalents - Beginning of Year | 16,789,560 | 401,905 | 454,369 | 116,483 | 17,762,317 | 547,725 | 2,020,323 | 20,330,365 |
| Cash and Cash Equivalents - End of Year | $ 20,350,850 | $ 117,510 | $ 772,324 | $(396,568) | $ 20,844,116 | $ 913,231 | $ 2,453,937 | $ 24,211,284 |

### Supplemental Disclosure of Cash Flow Information

| | Cash Paid for Interest | $ 14,783 | $ - | $ - | $ - | $ 14,783 | $ - | $ - | $ 14,783 |

See accompanying Auditors' Report and the Notes to Supplementary Information.
## Schedule of Instructional Minutes

**Year Ended June 30, 2018**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Actual</th>
<th>Days</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS</td>
<td>36,000</td>
<td></td>
<td>178</td>
</tr>
<tr>
<td>RSSP</td>
<td>36,000</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RLS</td>
<td>36,000</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>ROMO</td>
<td>36,000</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RDP</td>
<td>36,000</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RBM</td>
<td>36,000</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RSA</td>
<td>36,000</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RSK</td>
<td>36,000</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RFZ</td>
<td>36,000</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RRWC</td>
<td>36,000</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RFA</td>
<td>36,000</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RRS</td>
<td>36,000</td>
<td></td>
<td>180</td>
</tr>
</tbody>
</table>

### Kindergarten/Transitional Kindergarten

- RMS: Actual = 55,145, Days = 178, Status: In compliance
- RSSP: Actual = 63,240, Days = 180, Status: In compliance
- RLS: Actual = 59,055, Days = 180, Status: In compliance
- ROMO: Actual = 58,485, Days = 180, Status: In compliance
- RDP: Actual = 66,825, Days = 180, Status: In compliance
- RBM: Actual = 53,850, Days = 180, Status: In compliance
- RSA: Actual = 63,225, Days = 180, Status: In compliance
- RSK: Actual = 26,570, Days = 180, Status: Not in compliance
- RFZ: Actual = 61,200, Days = 180, Status: In compliance
- RRWC: Actual = 55,710, Days = 180, Status: In compliance
- RFA: Actual = 54,840, Days = 180, Status: In compliance
- RRS: Actual = 61,350, Days = 180, Status: In compliance

### Grade 1:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Actual</th>
<th>Days</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>RMS</td>
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</tr>
<tr>
<td>RSSP</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RLS</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>ROMO</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RDP</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RBM</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RSA</td>
<td>50,400</td>
<td></td>
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</tr>
<tr>
<td>RSK</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RFZ</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RRWC</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RFA</td>
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</tr>
<tr>
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### Grade 2:

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<td>178</td>
</tr>
<tr>
<td>RSSP</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RLS</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>ROMO</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RDP</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RBM</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RSA</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RSK</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RFZ</td>
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<td></td>
<td>180</td>
</tr>
<tr>
<td>RRWC</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RFA</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>RRS</td>
<td>50,400</td>
<td></td>
<td>180</td>
</tr>
</tbody>
</table>

See accompanying Auditors’ Report and the Notes to Supplementary Information.

(38) Rocketship Public Schools
## Schedule of Instructional Minutes – California (Continued)

### Year Ended June 30, 2018

#### 2017-18 Minutes

<table>
<thead>
<tr>
<th>Grade 3:</th>
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<th></th>
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</tr>
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<tbody>
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<tr>
<td>RLS</td>
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<td>55,620</td>
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</tr>
<tr>
<td>ROMO</td>
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</tr>
<tr>
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<tr>
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<td>180</td>
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<tr>
<td>RRWC</td>
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<td>55,950</td>
<td>180</td>
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<tr>
<td>RFA</td>
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</table>

#### Grade 4:

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<th>Status</th>
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</thead>
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<td>58,145</td>
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<tr>
<td>RSSP</td>
<td>54,000</td>
<td>70,755</td>
<td>180</td>
<td>In compliance</td>
</tr>
<tr>
<td>RLS</td>
<td>54,000</td>
<td>55,620</td>
<td>180</td>
<td>In compliance</td>
</tr>
<tr>
<td>ROMO</td>
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<td>In compliance</td>
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<td>56,520</td>
<td>180</td>
<td>In compliance</td>
</tr>
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<td>RBM</td>
<td>54,000</td>
<td>57,015</td>
<td>180</td>
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<tr>
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See accompanying Auditors’ Report and the Notes to Supplementary Information.
ROCKETSHIP EDUCATION AND ITS AFFILIATES
SCHEDULE OF AVERAGE DAILY ATTENDANCE – CALIFORNIA
YEAR ENDED JUNE 30, 2018

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<th>Annual Report Classroom Based</th>
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<td>RBM</td>
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See accompanying Auditors’ Report and the Notes to Supplementary Information. (40)
ROCKETSHIP EDUCATION AND ITS AFFILIATES
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

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<tr>
<th>Fund Balances (Net Assets)</th>
<th>RMS</th>
<th>RSSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDP</th>
<th>RBM</th>
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<tr>
<td>(Net Assets):</td>
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<tr>
<td>Cash and cash equivalents</td>
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<td>(64,329)</td>
<td>(23,707)</td>
<td>(27,857)</td>
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<td>86,881</td>
<td>147,560</td>
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<td>567,703</td>
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<td>(5,000)</td>
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<td>-</td>
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<td>-</td>
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<tr>
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<td>13,092</td>
<td>(28,214)</td>
<td>29,799</td>
<td>25,683</td>
<td>26,403</td>
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<td>Accounts payable</td>
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<td>55,906</td>
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<td>123,017</td>
<td>(34,218)</td>
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<td>180,554</td>
<td>(26,401)</td>
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<td>(135,100)</td>
<td>(203,520)</td>
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<td>88,238</td>
<td>31,509</td>
<td>(191,599)</td>
<td>(422,429)</td>
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<th>RSA</th>
<th>RSK</th>
<th>RFZ</th>
<th>RRWC*</th>
<th>RRS</th>
<th>RFA*</th>
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<td>$3,462,101</td>
<td>$2,652,883</td>
<td>$3,368,552</td>
<td>$501,278</td>
<td>$1,618,376</td>
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<tr>
<td>(Net Assets):</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Cash and cash equivalents</td>
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<td>(72,398)</td>
<td>(29,825)</td>
<td>74,240</td>
<td>(85,693)</td>
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<td>(132,100)</td>
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<td>362,089</td>
<td>(4,000)</td>
<td>(4,297)</td>
<td>67,666</td>
<td>(4,125)</td>
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<td>118,587</td>
<td>81,411</td>
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<table>
<thead>
<tr>
<th>Fund Balances (Net Assets)</th>
<th>RMS</th>
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<th>RLS</th>
<th>ROMO</th>
<th>RDP</th>
<th>RBM</th>
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*RRWC and RFA reported their unaudited actuals on the modified accrual basis of accounting and some of the variances shown are a result of the audited consolidated financial statements presented on the accrual basis of accounting.

See accompanying Auditors’ Report and the Notes to Supplementary Information.
## Schedule of Expenditures of Federal Awards

Year Ended June 30, 2018

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<th>Federal Grantor/Pass-Through Grantor</th>
<th>Federal CFDA Number</th>
<th>PTID</th>
<th>RSN</th>
<th>RMS</th>
<th>RSSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDP</th>
<th>RBM</th>
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<tr>
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<td>Wisconsin Department of Public Instruction</td>
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**Pass Through Program From:**

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<th>RSN</th>
<th>RMS</th>
<th>RSSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDP</th>
<th>RBM</th>
<th>RSA</th>
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**Low-Income and Neglected Totals**

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N/A – Not Available

See accompanying Auditors’ Report and the Notes to Supplementary Information.
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Pass Through Program From:

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| Metro Nashville Public Schools     | Title II | 84.367 | N/A   | - | - | - | - | - | - | 23,327 | - | - | - | 23,327 |
| Wisconsin Department of Public Instruction | Title II | 84.367 | N/A   | - | - | - | - | - | - | 31,399 | - | - | - | 31,399 |
| DC State Board of Education       | Title II | 84.367 | N/A   | - | - | - | - | - | - | - | 97,908 | - | - | - | 97,908 |

Title II Totals

176,616 | 24,143 | 24,780 | 12,355 | 17,623 | 14,269 | 23,327 | 31,399 | 97,908 | 422,420

See accompanying Auditors' Report and the Notes to Supplementary Information.
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See accompanying Auditors’ Report and the Notes to Supplementary Information.
### SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)

**Year Ended June 30, 2018**

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<td>37,353</td>
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<td>16,027</td>
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<td>1,153,714</td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>Wisconsin Department of Public Instruction</td>
<td>84.173</td>
<td>Special Education IDEA Preschool</td>
<td>84.173</td>
<td>527,634</td>
<td>78,387</td>
<td>80,393</td>
<td>37,353</td>
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<tr>
<td>Special Education IDEA Preschool</td>
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<td>80,393</td>
<td>37,353</td>
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</tr>
<tr>
<td>Total U.S Department of Education</td>
<td></td>
<td></td>
<td></td>
<td>2,703,862</td>
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<td>327,373</td>
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<td>358,649</td>
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<td>587,383</td>
<td>1,504,310</td>
<td>7,474,719</td>
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</tr>
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</table>

See accompanying Auditors' Report and the Notes to Supplementary Information.
### Rocketship Education and Its Affiliates

#### Schedule of Expenditures of Federal Awards (Continued)

**Year Ended June 30, 2018**

<table>
<thead>
<tr>
<th>Federal Grantor/Pass-Through Grantor</th>
<th>Program or Cluster Title</th>
<th>CFDA Number</th>
<th>PTID</th>
<th>RSN</th>
<th>RMS</th>
<th>RSSP</th>
<th>RLS</th>
<th>ROMO</th>
<th>RDP</th>
<th>RBM</th>
<th>RSA</th>
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</tr>
<tr>
<td>Pass Through Program From</td>
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<td></td>
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<td></td>
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<tr>
<td>California Department of Education</td>
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<td>$ 198,817</td>
<td>$ 154,286</td>
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<td>$ 209,338</td>
<td>$ 173,642</td>
<td>$ 174,179</td>
<td>$ 199,982</td>
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<tr>
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<td>National School Lunch Program</td>
<td>10.555</td>
<td>N/A</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
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<td>National School Lunch Program</td>
<td>10.555</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Total School Lunch Program Totals</strong></td>
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<td></td>
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</tr>
<tr>
<td>California Department of Education</td>
<td>School Breakfast Program</td>
<td>10.553</td>
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<td>129,341</td>
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<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>School Breakfast Program</td>
<td>Donated Commodities - Noncash</td>
<td>10.555</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>DC State Board of Education</td>
<td>School Breakfast Program</td>
<td>10.553</td>
<td>N/A</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
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<td>2,741</td>
<td>2,741</td>
<td>2,741</td>
<td>19,187</td>
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<tr>
<td><strong>Total U.S. Department of Agriculture:</strong></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Total Federal Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>

See accompanying Auditors' Report and the Notes to Supplementary Information.

(46) Rocketship Public Schools

Page 1616
<table>
<thead>
<tr>
<th>Federal Grantor/Pass-Through Grantor</th>
<th>Federal Program or Cluster Title</th>
<th>CFDA Number</th>
<th>Total Expenditures</th>
</tr>
</thead>
<tbody>
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<td>U.S. Department of Agriculture:</td>
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<tr>
<td>Pass Through Program From</td>
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<tr>
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<td>School Breakfast Program</td>
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<td>Wisconsin Department of Public Instruction</td>
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<td>Wisconsin Department of Public Instruction</td>
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<td>$173,978</td>
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<td>DC State Board of Education</td>
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<td>Wisconsin Department of Public Instruction</td>
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<td>Child Nutrition Cluster</td>
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<tr>
<td>Total U.S. Department of Agriculture:</td>
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<td>Wisconsin Department of Public Instruction</td>
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<td>Medical Assistance Program</td>
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<td>California Department of Education:</td>
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<td>$5,250,892</td>
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</tbody>
</table>

See accompanying Auditors' Report and the Notes to Supplementary Information.
PURPOSE OF SCHEDULES

NOTE 1 CONSOLIDATING STATEMENTS

These statements provide detailed financial information of each charter school.

NOTE 2 SCHEDULE OF INSTRUCTIONAL MINUTES - CALIFORNIA

This schedule presents information on the amount of instructional time offered by Rocketship Schools and whether the schools complied with the provisions of California Education Code.

NOTE 3 SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA) - CALIFORNIA

Average daily attendance is a measurement of the number of pupils attending classes of Rocketship Schools in California. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 4 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the fund balances (net assets) of each California charter school as reported on the Annual Financial Report form to the audited financial statements.

NOTE 5 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of RSEA under programs of the federal government for the year ended June 30, 2018. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the Schedule presents only a selected portion of operations of RSEA, it is not intended to and does not present the financial position, changes in net assets, or cash flows of RSEA.
NOTE 5  SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 6  INDIRECT COST RATE

RSEA did not use the 10-percent de minimus indirect cost rate allowed under the Uniform Guidance.
INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Directors
Rocketship Education and its Affiliates
Redwood City, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the consolidated financial statements of Rocketship Education and its Affiliates (RSEA), which comprise the consolidated statement of financial position as of June 30, 2018, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 30, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of financial statements, we considered RSEA’s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of RSEA's internal control. Accordingly, we do not express an opinion on the effectiveness of RSEA’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of RSEA’s financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as described in the accompanying schedule of findings and questioned costs (see Finding 2018-001), we identified certain deficiencies in internal control that we consider to be a material weakness as well as (see Finding 2018-003) certain deficiencies in internal control that we consider to be a significant deficiency.
Compliance and Other Matters

As part of obtaining reasonable assurance about whether RSEA’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

The School’s Response to Findings

The School’s response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The School’s response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity’s internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity’s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
January 30, 2019
INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
Rocketship Education and its Affiliates
Redwood City, California

Report on Compliance for Each Major Federal Program
We have audited the compliance of Rocketship Education and its Affiliates (RSEA) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018. RSEA’s major federal programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

Management’s Responsibility
Management is responsible for compliance with federal statutes, regulations, and terms and conditions of federal awards applicable to its federal programs.

Auditor’s Responsibility
Our responsibility is to express an opinion on compliance for each of RSEA’s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about RSEA’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of RSEA’s compliance.

Opinion on Each Major Federal Program
In our opinion, RSEA complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.
Report on Internal Control Over Compliance

Management of RSEA is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered RSEA’s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of RSEA’s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
January 30, 2019
INDEPENDENT AUDITOR’S REPORT ON STATE COMPLIANCE - CALIFORNIA

Board of Directors
Rocketship Education and its Affiliates
Redwood City, California

We have audited Rocketship Education and its Affiliates’ (RSEA) compliance with the types of compliance requirements described in the 2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel for the year ended June 30, 2018. RSEA’s State compliance requirements are identified in the table below.

Management’s Responsibility
Management is responsible for the compliance with the State laws and regulations as identified below.

Auditor’s Responsibility
Our responsibility is to express an opinion on RSEA’s compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States, and the 2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the RSEA’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of RSEA’s compliance.

Compliance Requirements Tested
In connection with the audit referred to above, we selected and tested transactions and records to determine RSEA’s compliance with the laws and regulations applicable to the following items:

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<thead>
<tr>
<th>Description</th>
<th>Procedures Performed</th>
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<tbody>
<tr>
<td>School Districts, County Offices of Education, and Charter Schools:</td>
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</tr>
<tr>
<td>Educator Effectiveness</td>
<td>Yes</td>
</tr>
<tr>
<td>California Clean Energy Jobs Act</td>
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</tr>
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<td>Before/After School Education and Safety Program</td>
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</tr>
<tr>
<td>Proper Expenditure of Education Protection Account Funds</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Procedures

<table>
<thead>
<tr>
<th>Description</th>
<th>Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated Local Control Funding Formula Pupil Counts</td>
<td>Yes</td>
</tr>
<tr>
<td>Local Control and Accountability Plan</td>
<td>Yes</td>
</tr>
<tr>
<td>Independent Study-Course Based</td>
<td>No¹</td>
</tr>
<tr>
<td>Charter Schools:</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>Yes</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>Nonclassroom-based instructional/independent study</td>
<td>No¹</td>
</tr>
<tr>
<td>Determination of funding for nonclassroom-based instruction</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Annual instructional minutes – classroom based</td>
<td>Yes</td>
</tr>
<tr>
<td>Charter School Facility Grant Program</td>
<td>Yes</td>
</tr>
</tbody>
</table>

¹ We did not perform testing for independent study because the independent study ADA was under the level which requires testing.

### Opinion on State Compliance

In our opinion, RSEA complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2018.

### Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the 2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel, and which are described in the accompanying schedule of findings and questioned costs as items 2018-002 and 2018-004. Our opinion on each state program is not modified with respect to these matters.

### The Organization’s Response to Findings

The Organization’s response to the noncompliance finding is identified in the accompanying schedule of findings and questioned costs. The Organization’s response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

### Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the 2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

---

CliftonLarsonAllen LLP
Glendora, California
January 30, 2019
Section I – Summary of Auditors’ Results

Financial Statements

1. Type of auditors’ report issued: Unmodified

2. Internal control over financial reporting:
   - Material weakness(es) identified? ______ X yes _______ no
   - Significant deficiency(ies) identified? ______ X yes _______ none reported

3. Noncompliance material to financial statements noted? _______ yes _______ X no

Federal Awards

1. Internal control over major federal programs:
   - Material weakness(es) identified? _______ yes _______ X no
   - Significant deficiency(ies) identified? _______ yes _______ X none reported

2. Type of auditors’ report issued on compliance for major federal programs: Unmodified

3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _______ yes _______ X no

Identification of Major Federal Programs

<table>
<thead>
<tr>
<th>CFDA Number(s)</th>
<th>Name of Federal Program or Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.027 10.553, 10.555</td>
<td>Special Education IDEA Child Nutrition Cluster</td>
</tr>
</tbody>
</table>

Dollar threshold used to distinguish between Type A and Type B programs: $ 750,000

Auditee qualified as low-risk auditee? _______ yes _______ X no
All audit findings must be identified as one or more of the following categories:

<table>
<thead>
<tr>
<th>Five Digit Code</th>
<th>Finding Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>10000</td>
<td>Attendance</td>
</tr>
<tr>
<td>20000</td>
<td>Inventory of Equipment</td>
</tr>
<tr>
<td>30000</td>
<td>Internal Control</td>
</tr>
<tr>
<td>40000</td>
<td>State Compliance</td>
</tr>
<tr>
<td>42000</td>
<td>Charter School Facilities Program</td>
</tr>
<tr>
<td>50000</td>
<td>Federal Compliance</td>
</tr>
<tr>
<td>60000</td>
<td>Miscellaneous</td>
</tr>
<tr>
<td>61000</td>
<td>Classroom Teacher Salaries</td>
</tr>
<tr>
<td>62000</td>
<td>Local Control Accountability Plan</td>
</tr>
<tr>
<td>70000</td>
<td>Instructional Materials</td>
</tr>
<tr>
<td>71000</td>
<td>Teacher Misassignments</td>
</tr>
<tr>
<td>72000</td>
<td>School Accountability Report Card</td>
</tr>
</tbody>
</table>

**Section II – Financial Statement Findings**

**Finding 2018-001 – Internal Control Relating to Closing Process**

Type of Finding:

- Material Weakness in Internal Control over Financial Reporting

**Criteria:** Internal control processes should be followed throughout the year to ensure accurate financial information in accordance with Generally Accepted Accounting Principles.

**Condition:** Throughout the audit process, revisions to the trial balance were made by management to correct balances and transactions after the audit process began. The number of journal entries required indicates that internal control processes were not operating effectively throughout the fiscal year and that the closing process was not completed in a timely manner.

**Effect:** Potential errors in reporting account balances and risk that material errors may not be prevented or detected and corrected on a timely basis.

**Cause:** Month-end closing procedures were not sufficient to ensure correct balances at the time of the audit. The issue was caused by a change in accounting personnel.

**Questioned Costs and Units:** None.

**Recommendation:** We recommend RSED review its current internal control procedures related to month-end closings and to ensure it has adequate capacity to perform all functions of its internal control processes.

**Corrective Action Plan:** RSED has employed external consultants since May 2018 to improve and clarify its monthly close and to improve all accounting processes and controls. This has included additional resourcing, implementation and review of new closing checklists, and additional accounting system investments to support process. In addition, RSED has employed new senior accounting personnel to review activity and controls.
Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Section IV – Findings and Questioned Costs – State Compliance

2018-002 – Teaching Credential

<table>
<thead>
<tr>
<th>Rocketship Redwood City Prep</th>
<th>#1736</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocketship Spark Academy</td>
<td>#1526</td>
</tr>
<tr>
<td>Rocketship Alma Academy</td>
<td>#1394</td>
</tr>
</tbody>
</table>

**Criteria:** Education Code Section 47605(l) states that all teachers who are either providing classroom instruction, or who are authorized to provide classroom instruction, must possess a valid teaching credential issued from the California Commission on Teaching Credential (CCTC).

**Condition:** It was noted during testing that four teachers did not have valid credentials for the full period under review that resulting in an instructional minute deficiency.

**Effect:** Four teachers who provided classroom instruction were not credentialed for the entire period they were providing instruction.

**Cause:** Internal controls for tracking teacher credentials were insufficient to ensure compliance.

**Questioned Costs and Units:** Due to disallowed instructional time from non-credentialled teachers, RSED had an instructional minutes finding at 2018-004. See this finding for questioned costs.

**Recommendation:** It is recommended that RSED review its process for verifying teacher credentials and modify it accordingly to avoid any lapse in teaching credential periods.

**Corrective Action Plan:** As of May 2018, RSED has implemented a plan with several elements to ensure all teachers have required credentials. This includes the addition of specific Credential Analyst staff with responsibility for monitoring and testing for credential accuracy. Other steps include: utilizing human resources software to track teacher credential status and needs; monitoring compliance and upcoming renewals on a weekly basis; increasing communication and support to teachers with upcoming renewals and implementing of mandatory summer credentialing professional development sessions. As a result, per RSED’s corrective actions all required teachers in 2018/19 have credentials in place. RSED management has also requested that the auditors perform a full review of all California teacher’s credentialing for the audit year ending 06/30/2019.

2018-003 – Teaching Credential – Wisconsin Charter Schools

**Criteria:** Under §118.40 (2r)(d), Wisconsin Statutes, a charter school shall ensure all instructional staff hold a valid license or permit to teach issued by the department.
**Condition:** RSED employed a special education individual who taught outside the license grade range issued by the department. The individual is licensed to teach students in K5 – 5th grade; however, the individual supported a K4 student.

**Cause:** RSED did not follow up to verify the employee had the proper license.

**Effect:** RSED is not in compliance with Wisconsin state statutes.

**Identification of a Repeat Finding:** This is a repeat finding. See 2017-001.

**Recommendation:** We recommend RSCP verify that all staff have an appropriate license within the grade range they are teaching.

**Corrective Action Plan:** The Organization will ensure that all instructional staff hold a valid license or permit within the grade range they are teaching. A new staff member has been hired for FY18-19 to specifically focus on monthly review of licensing and credentialing.

**2018-004 – Instructional Minutes**

<table>
<thead>
<tr>
<th>School</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocketship Redwood City Prep</td>
<td>#1736</td>
</tr>
<tr>
<td>Rocketship Spark Academy</td>
<td>#1526</td>
</tr>
<tr>
<td>Rocketship Alma Academy</td>
<td>#1394</td>
</tr>
</tbody>
</table>

**Criteria:** Pursuant to the provisions of subdivision (a)(1) of Education Code Section 47612.5, minimum instructional minutes required by grade are as follows: 36,000 for grades TK-K, 50,400 for grades 1-3, and 54,000 for grades 4-5.

**Condition:** Due to finding 2018-002, some instructional minutes were disallowed that led to the three sites listed at the beginning of this section offering insufficient instructional time.

**Effect:** After disallowing core instruction minutes for the teachers in question, the total instructional minutes to the amounts shown in the Schedule of Instructional Minutes – California. This resulted in non-compliance with the instructional minute minimum requirement.

**Cause:** Instructional time under non-credentialed teachers were subtracted from the total instructional minutes, which resulted in the shortage of instructional minutes.

**Questioned Costs and Units:** The questioned cost generated from not meeting the annual minutes per site is as follows, determined using the penalty calculation worksheet from the California Department of Education:

- Rocketship Redwood City Prep - $117,626
- Rocketship Spark Academy - $238,295
- Rocketship Alma Academy - $46,169
Recommendation: It is recommended that a process for annually verifying teaching credentials for all teachers be established along with a method to keep track of credentials to avoid instructional minutes being affected.

The findings from the prior audit’s schedule of findings and questioned costs are discussed below. The findings are numbered consistently with the numbers assigned in the prior year.

**FINDINGS—FINANCIAL STATEMENT AUDIT**

There were no financial statement findings in the prior year.

**FINDINGS—STATE COMPLIANCE**

**2017-001 – Special Education Ineligible Staff**

**Condition:** RSCP employed a special education individual that taught outside the license grade range issued by the department.

**Status:** See current year finding 2018-003.

**Reason for finding’s recurrence:** See current year finding 2018-003.

**Corrective Action:** See current year finding 2018-003.
### Assets

**Current Assets**
- Cash and Cash Equivalents: $39,852,419.54
- Accounts Receivable: $20,341,242.87
- Investments: $24,451.70
- Prepaid Expenses: $3,322,112.07
- Security Deposits: $430,729.92
**Total Current Assets**: $63,970,956.10

**Fixed Assets**
- Notes Receivable: $13,111,094.53
**Total Assets**: $81,796,593.49

### Liabilities

**Current Liabilities**
- Accounts Payable: $4,465,407.75
- Accrued Liabilities: $3,667,000.67
- Accrued Lease Payments: $0.00
- Deferred Revenue: $11,215,969.23
- Deferred Management Fee S-T: $3,749,441.91
- Intercompany Loan: $7,079,000.00
- Current Portion of Loans Payable: $1,071,064.66
**Total Current Liabilities**: $31,247,884.22

**Long Term Liabilities**
- Accrued lease payments L-T: $6,351,586.48
- Loans payable L-T: $12,478,334.12
- Accrued Interest: $226,823.51
**Total Long Term Liabilities**: $19,056,744.11

**Net Assets**: $31,491,965.16

**Total Liabilities and Net Assets**: $81,796,593.49

---

**Note**: Q1 actuals represent RSED and Schools but do not include Launchpad; Launch entity is included in the consolidated audit.
<table>
<thead>
<tr>
<th></th>
<th>FY21 Actuals</th>
<th>FY21 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED Federal Revenue</td>
<td>329,830</td>
<td>1,330,253</td>
</tr>
<tr>
<td>Child Nutrition</td>
<td>268,740</td>
<td>7,330,343</td>
</tr>
<tr>
<td>NCLB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8291 Title I, Part A, Basic Grants</td>
<td>795,756</td>
<td>4,114,343</td>
</tr>
<tr>
<td>8292 Title II, Part A, Teacher Quality</td>
<td>95,204</td>
<td>498,630</td>
</tr>
<tr>
<td>8293 Title III, Part A, Limited English Proficient</td>
<td>79,277</td>
<td>412,998</td>
</tr>
<tr>
<td>8294 Title IV</td>
<td>57,251</td>
<td>241,851</td>
</tr>
<tr>
<td>Total NCLB</td>
<td>1,027,488</td>
<td>5,267,822</td>
</tr>
<tr>
<td>Other Federal Programs</td>
<td>416,695</td>
<td>12,117,109</td>
</tr>
<tr>
<td>Total Federal Income</td>
<td>2,042,753</td>
<td>26,045,526</td>
</tr>
<tr>
<td>State Revenue Sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8012 Education Protection Account Entitlement</td>
<td>552,936</td>
<td>2,910,188</td>
</tr>
<tr>
<td>8015 General Block Grant</td>
<td>9,390,182</td>
<td>37,327,893</td>
</tr>
<tr>
<td>8017 LCFF State Aid. DC at risk</td>
<td>8,965,965</td>
<td>46,386,194</td>
</tr>
<tr>
<td>8025 In-Lieu of Property Taxes</td>
<td>3,835,206</td>
<td>20,184,150</td>
</tr>
<tr>
<td>Other State Revenues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED State</td>
<td>1,552,152</td>
<td>7,961,391</td>
</tr>
<tr>
<td>All Other State Revenues</td>
<td>3,110,629</td>
<td>15,266,470</td>
</tr>
<tr>
<td>Total Other State Revenues</td>
<td>4,662,782</td>
<td>23,227,861</td>
</tr>
<tr>
<td>Categorical Block Grant</td>
<td>61,246</td>
<td>322,345</td>
</tr>
<tr>
<td>Total State Revenue Sources</td>
<td>27,468,316</td>
<td>130,358,631</td>
</tr>
<tr>
<td>Other Local Revenues</td>
<td>162,445</td>
<td>1,058,332</td>
</tr>
<tr>
<td>Internal Transfers</td>
<td>4,718,308</td>
<td>25,684,201</td>
</tr>
<tr>
<td>Grants and Fundraising</td>
<td>3,153,853</td>
<td>7,034,900</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>37,545,676</td>
<td>190,181,591</td>
</tr>
<tr>
<td>Expense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated Salaries</td>
<td>8,877,855</td>
<td>36,517,978</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>7,517,361</td>
<td>34,778,882</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>3,841,116</td>
<td>17,102,530</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>4,431,811</td>
<td>8,307,856</td>
</tr>
<tr>
<td>Food Services</td>
<td>276,999</td>
<td>7,716,711</td>
</tr>
<tr>
<td>Services and Other Operating Expenses</td>
<td>4,385,479</td>
<td>24,421,885</td>
</tr>
<tr>
<td>Travel &amp; Conferences</td>
<td>26,405</td>
<td>1,083,773</td>
</tr>
<tr>
<td>Dues and Insurance</td>
<td>206,471</td>
<td>582,513</td>
</tr>
<tr>
<td>Rental, Leases, &amp; Repairs</td>
<td>4,807,191</td>
<td>21,722,563</td>
</tr>
<tr>
<td>Management Fee</td>
<td>4,018,308</td>
<td>21,762,183</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>87,250</td>
<td>332,643</td>
</tr>
<tr>
<td>Interest Expense</td>
<td>82,171</td>
<td>395,026</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>704,403</td>
<td>8,693,000</td>
</tr>
<tr>
<td>Total Expense</td>
<td>39,262,821</td>
<td>183,417,543</td>
</tr>
<tr>
<td>Net Income</td>
<td>-1,717,145</td>
<td>6,764,048</td>
</tr>
</tbody>
</table>

**Note:** Q1 actuals and FY21 budget represent RSED and Schools but do not include Launchpad; Launch entity is included in the consolidated audit.
GENERATION TWENTY-SIX CHARTER

CONTRACT
FOR
OPEN-ENROLLMENT CHARTER SCHOOL

THIS AGREEMENT, made this 27 day of January, 2022, is executed between the Texas Education Agency (the "Agency"), the authority, and Rocketship Public Schools Texas ("Charter Holder") to operate Rocketship Public Schools, a Generation Twenty-Six Open-Enrollment Charter School.

THE PURPOSE of this agreement is to establish terms and conditions between the Agency and the Charter Holder. Whereby the following terms shall enable the Commissioner of Education (the "Commissioner"), as vested agent, to maintain an active commitment to the award and regulation of high-quality charter schools within the state of Texas.

To such end, the Agency and Charter Holder, for the consideration hereunder named, agree as follows:

GENERAL

Article I. Definitions, as used in this contract:

"Charter" shall mean the Generation Twenty-Six Open-Enrollment Charter as provided by Subchapter D, Chapter 12, Texas Education Code (TEC), and granted by this contract.

"Charter Application" shall mean all information proposed and provided by Charter Holder in response to Request for Application 701-21-104 or 701-21-105.

"Charter Holder" shall refer to the sponsoring entity identified in the Charter Application and any entity to which a charter is granted by this contract.

"Charter School" shall mean the Generation Twenty-Six Open-Enrollment Charter School operated by the sponsoring entity and assigned a unique identifying six digit County District Number (CDN). The Charter School is part of the public school system of Texas and shall operate as a "Charter School" within the meaning of 20 U.S.C. § 8066.

"Request for Application" shall refer to all documents approved and published as Request for Application 701-21-104 or 701-21-105.

"Initial Term" shall refer to the initial number of years granted by the Commissioner to operate under the Charter.

Article II. The Charter. This contract hereby grants to Charter Holder a Generation Twenty-Six Open-Enrollment Charter under Subchapter D, Chapter 12, TEC. The terms of the Charter shall include: (a) this contract; (b) applicable law or Administrative rule in effect, amended, enacted,
or adopted during the term of the contract; (c) Request for Application (RFA); (d) any condition, amendment, modification, revision, or other change to the Charter adopted or ratified by the Commissioner; and (e) all statements, assurances, commitments, and representations made by Charter Holder in the Charter Application, attachments, or related documents, to the extent consistent with the aforementioned (a) through (d).

Article III. Material Violation(s). Upon any and all determinations of material violation(s), the contract for Charter shall be subject to revocation under TEC § 12.115(a). Actions that may constitute a material violation include, but are not limited to, specific references hereunder. Additional illustrative examples include the failure to procure valid: (a) certificate(s) of occupancy; (b) fingerprinting; and (c) criminal background checks.

Article IV. Term of Charter. The Initial Term for the Charter shall be five (5) years and will automatically expire on July 31, 2026, unless otherwise subject to forfeiture for failure to meet criteria under TEC § 12.101 or revocation. Authority to operate under the Charter during the Initial Term is conditional, provided that all campus(es) approved to open in Year 1 are operational by September 2022. The term operational, under this section, shall constitute all campus(es) that are open and serving lawfully enrolled students, UNLESS Charter Holder submits and subsequently receives Commissioner approval to postpone operations for no more than one year.

Charter Holder affirms its understanding that the Charter School must enroll and serve students in at least one state-assessed grade level by the beginning of the third (3) year of operations, so that the Charter School receives an accountability rating in its third year, and that the Charter School must enroll and serve at least fifty (50) percent of its student population in a state-tested grade level by the beginning of the fifth (5) year of operations; and that to ensure financial viability, the entity must commit to serving a minimum of 100 students at all times. Failure to do so will result in termination of this contract.

A failure to perform under this Article shall constitute a material violation.

Article V. Renewal(s) of Term. This Agreement does not vest Charter Holder with a right of automatic renewal. All requests for renewal shall be determined by a timely application and subsequent determination by the Commissioner as required by statute. The Charter shall not be renewed before July 31, 2026. No Renewal of Term shall exceed ten (10) years from the renewal date.

Article VI. Alienation of Charter. The Charter may not be assigned, encumbered, pledged, or in any way alienated for the benefit of creditors or otherwise. Charter Holder may not delegate, assign, subcontract, or otherwise alienate any of its rights or responsibilities under the Charter. Any attempt to do so shall be null and void and hold no force or effect. Breach under this section shall constitute a material violation.

Article VII. Revision by Agreement. The terms of the Charter may be revised with the consent of Charter Holder by written amendment approved by the Commissioner.
GENERATION TWENTY-SIX CHARTER

STUDENTS

Article VIII. Open-Enrollment. Admission and enrollment shall be open to any person(s) who reside(s) within the approved geographic boundary stated in the Charter Application and who is eligible for admission based on lawful criteria identified in the Charter Application. Total enrollment shall not exceed the maximum number of students approved in the Charter Application and all applicable and approved written amendments.

Article IX. Non-Discrimination. The Charter School’s educational program shall comply with TEC § 12.111(a)(5).

Article X. Children with Disabilities. A charter school is a “local educational agency” as defined by federal law. Charter Holder must comply with the Individuals with Disabilities Education Act (IDEA), as amended by the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794, and implementing regulations; Title II of the Americans with Disabilities Act (ADA), 42 U.S.C. §§ 12131-12165, and implementing regulations; Chapter 29, Texas Education Code, and implementing rules; and court cases applying these laws.

Article XI. Non-Religious Instruction and Affiliation. Charter School shall not conduct religious instruction or religious activities. Charter Holder and Charter School shall be nonsectarian in their programs, policies, employment practices, and all other operations.

Article XII. Educational Program. Continued authority to operate under the Charter during the Initial Term is contingent upon all approved campus(es) actively providing the specific educational program(s) as proposed in the Charter Application. Any and all changes to the proposed educational program(s) and (or) specific demographic population(s) without approval of the Commissioner shall constitute a material violation.

Article XIII. Student Performance and Accountability. Charter Holder shall satisfy Chapter 39, Subchapters B, C, D, E, F, G, and J of the Texas Education Code, and related Administrative rules, as well as the student performance accountability criteria stated in the Charter Application.

FINANCIAL MANAGEMENT

Article XIV. Financial Management and Accountability. Charter Holder shall satisfy (a) Chapter 39 Subchapter D; and (b) Chapter 12, Sections 12.104, 12.106, 12.107 and 12.111 of the Texas Education Code, and (c) related Administrative rules regarding financial management accountability.

Article XV. Annual Audit. Charter Holder shall, at its own expense, have the financial and programmatic operations of the Charter School audited annually by a certified public accountant holding a permit from the Texas State Board of Public Accountancy. Charter Holder shall file a copy of the annual audit report, approved by Charter Holder, with the Agency not later than the 150th day after the end of the fiscal year for which the audit was made. The audit must comply
GENERATION TWENTY-SIX CHARTER

with *Generally Accepted Auditing Standards* and must include an audit of the accuracy of the fiscal information provided by the Charter School through PEIMS. Financial statements in the audit must comply with *Government Auditing Standards* and the *Office of Management and Budget Circular A-133*.

**Article XVI. Return of Property and Funds.** It is understood that, in accordance with TEC §§ 12.128, 12.1284, and 12.107, that a charter holder that ceases to operate for any reason, including revocation or expiration/non-renewal, shall return to the state all public property and public funds upon cessation of operation. This includes any and all property purchased or leased with funds received by a charter holder under TEC § 12.106 and all unspent funds held in trust for the benefit of the students pursuant to TEC §§ 12.106 and 12.107.

**Article XVII. Non-Charter Activities.** Charter Holder shall keep separate and distinct accounting, audits, budgeting, reporting, and record keeping systems for the management and operation of the Charter School. Any business activities of Charter Holder not directly related to the management and operation of the charter school shall be kept in separate and distinct accounting, auditing, budgeting, reporting, and record-keeping systems from those reflecting activities under the Charter. Failure to perform under this article shall constitute a material violation.

GOVERNANCE AND OPERATIONS

**Article XVIII. Organizational Mission.** Charter Holder shall govern and operate in strict accordance with the proposed organizational mission as presented in the Charter Application.

**Article XIX. Non-Profit Status.** Charter Holder shall take all acts necessary to maintain good standing as an organization exempt from taxation under § 501(c)(3), Internal Revenue Code. If Charter Holder is incorporated, it shall comply with all applicable laws governing its corporate status. Failure to perform under this article shall constitute a material violation.

**Article XX. Records Retention and Management.** Charter Holder shall implement a records-management system that conforms to the system required of school districts under the *Local Government Records Act, Section 201.001 et seq., Local Government Code*, and rules adopted thereunder; provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the date of termination or renewal of the Charter.

**Article XXI. Failure to Operate.** Charter Holder shall operate the Charter School for the full school term as proposed in the Charter Application for each year authorized by this Agreement. Charter Holder may not suspend operation for longer than twenty-one (21) days without a revision to the Charter, adopted by the Charter Holder Board, and approved by the Commissioner prior to any suspension of operations, stating that the Charter School is dormant and setting forth the date on which operations shall resume and any applicable conditions. Failure to comply under this article shall constitute a material violation.
GENERATION TWENTY-SIX CHARTER

Article XXII. Charter School Facility. Charter Holder shall possess and maintain, for the entire Term of Charter: (a) lease agreement(s); or (b) lawful title; or (c) other legal instrument granting a lawful right of occupancy and use. All facilities and (or) other real property procured by Charter Holder must be of suitable use as proposed in the Charter Application and all applicable and approved amendments to the Charter. The term 'facility', under this Article, shall constitute any of the following: as defined in Chapter 100, Texas Administrative Code (a) campus; and (b) facility; and (c) site that is procured by state and (or) federal funding.

Without prior approval by the Commissioner, failure to comply under this article shall constitute a material violation.

Article XXIII. Indemnification. Charter Holder shall hold the Agency harmless from and shall indemnify the Agency against any and all claims, demands, and causes of action of whatever kind of nature asserted by any third-party and occurring or in any way incident to, arising out of, or in connection with any acts of Charter Holder, its agents, employees, and subcontractors in performance of this Agreement.

Article XXIV. Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings, and discussions are superseded by this contract.

Article XXV. Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.

Article XXVI. Conditions of Contract. Execution of this contract by the Commissioner is conditioned on full and timely compliance by Charter Holder with: (a) the terms, required assurances, and conditions of RFA; (b) applicable law; and (c) all commitments and representations made in the Charter Application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).

By executing this contract, the Charter Holder represents that it understands that the Charter Holder, including any and all members of any governing board, at whatever level whether appointed or elected, employees, agents, and volunteers shall fully cooperate with every Texas Education Agency investigation and (or) sanction deemed necessary by the Commissioner based on authority and responsibility vested by state or federal law. Agency staff may conduct confidential interviews of Charter School personnel and contractors outside the presence of representatives of the Charter School’s administration and Board, and that failure to timely reply with reasonable requests for access to site, personnel, documents, or other materials and (or) items shall constitute a material violation.

Article XXVII. No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any other breach.

Article XXVIII. Governing Law. In any suit arising under this contract, Texas law shall apply.
GENERATION TWENTY-SIX CHARTER

Article XXIX. Laws and Rules Applicable. By executing this contract, the undersigned representatives of Charter Holder represent that they have read and understand the rules adopted by the Commissioner pursuant to Texas Education Code Chapter 12, Subchapter D, and that they have had full opportunity to consult with their own legal counsel concerning said rules prior to executing this Agreement. The undersigned representatives further understand and agree that: (a) this contract is contingent upon legislative authorization and the contract and the funding under it may be modified or even terminated by future legislative act; (b) the terms of this contract, and of the Generation Twenty-Six (26) Open-Enrollment Application for Charter created by this contract, include all applicable state and federal laws and all applicable rules and regulations; (c) state and federal laws, rules, and regulations may be adopted, amended, or repealed periodically; (d) all such changes to state and federal laws, rules, and regulations applicable to Charter Holder or to its Charter School may modify this contract, as of the effective date provided in the law, rule, or regulation; and (e) a contract term that conflicts with any state or federal law, rule, or regulation is superseded by the law, rule, or regulation to the extent that the law, rule, or regulation conflicts with the contract term.

Article XXX. Eligibility and Authority. By executing this contract, Charter Holder represents that it is an “eligible entity” within the meaning of Section 12.101(a), Texas Education Code, and it is understood by all parties that if the Charter Holder loses its 501(c)(3) tax exempt status at any time through action of the Internal Revenue Service for any reason or any other action which renders the Charter Holder no longer an “eligible entity” within the meaning of TEC § 12.101(a), the charter contract shall be automatically void and returned to the Commissioner. Subsequent reinstatement of the 501(c)(3) tax exempt status does not reinstate the Charter.

The Charter Holder shall immediately notify the Commissioner of any legal change in its status, which would disqualify it from holding the Charter, of any violation of the terms and conditions of this contract, or of any change in the Chief Operating Officer of the Charter Holder. Charter Holder further represents that the person signing this contract has been properly delegated authority to do so.

THIS AGREEMENT

Entered into this 27 day of January, 2022.

Commissioner of Education: 

[Signature]

Mike Morath

1/28/2022

Date

Name of Charter Holder:

[Signature]

Peter Philpott

2/1/2022

Date

Peter Philpott,

Board Chair

SaJade Miller,

Chief Executive Officer, Superintendent

[Signature]

2/1/2022

Date

Page 6 of 6