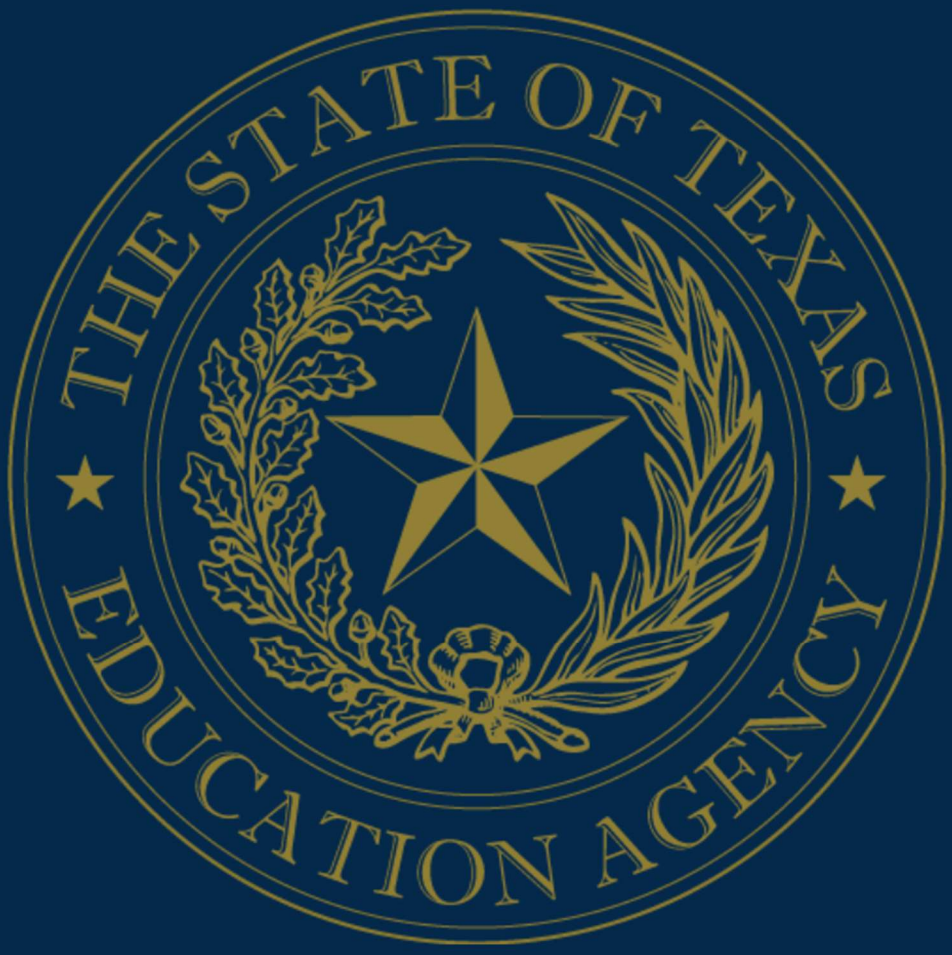
GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



RESPONSES AND ATTACHMENTS

Proposed Charter School Name: Rocketship Public Schools

Sponsoring Entity: Rocketship Public Schools Texas

RFA: 701-19-112

SAS: 565-19

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Applicant Checklist

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.

Sections	**Required Elements**	**Complete (yes/no)**
Applicant Checklist	Applicant Checklist	yes
Applicant Cover Sheet	Applicant Cover Sheet	yes
School Overview	Executive Summary	yes
	Targeted Community and Anticipated Student Population ● Geographic Boundaries ● Enrollment Projections ● Demographic Projections	yes
	Community Engagement	yes
School Design	Mission, Vision, and Overview of School Design	yes
	Portfolio Performance	yes
	Curriculum and Instruction	yes
	Strategies for Assessment of Learning and Data-Driven Instruction	yes
	Supports for Special Populations	yes
	School Culture and Safety	yes
	Promotion and Graduation Requirements	yes
	Family and Community Engagement	yes
Leadership and Governance	Board Structure and Qualifications	yes
	Proposed Superintendent Qualifications	yes
	Proposed Instructional Leadership Team	yes
	Proposed Financial and Operations Leadership Teams	yes
	Performance Management	yes

Talent Management and Development	Talent Management	yes
	Professional Development and Evaluation	yes
	Retention	yes
Operational and Financial Plans	School Calendar and Schedule	yes
	Student Recruitment and Enrollment	yes
	Facility Acquisition ● Facility Identified ● Facility Not Identified	yes
	Transportation	yes
	Start-up Plan	yes
Operational and Financial Plans	Financial planning	yes
Attachments	Attachment 1: Articles of Incorporation	yes
	Attachment 2: 501(c)(3) Determination Letter	yes
	Attachment 3: Applicant Information Session Documentation	yes
	Attachment 4: Evidence of Community Demand	yes
	Attachment 5: Certified Mail Receipt Cards	yes
	Attachment 6: Published Notice(s) of Public Meetings	yes
	Attachment 7: Authorizer's Recent Assessment of the Operator's Performance	yes
	Attachment 8: Current or Past Litigation	yes
	Attachment 9: Proposed Discipline Policy	yes
	Attachment 10: Evidence of Community Support	yes
	Attachment 11: Bylaws	yes
	Attachment 12: Code of Ethics and Conflict of Interest Policy	yes
	Attachment 13: Board Member Résumés and Biographical Affidavits	yes

Attachments	Attachment 14: Organizational Charts for Year 1, Year 3, and Year 5	yes
	Attachment 15: Tool(s)/Process to Evaluate Superintendent	yes
	Attachment 16: Résumé and Qualifications for Proposed Superintendent OR	yes
	Attachment 17: Job Description or Qualifications for Superintendent	N/A
	Attachment 18: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	yes
	Attachment 19: Job Descriptions or Qualifications for School's Instructional Leadership Team	yes
	Attachment 20: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team	yes
	Attachment 21: Résumé(s) and/or Qualifications for Proposed Financial Team	yes
	Attachment 22: Résumé(s) and/or Qualifications for Proposed Operations Team	yes
	Attachment 23: Staffing chart	yes
	Attachment 24: Supplemental Human Resources Information Forms for each Position on the Staffing Chart	yes
	Attachment 25: Teacher Evaluation Tool(s)	yes
	Attachment 26: Proposed School Calendar (Annual)	yes
	Attachment 27: Proposed School Schedule for Day and Week: Teacher and Student Versions	yes
	Attachment 28: Proposed Admissions and Enrollment Policy	yes
	Attachment 29: Certificate of Occupancy for Facility	N/A

Attachments	Attachment 30: Evidence that Facility Has Been Secured	yes
	Attachment 31: Detailed Start-Up Plan	yes
	Attachment 32: Financial Plan Workbook	yes
	Attachment 33: Budget Narrative	yes
	Attachment 34: Evidence of Other Financial Support	yes
	Attachment 35: Audit Reports, last 3 years	yes
	Attachment 36: Internal Financial Statements	yes
	Attachment 37: IRS Form 990, Form 990-N, or Form 990-EZ	yes
	Attachment 38: Plan for Insurance Coverage	yes
Optional Bonus Attachment	Attachment 39: Evidence of Superior Performance and Support	yes
Special Assurances	Special Assurances	yes

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
Rocketship Public Schools	
NAME OF SPONSORING ENTITY	
Rocketship Public Schools Texas	
The sponsoring entity is a:	☒ 501(c)(3) Nonprofit Organization ☐ Governmental Entity ☐ College or University

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.

2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations of the school but not hold the charter directly?

   Yes* ☒ No ☐ If yes, identify the CMO: ___Rocketship Education____

* If the answer is yes, the applicant must complete the CMO Addendum.

I. PRIMARY CONTACTS

	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
Name	**SaJade Miller**	**SaJade Miller**	**Peter Philpott**
Mailing address	**4216 Avenue M, Fort Worth, TX 76105**	**4216 Avenue M, Fort Worth, TX 76105**	**550 Bailey Avenue, Suite 700, Fort Worth, TX 76107**
Email address	**sjmiller@rsed.org**	**sjmiller@rsed.org**	**pphilpott@rwbaird.com**
Phone number	**(817) 937-1677**	**(817) 937-1677**	**(817) 339-3415**

3. As **Attachment 3**, submit the information session registration form to document that at least one governing board member from the sponsoring entity attended the session.

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	Prekindergarten - Grade 3
Number of students served in Year 1	824
Grade levels served at capacity	Prekindergarten - Grade 5
Number of students served at capacity	2,776
Number of campuses requested	4

Number of districts within geographic boundary	23

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 ● Campus 2 ("NW Campus"): ~4500 Marine Creek Parkway, Fort Worth, TX 76106 ● Campuses 3 and 4: Tarrant County

III. GOVERNANCE/LEADERSHIP

Number of Board Members	5
Chairperson of the Governing Board	Peter Philpott
Chief Executive Officer of the Sponsoring Entity	SaJade Miller
Superintendent of Proposed Charter School	SaJade Miller
Board Member Who Attended Applicant Conference	Alex Jimenez

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

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

Full Name	Current Job Title and Employer	Position or Role with Proposed Charter School
SaJade Miller	Regional Director, RPS	Superintendent
Preston Smith	Chief Executive Officer, RPS	Same capacity at RPS as CMO
Cheye Calvo	Chief Growth and Community Engagement Officer, RPS	Same capacity at RPS as CMO
Keysha Bailey	Chief Financial Officer, RPS	Same capacity at RPS as CMO
Carolyn Davies Lynch	Chief Operating Officer, RPS	Same capacity at RPS as CMO
Lynn Liao	Chief Talent and Strategy Officer, RPS	Same capacity at RPS as CMO
Chris Murphy	Chief Communications Officer, RPS	Same capacity at RPS as CMO
Maricela Guerrero	VP of Schools, RPS	Same capacity at RPS as CMO

Maricela Guerrero	VP of Schools, RPS	Same capacity at RPS as CMO
Josh Drake	VP of Student Services and School Strategy, RPS	Same capacity at RPS as CMO
Laura Kozel	VP of Capital Finance, RPS	Same capacity at RPS as CMO
Maya Sethi	General Counsel, RPS	Same capacity at RPS as CMO
Daiana Lambrecht	Director, Parent Leadership, RPS	Same capacity at RPS as CMO
Taylor Nyman	Associate Director, National Family Recruitment & Growth, RPS	Same capacity at RPS as CMO
Angela McCutcheon-Jones	Education Organizer, Texas, RPS	Education Organizer

5. Identify any individual(s) or organization(s) that prepared, assisted, and/or provided **professional** advice on the contents of the application herein.

Name of individual or organization	**Was this individual/organization paid?**	
Texas Charter School Association	Yes ☒	No ☐
Schulman, Lopez, Hoffer & Adelstein, LLP	Yes ☒	No ☐

Attachments

- 1: Articles of Incorporation
- 2: 501(c)(3) determination letter
- 3: Applicant information session documentation

I certify that I have not made material changes, alterations, or edits to this *Responses and Attachments* document, unless expressly authorized in the specific directions provided.

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-Five Open-Enrollment Charter Application Instructions document.

SaJade J. Miller 01/13/2020 SaJade J. Miller

Signature of Chief Executive Officer of Sponsoring Entity *(Blue Ink)* | Date | Printed Name

School Overview

Executive Summary

At Rocketship,[1] 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. Rocketship operates great schools in diverse communities in partnership with our parents, community-based organizations, local civic partners, non-profits, foundations, and churches.[2]

We are excited to help serve Tarrant County, which is home to over 2 million people and part of the largest growing metro region in the United States.[3] While median household income in the area is rising, prosperity is uneven, which has translated into an achievement gap. Districts with large populations of economically disadvantaged students, English Learners, and students of color perform substantially lower on the State of Texas Assessment of Academic Readiness. On the 2018-19 Texas Report Card,[4] 71 schools in Tarrant County received grades of "D" or lower, with the largest proportion coming from the Fort Worth area, which has high concentrations of economically disadvantaged students, English Learners, and students of color.[5]

Rocketship is honored to be one of the organizations that Tarrant County leaders identified as being uniquely suited to help meaningfully contribute to the ecosystem of public education in Tarrant County. 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 all kids and communities across Tarrant County. That is why Rocketship Public Schools Texas, 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 two campuses: one in northwest Fort Worth and a second in southeast Fort Worth -- and growing to a total of four campuses over the first five years.

Rocketship has a proven track record of serving communities with demographics similar to Fort Worth and Tarrant County. During the 2019-20 school year, approximately 76% of Rocketship students were economically disadvantaged, 59% identified as Hispanic and 24% as African American, 44% qualified as English Learners, and 10% received special education services.

Rocketship was founded in 2007 and is a high-performing non-profit network of public elementary charter schools that primarily serves low-income students living in high-need neighborhoods. Rocketship launched in a church in downtown San Jose with 160 families, and has grown to serve more than 20,000 students over the past 13 years. Today, Rocketship operates

[1] Throughout this application, unless otherwise specified, we use the term "Rocketship Education" to refer to the national entity, Rocketship Education Inc., and "Rocketship Texas" to refer specifically to Rocketship Public Schools Texas. We use the umbrella terms "Rocketship" and "Rocketship Public Schools" to refer to the collective group of Rocketship subsidiary and affiliate entities, including Rocketship Education and Rocketship Texas.

[2] For this introductory paragraph, Rocketship has articulated its mission throughout various marketing materials, as well as in charter applications in other states. *See, e.g.*, Rocketship's Mission and Model (available at https://www.rocketshipschools.org/about/our-mission-and-model).

[3] https://www.census.gov/newsroom/press-releases/2019/estimates-county-metro.html

[4] https://txschools.gov/

[5] https://schools.texastribune.org/districts/fort-worth-isd.

19 high-performing schools across four regions: the San Francisco Bay Area, Milwaukee, Nashville, and Washington, D.C.[6]

As further detailed throughout this application, Rocketship has consistently and demonstrably helped narrow the achievement gap in every region served. Rocketship'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 analyze and access more information. Students must be prepared to think critically and creatively, to communicate effectively across different mediums, and to work with and adapt to rapidly-changing technological resources.

The critical life skills Rocketship students develop are rooted in sense of self, relationship and social skills, and commitment to learning. We believe students must be able to work cooperatively and collaboratively with diverse backgrounds, perspectives, and cultures. They will need strong and resilient social and emotional skills to be prepared to formulate healthy relationships at school, at home, and in the workplace. Through it all, students must remain focused and motivated as they learn and grow both inside and outside the classroom.

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.

Our campuses will be led by and benefit from the expertise of the Rocketship Texas Board Members and Superintendent, who collectively hold extensive experience in education, finance, and community service. Among others, the Texas Board includes a former Fort Worth ISD superintendent and several community leaders with deep experience leading Tarrant County-focused community organizations. Similarly, the proposed superintendent for Rocketship Texas has extensive experience leading schools as a 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.

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[6] For this paragraph, Rocketship has articulated its history throughout various marketing materials, job postings, as well as in charter applications in other states. *See, e.g.*, (https://www.publiccharters.org/job-board/listing/chief-schools-officer).

Targeted Community and Anticipated Student Population

Optional Priority Point. Does the applicant propose a campus within the boundaries of the attendance zone of a campus assigned an unacceptable performance rating for the past two years? By checking yes, applicant must cite clear and specific evidence to support this claim.	Yes ☒ No ☐

Rationale for Number of Campuses, Estimated Student Enrollment in Y1, and Growth: Tarrant County, which is home to 16 independent school districts serving over 350,000 students[7], faces a sizable achievement gap. Districts that serve a higher population of economically disadvantaged, English Learner, and minority students have substantially lower STAAR performance (**Figure 3**). Throughout Tarrant County, 71 schools received a grade of "D" or lower from the Texas Education Agency in 2019.[8] The number of low-performing schools is particularly high at the elementary level. Of the 295 schools in Tarrant County serving elementary-age children, 37 earned a "D" and 15 earned an "F" in 2019.[9] This translates into nearly 26 thousand students (18%) attending D-F elementary schools (**Figure 1**). Despite the clear need for high-quality public school options, access to high-quality school choice is low. Currently, there are only 12 elementary charter campuses with an overall rating of B or higher.[10]

In order to better serve families in Tarrant County, we propose opening a network of four high-performing elementary campuses, starting with two campuses in 2021-22. We intend to open a third campus in 2022-23 and a fourth in 2023-24. Rocketship Texas' plan to open four campuses in five years is grounded in our theory of change. By focusing exclusively on elementary education, Rocketship can help improve the entire ecosystem of public education in Tarrant County. A three year study by SRI Education[11] found that Rocketship graduates are a full year ahead of their classmates in both math and reading in middle school. Which means middle schools are enrolling more students that are on grade level and ready to advance their education. Rocketship Texas' four school network and 2,776 high-quality seats can create a vital pipeline of students prepared for the rigors of middle school. Furthermore, by engaging parents from the moment their child begins their formal education, Rocketship parents 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. However, this vision requires a critical mass of prepared students and engaged families to make a meaningful impact on area middle schools and catalyze a movement for more district and charter 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, just like it did in San Jose when Rocketship opened seven schools in five years (2009-2013), and help enable an ecosystem where high-quality public schools (both district and

[7] PEIMS 2018-19 Student Enrollment Report available at https://rptsvr1.tea.texas.gov/adhocrpt/adste.html.
[8] 2019 Accountability Data available at https://rptsvr1.tea.texas.gov/perfreport/account/2019/download.html.
[9] Ibid.
[10] TEA's Charter Locator Map (https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-locator-map) and Texas School Report Cards (https://txschools.gov/).
[11] Tyler, N., Astudillo, S., Wolf, B. & McCracken, M. SRI International. (2016). Evaluation of Rocketship Students' Middle School Outcomes. Menlo Park, CA: SRI International (available at https://www.sri.com/publication/evaluation-of-rocketship-students-middle-school-outcomes).

charter) can thrive. For more on our demonstrated capacity to open multiple campuses while maintaining quality, see "Plan & Capacity for Growth" in **Mission, Vision, and Overview**.

While Rocketship has traditionally opened schools with 4th and even 5th grade in Year 1 and these students have grown by leaps and bounds academically, we have learned to limit grade configurations at new schools, especially in new regions, as this approach can burden school culture without a core group of older students who grew up with Rocketship's model. Therefore, we plan to open our Tarrant County schools with grades no higher than 3rd. Based on community feedback, we 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. Our NW campus will also have two cohorts of 3rd grade. We anticipate a total Year 1 enrollment of 824 (387 at our PK-2nd campus and 437 at our PK-3rd campus). 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 33** for more 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 seven priority districts, which will comprise our primary attendance boundary: Lake Worth, Crowley, Everman, Arlington, Fort Worth, Castleberry, and White Settlement ISDs. Together, these districts account for 49 of the 52 "D"- "F" elementary schools in the county (**Figure 2**).

For our first two campuses, we selected southeast Fort Worth and Lake Worth based on conversations with community organizations, our board's connections to these communities, and a zip-code analysis identifying areas of highest need. Our first campus (SE 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."[12] Our second campus (NW campus) will be located in Lake Worth ISD in the attendance zone for Marine Creek Elementary, which has received a rating of "F" or "Improvement Required" for the last three consecutive years.[13] This location also borders the boundary for Marilyn Miller Elementary, which received a rating of "F" or "Improvement Required" for the last two consecutive years.[14] Three of our board members (a pastor, former superintendent, and childcare leader) also have entrenched connections to these communities and our proposed Superintendent was previously the principal of the high school that serves southeast Fort Worth; he has a deep understanding of how to facilitate the conditions for the success of our campuses.

Proposed Demographic Assumptions: We anticipate our student demographics will reflect those of surrounding elementary schools. For our first two campuses, we estimated demographics based on those of elementary schools within three miles of our locations. For our SE campus all such schools lie in our primary attendance boundary (**Figure 1**). However, for our NW campus, 6 schools are located in our secondary attendance boundary so we heavily weighted (80%) demographics of schools located in our primary attendance boundary as this is where we intend to focus our recruitment efforts and where we anticipate the vast majority of our

[12] Ibid.
[13] 2019 Accountability Data available at https://rptsvr1.tea.texas.gov/perfreport/account/2019/download.html.
[14] Ibid.

Rocketeers will come from (**Figure 2**). For our third and fourth campuses, we estimated demographics based on those of elementary schools located within our primary attendance boundary (**Figure 3**). 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 Lake Worth and southeast Fort Worth communities and have already engaged hundreds of families and dozens of small businesses and non-profit organizations. The Lake Worth community has changed drastically in recent years as more low-income and families of color are choosing to relocate to this community. Parents are concerned about the lack of options in their neighborhood and eager for partners and support organizations tailored to their needs. Some families knew about the low performance of neighborhood schools, while others shared anecdotes about the lack of services for their children as English Learners (ELs) or students with disabilities. The southeast Fort Worth community is a historically African-American neighborhood rich in history and leadership, but similarly 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. 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 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 Rocketship school model is particularly well-equipped to meet these demands. Rocketship's model tailors instruction, content, learning experience, and pace to meet the unique needs of every student--with a demonstrated track record in similar communities serving all students including ELs and students with disabilities. Moreover, Rocketship 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, Rocketship is committed to engaging parents and assisting them to be powerful advocates for their children and communities. For more on Rocketship's innovative model, please see **Mission, Vision, and Overview of School Design**.

The effectiveness of Rocketship model is reflected in the growth and achievement levels at our current schools, which serve similar student demographics to those of Tarrant County (see **Portfolio Performance**). In California, Rocketship 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, Rocketship 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 Rocketship schools have earned "Reward School" status--the state's highest recognition for student performance and progress; and in D.C., both Rocketship 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.[15]

Figure 1. SE Campus - Demographics & Performance of Elem. Schools within 3 Miles[16]

Dist. (mi)	Elementary School Name	Grades	District	Overall		# Years Improvement Required	Student Achievement		School Progress		Closing the Gaps		Econ. Disadv.	ELs	SPED	At-Risk	Af-Am	Hisp.
				Rating	Score		Rating	Score	Rating	Score	Rating	Score	%	%	%	%	%	%
PRIMARY ATTENDANCE BOUNDARY																		
0.3	T A SIMS EL	PK-5	FORT WORTH ISD	C	75	.	D	60	C	75	C	75	98	60	10	81	10	87
0.6	UPLIFT MIGHTY SCHOOL	K-5	UPLIFT EDUCATION	B	84	.	C	70	B	88	C	76	90	43	6	67	28	68
0.7	CHRISTENE C MOSS EL	PK-5	FORT WORTH ISD	D	68	.	D	60	D	69	D	67	96	26	7	53	57	40
0.8	MITCHELL BOULEVARD EL	EE-5	FORT WORTH ISD	C	72	.	F	56	C	72	C	72	96	28	8	61	58	36
0.8	OAKLAWN EL	PK-5	FORT WORTH ISD	C	74	.	F	59	C	75	C	70	98	62	10	81	13	85
1.3	A M PATE EL	PK-5	FORT WORTH ISD	C	73	.	F	52	C	75	D	68	98	31	6	61	73	23
1.3	UPLIFT MERIDIAN SCHOOL	PK-5	UPLIFT EDUCATION	D	66	.	F	57	D	67	D	64	90	37	8	58	28	67
1.7	GLEN PARK EL	PK-5	FORT WORTH ISD	B	84	.	C	73	B	85	B	82	96	67	8	77	6	91
1.9	MAUDE I LOGAN EL	PK-5	FORT WORTH ISD	C	74	.	F	56	C	75	C	72	98	23	7	59	61	34
1.9	SAGAMORE HILL EL	EE-5	FORT WORTH ISD	D	62	.	D	62	D	69	F	47	93	64	6	82	13	83
2	EDWARD BRISCOE EL	PK-5	FORT WORTH ISD	D	69	.	F	59	C	70	D	67	97	31	7	60	66	21
2.2	SUNRISE - MCMILLAN EL	PK-5	FORT WORTH ISD	F	55	1	F	52	F	54	F	58	98	26	7	55	56	39
2.3	CARROLL PEAK EL	EE-5	FORT WORTH ISD	D	62	.	F	57	D	60	D	66	95	40	5	64	42	51
2.3	CLIFFORD DAVIS EL	PK-5	FORT WORTH ISD	D	67	.	F	59	D	67	D	67	97	68	2	85	40	20
2.3	MEADOWBROOK EL	PK-5	FORT WORTH ISD	B	81	.	C	74	B	83	C	77	95	56	10	77	13	78
2.3	UPLIFT ASCEND	K-6	UPLIFT EDUCATION	C	78	.	C	74	B	82	C	70	88	33	7	60	40	54
2.5	HARLEAN BEAL EL	PK-5	FORT WORTH ISD	F	59	1	F	56	F	58	D	65	93	45	8	68	34	61
2.5	MORNINGSIDE EL	PK-5	FORT WORTH ISD	C	71	.	F	58	C	70	C	72	91	34	9	62	44	48
2.5	W M GREEN EL	EE-5	FORT WORTH ISD	C	77	.	D	65	C	77	C	76	96	43	9	67	30	61
2.7	MAUDRIE WALTON EL	PK-5	FORT WORTH ISD	C	73	.	F	56	C	74	C	71	97	21	12	65	69	28
3	WORTH HEIGHTS EL	EE-5	FORT WORTH ISD	B	86	.	C	77	B	86	B	86	95	57	10	77	1	96
	Total			C	72		D	62	C	73	C	70	95%	45%	8%	69%	34%	58%
	% D-F			38%			76%		33%		43%		WEIGHTED DEMOGRAPHICS					

Figure 2. NW Campus - Demographics & Performance of Elem. Schools within 3 Miles[17]

Dist. (mi)	Elementary School Name	Grades	District	Overall Rating		# Years Improvement Required	Student Achievement		School Progress		Closing the Gaps		Econ. Disadv.	ELs	SPED	At-Risk	Af-Am	Hips.
				Rating	Score		Rating	Score	Rating	Score	Rating	Score	%	%	%	%	%	%
PRIMARY ATTENDANCE BOUNDARY																		
1.1	MARILYN MILLER EL	PK- 4	LAKE WORTH ISD	F	58	2	F	50	F	57	D	61	85	51	7	84	5	85
1.5	DOLORES HUERTA EL	PK- 5	FORT WORTH ISD	C	74	.	D	64	C	75	C	72	97	59	13	79	1	97
1.5	MARINE CREEK EL	PK- 4	LAKE WORTH ISD	F	49	3	F	49	F	50	F	48	84	8	14	58	32	30
1.5	W J TURNER EL	PK- 5	FORT WORTH ISD	C	74	.	D	64	C	77	D	68	97	61	9	79	1	96
1.7	JOY JAMES EL	EE- 5	CASTLEBERRY ISD	C	74	.	D	67	C	74	C	74	89	43	19	78	1	85
1.9	KIRKPATRICK EL	PK- 5	FORT WORTH ISD	C	73	.	D	64	C	72	C	74	98	75	8	85	14	76
2.2	WASHINGTON HEIGHTS EL	PK- 5	FORT WORTH ISD	B	81	.	C	74	B	83	C	76	97	54	14	73	8	90
2.3	SAM ROSEN EL	EE- 5	FORT WORTH ISD	C	78	.	D	62	C	79	C	76	94	63	7	81	1	97
2.6	HELBING EL	EE- 5	FORT WORTH ISD	C	73	.	D	67	C	74	D	69	92	64	11	82	0	99
3	MOORE M H EL	PK- 5	FORT WORTH ISD	C	74	.	D	69	C	76	D	68	94	52	10	73	2	94
	TOTAL			C	71		D	63	C	72	D	69	92%	52%	11%	77%	6%	85%
	%D-F			20%			90%		20%		50%							
SECONDARY ATTENDANCE BOUNDARY																		
1.5	REMINGTON POINT EL	K-5	EAGLE MT-SAGINAW	C	76	.	C	77	C	77	C	75	54	8	10	31	16	38
2	GREENFIELD EL	K-5	EAGLE MT-SAGINAW	B	89	.	B	89	B	85	B	89	43	5	6	27	7	35
2.3	PARKVIEW EL	K-5	KELLER ISD	D	67	.	C	71	D	69	F	59	61	18	16	40	14	41
2.6	SAGINAW EL	K-5	EAGLE MT-SAGINAW	B	82	.	C	76	B	82	B	81	61	4	14	42	4	46
3	DOZIER EL	K-5	EAGLE MT-SAGINAW	C	77	.	C	77	C	77	C	77	53	33	9	57	13	55
3	ILTEXAS SAGINAW EL	K-5	INTERNATIONAL LEAD	C	70	.	C	71	D	62	D	66	52	20	5	63	14	54
	TOTAL			C	77		C	77	C	75	C	75	53%	16%	9%	45%	12%	45%
	%D-F			17%			0%		33%		33%							
													WEIGHTED DEMOGRAPHICS					
													85%	44%	10%	71%	7%	77%

[15] *See* https://www.rocketshipschools.org/rocketship-is-narrowing-californias-achievement-gaps.; https://dpi.wi.gov/sites/default/files/news-release/dpinr2018-51.pdf; https://www.rocketshipschools.org/results/; https://www.rocketshipschools.org/rocketship-nashville-northeast-achieves-fastest-academic-gains-in-metro-earns-tennessees-highest-honor.

[16] Sources: https://txschools.gov; https://rptsvr1.tea.texas.gov/perfreport/account/2019/download.html.

[17] Ibid.

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.**

Attendance Boundary	**Primary Attendance Boundary** (*if applicable*)
Aledo ISD (184907)	Arlington ISD (220901)
Azle ISD (220915)	Castleberry ISD (220917)
Birdville ISD (220902)	Crowley ISD (220912)
Burleson ISD (126902)	Everman ISD (220904)
Carroll ISD (220919)	Fort Worth ISD (220905)
Eagle Mt-Saginaw ISD (220918)	Lake Worth ISD (220910)
Godley ISD (126911)	White Settlement ISD (220920)
Grand Prairie ISD (57910)	
Grapevine-Colleyville ISD (220906)	
Hurst-Euless-Bedford ISD (220916)	
Irving ISD (57912)	
Keller ISD (220907)	
Kennedale ISD (220914)	
Mansfield ISD (220908)	
Northwest ISD (61911)	
Springtown ISD (184902)	

Note, while our focus is on serving Tarrant County, we have included some of the immediate surrounding districts in our attendance boundary as we anticipate drawing some number of students from just outside the county.

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.**

Attendance Boundary		Primary Attendance Boundary
Aledo ISD (184907)	Keller ISD (220907)	Arlington ISD (220901)
Arlington ISD (220901)	Kennedale ISD (220914)	Castleberry ISD (220917)
Azle ISD (220915)	Lake Worth ISD (220910)	Crowley ISD (220912)
Birdville ISD (220902)	Mansfield ISD (220908)	Everman ISD (220904)
Burleson ISD (126902)	Northwest ISD (061911)	Fort Worth ISD (220905)
Carroll ISD (220919)	Springtown ISD (184902)	Lake Worth ISD (220910)
Castleberry ISD (220917)	White Settlement ISD (220920)	White Settlement ISD (220920)
Crowley ISD (220912)		
Eagle Mt-Saginaw ISD (220918)		
Everman ISD (220904)		
Fort Worth ISD (220905)		
Godley ISD (126911)		
Grand Prairie ISD (057910)		
Grapevine-Colleyville ISD (220906)		
Hurst-Euless-Bedford ISD (220916)		
Irving ISD (57912)		

Note, while our focus is on serving Tarrant County, we have included some of the immediate surrounding districts in our attendance boundary as we anticipate drawing some number of students from just outside the county.

Number of charter school campuses currently operating within the occupied district:[18]	**Fort Worth ISD**: 17 **Lake Worth ISD**: 0
Number of traditional school campuses currently operating within the occupied district:	**Fort Worth ISD**: 143[19] **Lake Worth ISD**: 6[20]
Number of traditional school districts within ten miles of the proposed location:[21]	**SE Campus:** 10 **NW Campus:** 9

Will a proposed school campus 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?	Yes ☒ No ☐
School Name(s):[22]	**NW Campus**: Marine Creek Elementary

Figure 3. 2018-19 Tarrant County Elementary Demographics & Performance[23]

		Size		Texas School Report Card Ratings					Grade 3 STAAR		Elementary Demographics					
		# Elem Schools	PK-5 Enroll	Avg. Score (Elem)	# D Elem Schools	# F Elem Schools	Enroll in D-F Elem Schools	% Elem Students in D-F Schools	ELA % Meets	Math % Meets	Econ. Disadv. (%)	ELs (%)	SPED (%)	At-Risk (%)	Af Am (%)	Hispan. (%)
Priority Districts / Primary Attendance Boundary	Lake Worth ISD	3	1,374	56	1	2	1,374	100%	23%	22%	85%	25%	10%	67%	19%	54%
	Crowley ISD	10	5,376	72	3	0	1,579	29%	38%	42%	71%	21%	9%	46%	40%	36%
	Everman ISD	6	2,593	73	1	1	840	32%	34%	39%	93%	40%	8%	83%	36%	56%
	Arlington ISD	56	27,676	75	13	3	8,186	30%	37%	39%	77%	36%	9%	71%	25%	48%
	Fort Worth ISD	84	40,390	75	14	9	11,136	28%	33%	33%	86%	41%	9%	65%	22%	62%
	Castleberry ISD	3	1,678	75	0	0	0	0%	37%	36%	85%	41%	10%	77%	1%	79%
	White Settlement ISD	5	2,609	77	2	0	1,080	41%	51%	51%	62%	17%	10%	42%	8%	39%
	Azle ISD	5	2,595	74	1	0	581	22%	46%	51%	53%	7%	11%	23%	0%	23%
	Eagle MT-Sagniaw ISD	16	7,938	78	0	0	0	0%	41%	43%	46%	14%	9%	40%	11%	39%
	Kennedale ISD	2	1,024	82	0	0	0	0%	52%	58%	50%	14%	8%	14%	14%	27%
	Keller ISD	25	12,675	83	2	0	950	7%	57%	62%	29%	11%	11%	25%	7%	19%
	Hurst-Euless-Bedford ISD	20	10,680	83	0	0	0	0%	49%	54%	59%	21%	10%	43%	20%	31%
	Birdville ISD	21	10,140	85	0	0	0	0%	45%	48%	61%	28%	10%	43%	9%	43%
	Mansfield ISD	23	11,906	86	0	0	0	0%	56%	60%	47%	20%	10%	32%	29%	27%
	Grapevine-Colleyville ISD	11	5,349	89	0	0	0	0%	60%	63%	29%	16%	10%	21%	6%	26%
	Carroll ISD	5	2,692	97	0	0	0	0%	87%	89%	2%	5%	9%	14%	2%	9%
	GRAND TOTAL	**295**	**146,695**	**79**	**37**	**15**	**25,726**	**18%**	**49%**	**51%**	**65%**	**28%**	**10%**	**51%**	**20%**	**42%**
	TOTAL PRIORITY DISTRICTS	***167***	***81,696***	***75***	***34***	***15***	***24,195***	***30%***	***39%***	***40%***	***82%***	***37%***	***10%***	***66%***	***24%***	***55%***

[18] TEA's Charter Locator Map (https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-locator-map)
[19] Fort Worth ISD - Our Mission (https://www.fwisd.org/site/Default.aspx?PageID=472)
[20] Lake Worth ISD - Campuses (https://www.lwisd.org/domain/588)
[21] TEA's Charter Locator Map (https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-locator-map)
[22] LWISD (https://www.lwisd.org/cms/lib/TX01001025/Centricity/domain/588/DOC_Campuses/Elem_Boundary_Map.pdf)
[23] Calculations based on data for elementary schools within each district from PEIMS 2018-19 Student Enrollment Reports (https://rptsvr1.tea.texas.gov/adhocrpt/adste.html); 2019 Accountability Data (https://rptsvr1.tea.texas.gov/perfreport/account/2019/download.html); and 2018-19 TAPR (https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/xplore/DownloadSelData.html)

Enrollment Projections

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: Complete the following table for the charter school, marking any grades not to be served with an "x". This table should be aligned with the Financial Plan Workbook.

Campus 1 (C1) location (SE Campus): ____3520 E. Berry Street, Fort Worth, TX 76105___
Campus 2 (C2) location (NW Campus): ___~4500 Parkway, Fort Worth, TX 76106_____

Grade Level	**Projected Number of Students[24]**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
EE3	x	x	x	x	x	x
PK 4[25]	150	225	300	350	375	400
K	208	312	416	416	416	416
1	208	312	416	416	416	416
2	208	312	416	416	416	416
3	50	198	297	396	396	396
4	x	50	188	282	376	376
5	x	x	50	178	267	356
6	x	x	x	x	x	x
7	x	x	x	x	x	x
8	x	x	x	x	x	x
9	x	x	x	x	x	x
10	x	x	x	x	x	x
11	x	x	x	x	x	x
12	x	x	x	x	x	x
Total enrollment[26]	824	1,409	2,083	2,454	2,662	2,776
For the projections below, specify by campus[27]						
Students per classroom	C1-2: 26 C3-4: x	C1-3: 26 C4: x	C1-2: 25 C3-4: 26	C1-3: 25 C4: 26	All: 25	All: 25
Number of classrooms	C1: 15 C2: 17 C3: x C4: x	C1: 19 C2: 21 C3: 15 C4: x	C1: 23 C2: 25 C3: 19 C4: 15	C1: 28 C2: 28 C3: 23 C4: 19	C1: 28 C2: 28 C3: 28 C4: 23	C1: 28 C2: 28 C3: 28 C4: 28

[24] See Table 2 in **Attachment 33** for detailed campus-level enrollment projections by year.
[25] 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.
[26] See previous note.
[27] 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.

	First Proposed Charter Campus	**Occu-pied District**	**Cont. District 1**	**Cont. District 2**	**Second Proposed Charter Campus**	**Occu-pied District**	**Cont. District 1**	**Cont. District 2**
Name	SE Campus*	Fort Worth ISD	Crowley ISD	Everma n ISD	NW Campus*	Lake Worth ISD	Fort Worth ISD	Castleb erry ISD
Af-Am	34%	22.1%	44.7%	37.0%	7%	17.8%	22.1%	1.5%
Hisp.	58%	63.1%	32.2%	56.4%	77%	57.8%	63.1%	80.6%
White	4%	11.2%	14.2%	3.8%	13%	19.5%	11.2%	16.0%
Amer.-Indian	0.1%	0.1%	0.4%	0.2%	0.3%	0.7%	0.1%	0.2%
Asian	3%	1.8%	4.4%	0.7%	1%	1.0%	1.8%	0.4%
Pacific Islander	0.1%	0.1%	0.2%	0.2%	0.1%	0.2%	0.1%	0.0%
Two or More Races	1%	1.6%	3.8%	1.7%	2%	2.9%	1.6%	1.4%
Econ. Disadv.	95%	85.8%	68.1%	91.4%	85%	80.9%	85.8%	82.6%
ELs	45%	32.7%	16.4%	28.9%	44%	20.2%	32.7%	32.7%
At-Risk	69%	65.0%	54.7%	75.2%	71%	64.8%	65.0%	70.1%
Gifted / Talented	N/A	11.8%	7.0%	4.1%	N/A	5.0%	11.8%	6.1%
SPED	9%	9.0%	9.8%	8.7%	10%	9.7%	9.0%	9.7%

*As described in "Proposed Demographic Assumptions" above, projections are based on demographics of elementary schools located within a 3-mi radius of our campuses. For our NW campus, projections are weighted towards elementaries in our primary attendance boundary (80%), while for our SE campus all surrounding schools lie in the primary attendance boundary (**Figures 1** and **2**). The one exception is our SE campus SPED estimate, which we revised slightly up from 8 to 9% to be in-line with district averages. 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 Rocketship model. We strongly believe in the power of a community coming together to design and demand high quality school options for its neighborhood. Accordingly, more than two years prior to our proposed school opening date, Rocketship Texas initiated community engagement in Fort Worth across three main areas: (1) high-level stakeholder engagement, (2) organizational and grasstop partnership, and (3) parent leadership/advocacy. 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 Tarrant County.

High-Level Stakeholder Engagement: Rocketship Texas began a few years ago when a group of community stakeholders forged a vision to elevate academic achievement in Tarrant County and worked collectively to start, support, and recruit programs aligned with this common goal. This group actively facilitated conversations with leading stakeholders and critical constituencies and ultimately launched a partnership in August 2019. Core members of this group formed our governing board, which is deeply connected to the community and continues to offer insightful direction, make connections, and allow regional leadership to maintain the pulse of current trends and ensure a values-based 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. This process for each campus begins by engaging actively and attending public meetings to listen, observe, and meet key stakeholders. 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. 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 and 5**. This includes a support letter from Fort Worth Independent School District, which is interested in partnership. We also have contacted all members of the Texas State Board of Education to request meetings to share information and request their input on our efforts. We have met with both Tarrant County board members, Patricia Hardy and Aicha Davis, Chair Keven Ellis, Committee on School Initiatives Chiar Barbara Cargill and Vice Chair Marisa Perez-Diaz, and immediate past Chair Donna Bahorich.

Organizational and Grasstop Partnership: Parallel to high-level stakeholder engagement, Rocketship has built relationships with organizational stakeholders that serve similar family populations or 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 80 meetings with grasstop leaders and have plans to engage 600 community stakeholders by the fall 2021 to ensure partnership and responsiveness to the Fort Worth community as we open schools in the Southeast and Lake Worth area of the city. These institutional partners and direct service providers assist Rocketship in understanding community interests, strengths, and needs and help make direct connections to families.

We have engaged community faith leaders 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 and Lake Worth communities. 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 students in the Lake Worth and southeast of Fort Worth, (2) provide transportation to families, (3) hire and support committed educators who reflect the community, (4) cultivate a safe and inclusive environments, and (5) engage families meaningfully.

Accordingly, we incorporated transportation into our proposed school model and budget (see **Transportation** section), and invited input from faith-based leaders regarding the hiring of our founding staff in Fort Worth. We will continue moving forward to engage with community leaders and families to learn from them and continue to receive feedback.

Parent Leadership and Engagement: Rocketship takes the time to meet parents in their community and hold purposeful one-on-one conversations to understand their stories, values, and aspirations. The initial work is led by an Education Organizer (EO), who engages parents to gauge satisfaction with the current educational landscape, interest in school options, and availability and willingness to advocate for educational equity and choice. This involves informing parents about educational outcomes and options and working with them to develop their knowledge of school governance, performance data, power and political dynamics, and systematic barriers to quality options, especially for underserved communities.

Initial organizing efforts have involved months of meeting a cross-section of families to gauge interest, identifying a core group of parent leaders, and forming a Parent Organizing Committee (POC). POCs will join with Rocketship staff to play a leadership role in founding each school, engaging elected leaders and stakeholders, and moving to action to achieve critical objectives. Once the pathway to open a new school develops, the POC partners with school leaders to open the school and continues to organize and engage new families to promote community transformation, improve access to high-quality secondary schools, and hold school and elected leaders accountable to improve educational equity and community excellence.

In fall 2019, we engaged parents through six informal information sessions in childcare centers, community centers, churches, and libraries in both Southeast Fort Worth and Lake Worth. We also held formal community meetings on January 14, 2020 at the Mary Lou Reddick Public Library, and on January 15, 2020 at the Rising Star Baptist Church. 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, canvassing over 200 families, door-knocking 350 homes, phone-banking over 150 leads, and publishing a notice in the Fort Worth Star-Telegram, as evidenced in **Attachment 6**. Fifteen families attended the meeting in Lake Worth (including 8 within 5mi, 3 within 10mi, 2 within 20mi) and 30 families attended the community meeting in southeast Fort Worth (including 11 within 5mi, 1 within 10mi, and 2 within 20mi) to learn about Rocketship and share more about the educational needs of their children and community. We heard concern about school safety, transportation, enrichment offerings, individual attention, project-based and hands-on learning, bilingual education, and communication with parents. Rocketship Texas board member Jimenez attended both meetings and was joined by board members Emerson and Jimenez at the southeast Fort Worth meeting.

School Design

Mission, Vision, and Overview of School Design

Mission: At Rocketship, 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."[28]

Vision: Our vision is to "eliminate the achievement gap in our lifetime."[29]

Theory of Change: Our impact strategy is not just about the number of Rocketship schools we open and high-quality seats we offer. By engaging parents from the moment their child begins their formal education in elementary school, we build lifelong parent advocates who become champions for their child's education, hold leaders accountable, and enable high-quality public schools (both district and charter) to thrive. In San Jose, the parent-led movement we catalyzed in our first ten years not only opened ten high-performing Rocketship elementary schools serving nearly 5,500 Rocketeers daily, but also helped create an additional 7,000 middle school and high school seats in other high-performing charter networks.[30] We have transformed San Jose into one of our country's highest performing urban regions for charter schools.[31] A report by Stanford's Center for Research on Education Outcomes (CREDO) showed that, "Two urban charter sectors, New York City and South Bay, stand out for providing positive gains for their students in both math and reading...Continuous enrollment in these charter sectors can be expected to result in steady movement up the state's distribution of academic achievement."[32]

Strategic Vision for Texas: Tarrant County is experiencing some of the largest growth in the country[33] 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. The unique and innovative aspects of Rocketship's model and approach -- described in more detail below -- have driven strong interest for students in their community to have access to an education from Rocketship. Moreover, Tarrant County offers the most favorable environment in the United States for Rocketship to replicate the catalytic impact that we have achieved in San Jose by presenting a vibrant, growing community that is primed for Rocketship's partnership without the political, facility, and financial barriers that have challenged expansion elsewhere. As we look to continue to grow our impact and work towards our vision of eliminating the achievement gap in our lifetime, we are excited by the opportunity to serve students and families in Fort Worth and Tarrant County.

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[28] https://www.rocketshipschools.org/about/our-mission-and-model/
[29] Ibid.
[30] Rocketship Public Schools' "Year in Review" (2017-18). https://www.rocketshipschools.org/wp-content/uploads/2019/01/RPS_2018_YIR_DigitalVersion-1.pdf, pg.14.
[31] Ibid.
[32] Center for Research on Education Outcomes's "Urban Charter School Student Report on 41 Regions" (available at https://urbancharters.stanford.edu).
[33] *See* https://www.census.gov/newsroom/press-releases/2019/estimates-county-metro.html.

Impact Goals[34]: Our goals include the following: (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) Rocketship will encourage its alumni to become leaders in their communities and to also help other people achieve their goals. Our goal is for each Rocketship 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 a 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 and high school. For more details on our goals, please see the **Performance Management** section.

Plans & Capacity for Growth: As laid out in this application, we are proposing opening four campuses in Tarrant County, starting with two campuses in 2021-22, adding a third campus in 2022-23 and a fourth in 2023-24. In our existing regions, we plan to launch two campuses:

Plans for Growth in the Operator's Existing Portfolio

Proposed authorizer	Proposed school name	City	State	Grades served	Projected Open Date
D.C. Public Charter School Board	Rocketship Fort Totten	Washington	DC	Y1: PK3-2 At Scale: PK3-5	Aug. 2020
Tennessee State Board of Education	Rocketship Nashville #3	Nashville	TN	K-4	Aug. 2021

Rocketship has demonstrated capacity to open and operate high quality schools across the country. We have 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, we opened seven schools within five years while consistently outperforming neighboring schools. Importantly, our students achieve significant growth in year one. Our 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 our campuses achieved Tier 1 status--the highest rating possible--in their first year of operation. We will be opening our 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 our 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. We are proud of our long-standing track record as a top performing public schools for serving disadvantaged communities in every region we serve:[35]

- **CA:** Our first school, Rocketship Mateo Sheedy was the highest ranked low-income elementary school within Santa Clara County and was the seventh highest ranked school in CA. Today, Rocketship ranks in the top 10% in both math and ELA performance among all CA elementary school districts and charter networks serving a similar student population.
- **WI:** Rocketship was one of only five elementary schools in Milwaukee receiving the state's

[34] For this paragraph, Rocketship has articulated its impact goals throughout various marketing materials, as well as in 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).

[35] *See* footnote 15, *supra* (sources on Rocketship Education's academic results across states described below).

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, 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: Our Rocketeers continue to excel on the path to college and career success while we have grown from one school serving 160 students to a network of 19 schools serving over 9,000 Rocketeers across four states. We have achieved this growth by taking the successful model pioneered at our founding school, Rocketship Mateo Sheedy Elementary, and building the team, tools and systems to ensure we are ready for the specific requirements and challenges of each region we open. We know it is critical for our on-the-ground team to take shape well before our first schools open to lay the foundation for their success. That is why in 2019-20 we hired a Superintendent and Education Organizer to lead stakeholder, parent, and community engagement efforts. In 2020-21 ("year 0"), Rocketship Education will support Rocketship Texas with a Director of Schools to shape our academic program to the unique needs of the region, as well as regional staff in Family Recruitment, Talent Recruitment, Operations, Achievement, and Integrated Special Education (ISE)--critical roles to ensure successful school launches.

In addition to the on-the-ground team in Texas, Rocketship provides each of its schools with the necessary systems and support for Curriculum, School Leadership, 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.[36]

Foreseeable Challenges and Responses: We have identified five key challenges as we plan our expansion to Texas, along with strategic efforts to mitigate those challenges:

1. Learning the Fort Worth and Tarrant County Community: Education is local and schools are highly personal communities that must reflect their local community. Over our 12-year history, we have experienced the dramatic differences not only across different states we have served, but also across different communities within states, and have learned to navigate and adapt to the unique needs of each school community. For example, one of our Nashville, schools has over 15 different languages that we honor and translate, as well as distinct cultural norms that have shifted our daily routines. There, the multicultural family night is one of the most important school events. In our other Nashville school, we see far more trauma and thus elevate our social-emotional supports for Rocketeers. Through humility, listening, and a deep commitment to partnership with our parents and community, we work to become a valued community member, detailed in the Community Engagement section. Through purposeful approaches to school openings, we build community and come to better understand how to serve and partner with our unique local communities. In Tarrant County, this work is our most important challenge to address in laying a foundation for success.

[36] Rocketship has described its startup successes in other charter applications in other states. *See, e.g.*, 2013 Franklin McKinley School District Charter Petition (available at https://www.rocketshipschools.org/wp-content/uploads/2017/09/RSK-Charter-.pdf).

2. Attracting and Developing High Performing Educators: A key challenge in communities across the county is attracting and developing high performing educators, particularly for a new school only just beginning to build its local reputation. Fortunately, we have successfully opened new schools in new regions and have been able to both attract and develop high performing staff for those schools. Our deep community investments prior to opening combined with our intensive recruiting process, have enabled us to open new schools fully staffed. In addition, our practices in Talent Development (a core pillar of Rocketship) allow us to rapidly develop our staff into high performing educators, and to retain high performing staff (85%+ retention of our top two tiers of staff last year). We anticipate challenges recruiting credentialed special education and bilingual teachers in the Texas market. We will hire a local based recruiter to support hiring in Texas, with these hard-to-staff positions as a top priority. As further support, we are budgeting to provide $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.
3. Effectively Addressing Texas Essential Knowledge and Skills (TEKS): A major shift in our educational model will be effectively addressing TEKS. We have conducted deep studies of the TEKS standards that will be fully implemented in our Texas schools. Our curriculum is described in greater detail below, and one of our key advantages in effectively addressing TEKS is our reliance on our internal content teams to develop most of our curriculum--a sample of which is provided in **Attachment 39**. Too often, marketed and repurposed curricula leave large gaps in the standards they purport to address. With our internal curriculum team, we can ensure that we fully address state standards. As evidence of our 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 our schools in Nashville have been recognized as Reward Schools.
4. Delivering High Quality Bilingual Education: A second key shift in our educational model as we enter Texas will be our service to English Learners (ELs) through a bilingual approach. We are eager to expand our approach to servicing ELs by implementing a bilingual model in Texas. Effectively serving ELs has been core to our approach since our founding when ELs represented a majority of students in our first school. Since then, we have had to adjust our academic model in California to address both a new set of EL standards and revised instructional requirements. Through these shifts in standards and requirements, our ELs have outperformed their EL peers across the state of California every year since we were founded. In addition to the shifts over time in California, we have also had to adjust our model to meet the World-Class Instructional Design & Assessment (WIDA) Standards in our three other regions as well as each state's specific instructional requirements for ELs. As evidence of our ability to effectively address different EL standards and instructional requirements, ELs in each of our three regions outside California outperform their statewide peers as well.
5. Facilities: Identifying and acquiring suitable facilities is one of the greatest challenges that charter schools face across the country. Rocketship 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. We are able to do this through the innovative design of our buildings, intense use of every space in our buildings, as well as a strong operations team working in close partnership with our educators. Additionally, our small facilities footprint

enables us to build neighborhood schools 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: Our model is built on three pillars of excellence, which we believe are the key to our continued success as we work to close the achievement gap.[37]

1. Talent Development: Effective teachers and administrators are critical to student achievement. To ensure we have the best teachers and leaders for our students, we provide focused coaching, professional development, and a variety of leadership programs to help our faculty and administration grow both professionally and personally regardless of their experience level. We elevate and celebrate teaching, providing exciting and rewarding careers where educators feel empowered, appreciated, and valued. We help our teachers grow using embedded learning opportunities, personalized coaching and customized training as part of the regular workday. We grow our leaders internally with on-the-job leadership and principal training programs with clear paths towards long-term career goals.
2. Personalized Learning: Each person has their own unique way of learning and advancing. Unfortunately, the traditional school system doesn't allow for that. Our Rocketeers get personalized instruction targeted to their needs and tailored to their unique learning styles. Our 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.
3. Parent Power: Engaged parents are essential to eliminating the achievement gap. We work with our parents to help them become powerful advocates for their children and their communities. We work 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.

Innovative Design: Our model and approach have multiple innovative aspects that distinguish us and help our students consistently outperform peers in neighboring schools. Beyond our innovative approaches to personalized learning and parent engagement, our 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 every day: Humanities, STEM, and Learning Lab. Our students don't learn from a single teacher teaching all subjects, but from a team of teachers every day. Our 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 our rotational model, all Rocketeers have daily access to our Learning Lab. At Rocketship, we believe the Learning Lab must be a purposeful and diverse learning experience

[37] Rocketship has described its three pillars of excellence, as detailed in this section, 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%202020-25.pdf).

that further unleashes the potential of our Rocketeers through rigorous academic and non-academic experiences, described in detail below. The learning lab allows us to further enhance our 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 academic content. For example, when our students are engaged in project-based learning activities in their Humanities classroom they concurrently have extended time in the Learning Lab to deepen their work on their project.

Part of the opportunity gap for our 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 our 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, our campuses provide a wide variety of enrichment programs including hands-on science, art, engineering, music, and Spanish across multiple grade levels. Also, as part of our 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 build these skills across the entire school day, but the Learning Lab provides students with unique opportunities to apply them. For example, student teams 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 our responsibility as educators to serve all students with excellence. All our innovative approaches described here allows us to do so in a way that distinguishes us from our neighboring schools. We are proud that: (1) we have <u>never</u> expelled a Rocketeer at any school or region in our thirteen year history; (2) across 19 schools (9,500 students) in high-poverty areas our average suspension rate is <1%; (3) we backfill students at all grades throughout the school year, accepting new students at all grade levels as openings arise, rather than accounting for attrition in our model or approach; (4) in D.C., we proudly serve the highest percentage of at-risk students (81%) in the entire district for any charter in the city; (5) in Milwaukee, we have a disproportionately high percentage of students with disabilities (14%-17% over the last three years) at one of our campuses due to the presence of our well-regarded Specialized Inclusion Program (SIP) for students with significant disabilities and the multiple student referrals we receive from the local Autism community; (6) we have 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, we welcome all students with disabilities and provide them with a full continuum of services and supports; amd (8) our 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

In Table 1 provide descriptive and demographic data for all schools in the operator's portfolio.

Table 1. Descriptive and demographic data for all schools in the operator's portfolio.[38]

Author-izer	School name	City	State	Open Date	Grades served	% Low-income	% Af-Am	% Hisp	% ELs	% SWD
SCCOE	Mateo Sheedy	San Jose	CA	2007	TK-5	88	10	82	52	9
SCCOE	Si Se Puede	San Jose	CA	2009	TK-5	90	0.8	91	65	10
SCCOE	Los Suenos	San Jose	CA	2010	TK-5	89	0.7	88	57	12
FMSD	Mosaic	San Jose	CA	2011	K-5	75	2	51	58	9
SCCOE	Discovery Prep	San Jose	CA	2011	TK-5	82	1	81	61	9
SCCOE	Brilliant Minds	San Jose	CA	2012	TK-5	80	1	79	55	9
SCCOE	Alma Academy	San Jose	CA	2012	TK-5	82	6	88	55	9
FMSD	Spark Academy	San Jose	CA	2013	TK-5	66	3	49	45	8
SCCOE	Fuerza Community Prep	San Jose	CA	2014	TK-5	82	0.2	81	62	8
SCCOE	Rising Stars	San Jose	CA	2016	TK-4	68	2	64	62	8
RCSD	Redwood City	Redwood City	CA	2015	TK-5	90	2	95	70	12
CA SBE	Futuro Academy	Concord	CA	2016	TK-5	81	3	87	63	9
AUSD	Delta Prep	Antioch	CA	2018	TK-5	73	35	54	30	13
DC PCSB	Rise Academy	Washington	DC	2016	PK-5	76	98	1	2	12
DC PCSB	Legacy Prep	Washington	DC	2017	PK-4	60	98	1	1	10
MNPS	Nashville Northeast	Nashville	TN	2014	K-4	75	73	23	16	14
MNPS	United Academy	Nashville	TN	2015	K-4	48	43	47	49	9
UW - Milwaukee	Southside Community Prep	Milwaukee	WI	2013	PK-5	74	4	68	33	16
UW - Milwaukee	Transformation Prep	Milwaukee	WI	2018	PK-4	73	88	6	0	10

In Table 2, provide performance data for all schools in the operator's portfolio for the past three years. The format of the table may be modified to reflect the state's accountability system, but performance results should be disaggregated for the school's low-income students (FRL), African-American/Black students, Hispanic/Latinx students, English learners (ELs), and students with disabilities (SWD). The statewide average for all students should also be provided.

[38] 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 the operator's portfolio.[39]

School	Overall grade				Students meeting/ exceeding state standards			
	Category	2019	2018	2017	Group	2019	2018	2017
CA State[40]					All state	45%	45%	43%
Mateo Sheedy	Chronic Abs.	orange	green	n/a	All school	62%	55%	53%
	Suspension Rt	green	yellow	blue	FRL	61%	55%	51%
	ELA	blue	orange	yellow	Af-Am	57%	62%	73%
	Math	green	green	blue	Hispanic	59%	53%	51%
					EL	41%	34%	30%
					SWD	8%	10%	8%
Si Se Puede	Chronic Abs.	orange	orange	n/a	All school	47%	46%	44%
	Suspension Rt	yellow	blue	orange	FRL	43%	44%	40%
	ELA	yellow	yellow	orange	Af-Am	n<10[41]	n<10	n<10
	Math	green	green	yellow	Hispanic	43%	41%	38%
					EL	34%	35%	26%
					SWD	9%	17%	3%
Los Suenos	Chronic Abs.	yellow	orange	n/a	All school	47%	44%	44%
	Suspension Rt	blue	red	red	FRL	45%	41%	42%
	ELA	orange	yellow	yellow	Af-Am	n<10	n<10	40%
	Math	green	yellow	blue	Hispanic	43%	41%	41%
					EL	21%	26%	23%
					SWD	11%	0%	3%
Mosaic	Chronic Abs.	green	green	n/a	All school	68%	65%	56%
	Suspension Rt	blue	blue	blue	FRL	65%	64%	54%
	ELA	green	blue	green	Af-Am	n<10	n<10	n<10
	Math	blue	blue	green	Hispanic	54%	50%	39%
					EL	42%	41%	32%
					SWD	29%	14%	8%
Discovery Prep	Chronic Abs.	yellow	orange	n/a	All school	45%	51%	48%
	Suspension Rt	yellow	green	green	FRL	43%	49%	47%
	ELA	orange	orange	orange	Af-Am	n<10	n<10	n<10
	Math	green	green	green	Hispanic	39%	44%	43%
					EL	37%	34%	27%
					SWD	5%	0%	5%
Brilliant Minds	Chronic Abs.	orange	orange	n/a	All school	43%	44%	40%
	Suspension Rt	blue	orange	orange	FRL	38%	42%	38%
	ELA	orange	orange	yellow	Af-Am	n<10	n<10	14%
	Math	yellow	yellow	yellow	Hispanic	35%	37%	34%

[39] 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.
[40] CA utilizes a 5-color scale to grade each indicator, from red (lowest) to blue (highest). For more on this refer to **Attachment 7**.
[41] To protect student confidentiality and to follow state reporting practices, scores for groups with <10 students are unreported.

					EL	17%	29%	22%
					SWD	9%	6%	15%
Alma Academy	Chronic Abs.	orange	orange	n/a	All school	64%	45%	46%
	Suspension Rt	blue	blue	orange	FRL	62%	44%	43%
	ELA	blue	yellow	orange	Af-Am	79%	57%	50%
	Math	blue	yellow	yellow	Hispanic	62%	41%	42%
					EL	43%	26%	19%
					SWD	10%	4%	6%
Spark Academy	Chronic Abs.	yellow	green	n/a	All school	71%	66%	66%
	Suspension Rt	blue	blue	green	FRL	65%	60%	62%
	ELA	green	green	green	Af-Am	50%	42%	n<10
	Math	blue	blue	blue	Hispanic	59%	52%	53%
					EL	36%	33%	41%
					SWD	25%	26%	32%
Fuerza Community Prep	Chronic Abs.	orange	green	n/a	All school	57%	56%	43%
	Suspension Rt	blue	blue	orange	FRL	53%	53%	41%
	ELA	green	green	orange	Af-Am	n<10	n<10	n<10
	Math	green	blue	green	Hispanic	53%	52%	38%
					EL	33%	45%	23%
					SWD	7%	9%	4%
Rising Stars	Chronic Abs.	yellow	yellow	n/a	All school	67%	57%	41%
	Suspension Rt	blue	orange	n/a	FRL	63%	56%	40%
	ELA	blue	yellow	n/a	Af-Am	60%	43%	36%
	Math	blue	blue	n/a	Hispanic	59%	51%	33%
					EL	52%	49%	31%
					SWD	32%	29%	n<10
Redwood City	Chronic Abs.	orange	yellow	n/a	All school	43%	45%	50%
	Suspension Rt	blue	green	orange	FRL	41%	45%	49%
	ELA	orange	yellow	yellow	Af-Am	n<10	n<10	n/a
	Math	yellow	yellow	green	Hispanic	41%	44%	48%
					EL	32%	28%	37%
					SWD	22%	13%	13%
Futuro Academy	Chronic Abs.	yellow	yellow	n/a	All school	57%	39%	n/a
	Suspension Rt	blue	green	n/a	FRL	57%	38%	n/a
	ELA	n/a	n/a	n/a	Af-Am	n<10	n<10	n/a
	Math	n/a	n/a	n/a	Hispanic	58%	35%	n/a
					EL	49%	26%	n/a
					SWD	5%	n<10	n/a
Delta Prep	Chronic Abs.	n/a	n/a	n/a	All school	25%	n/a	n/a
	Suspension Rt	n/a	n/a	n/a	FRL	23%	n/a	n/a
	ELA	n/a	n/a	n/a	Af-Am	12%	n/a	n/a
	Math	n/a	n/a	n/a	Hispanic	40%	n/a	n/a
					EL	8%	n/a	n/a

					SWD	7%	n/a	n/a
DC State					All state	34%	31%	
Rise Academy	DC School STAR Report Card	3/5 stars	3/5 stars	n/a	All school	26%	26%	n/a
					FRL	23%	19%	n/a
					Af-Am	27%	27%	n/a
	DC PCSB Accountability (PMF)[42]	Tier 2	Tier 2	n/a	Hispanic	n<10	n<10	n/a
					EL	n<10	n/a	n/a
					SWD	4%	10%	n/a
Legacy Prep	DC School STAR Report Card	3/5 stars	n/a	n/a	All school	37%	n/a	n/a
					FRL	35%	n/a	n/a
					Af-Am	38%	n/a	n/a
	DC PCSB Accountability (PMF)	Tier 1	n/a	n/a	Hispanic	n/a	n/a	n/a
					EL	n/a	n/a	n/a
					SWD	0%	n/a	n/a
TN State					All state	37%	35%	35%
Nashville Northeast	Acad. Achieve	4/4	0.8/4	n/a	All school	30%	15%	20%
	Growth	4/4	3.3/4		FRL	33%	12%	18%
	Chronic Abs.	1.5/4	4/4		Af-Am	22%	12%	17%
	EL Progress	2.7/4	3/4		Hispanic	50%	27%	28%
					EL	39%	9%	8%
					SWD	4%	0%	2%
United Academy	Acad. Achieve	2.7/4	4/4	n/a	All school	38%	36%	24%
	Growth	2.1/4	3.8/4		FRL	33%	33%	22%
	Chronic Abs.	1.3/4	2.3/4		Af-Am	39%	28%	20%
	EL Progress	2.8/4	4/4		Hispanic	36%	46%	28%
					EL	17%	21%	17%
					SWD	12%	18%	10%
WI State					All state	42%	43%	44%
Southside Community Prep		Exceeds (4/5 stars)	Meets (3/5 stars)	Meets (3/5 stars)	All school	27%	28%	34%
					FRL	26%	27%	35%
					Af-Am	25%	33%	17%
					Hispanic	27%	28%	36%
					EL	24%	23%	27%
					SWD	3%	7%	8%
Transform-ation Prep		Alt. Rating (Small school): Needs improvement	n/a	n/a	All school	5%	n/a	n/a
					FRL	7%	n/a	n/a
					Af-Am	6%	n/a	n/a
					Hispanic	n<10	n/a	n/a
					EL	n/a	n/a	n/a
					SWD	n<10	n/a	n/a

[42] 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).

Current Portfolio and Academic Performance: Rocketship currently operates 19 elementary schools in four distinct regions: California, Wisconsin, Tennessee, and Washington, D.C. Thirteen schools are located in CA and two schools are located in each of the other three regions. **Table 1** reports the opening year for each school, the first of which opened in 2007 in CA. Rocketship expanded into WI in 2013, TN in 2014 and D.C. in 2016. From 2009 until 2018, Rocketship opened 1-3 schools a year. All 10 Rocketship schools that have reached the end of their initial charters were renewed by their authorizing agency. No authorizer has ever closed, non-renewed, or revoked the charter of a Rocketship school.

As shown in **Table 2**, 12 out of 19 Rocketship schools had the same or higher state test results than their respective state average in 2019. Rocketship results are especially strong in the more established CA region where a greater percent of students in testing grade levels have been able to attend a Rocketship school for their entire educational experience. The two lowest performing Rocketship schools in 2019 were in their first year of operation, and we expect their performance to improve as other recently opened schools have progressed after their first several years of operation. For example, Rocketship Rising Stars, Futuro Academy, and United Academy all achieved large increases in state test results after 2-3 years in operation.

We are proud of the academic achievements our students have accomplished, especially our students in traditionally underserved subgroups. The large majority of Rocketship students are economically disadvantaged (typically 70-90% of a school's student population (**Table 1**)). Our proposed Texas schools will serve a similar low-income population. In 2019, 17 out of 19 Rocketship schools outperformed their respective state average for economically disadvantaged students. Furthermore, in CA, students classified as economically disadvantaged at eight Rocketship schools achieved higher results than the CA state average for all students (**Table 2)**.

Rocketship schools also typically outperform state averages in the other main subgroups served, which reflect the local communities where Rocketship schools are located. **Figure 4** reports the subgroup averages in the states where Rocketship operates. In CA, Hispanic students and English Learners (ELs) are the other main subgroups served at Rocketship schools. All 13 Rocketship schools achieved higher results within the Hispanic subgroup than the CA state average and all but one school outperformed the state among ELs. Similarly, the established WI school, Rocketship Southside Community Prep, primarily serves Hispanic students and ELs and achieves higher results than the state in each subgroup. Rocketship schools in D.C. serve predominantly African-American students and earned higher test results than the D.C. African-American average. While the two Rocketship TN schools serve different populations, both schools outperform the state averages for African-American, Hispanic and ELs. See **Attachment 39** for more details about academic results for Rocketship schools.

Figure 4. 2019 State Subgroup Results

State	All	FRL	Af-Am	Hispanic	EL	SWD
CA	45%	33%	27%	34%	13%	14%
DC	34%	19%	24%	34%	21%	8%
TN	37%	22%	21%	28%	8%	10%
WI	42%	25%	12%	25%	14%	13%

Performance Deficiencies and Compliance Violations:

Tennessee: 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, the department was not able to meet our needs. Rocketship 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 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, 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.

California: In February and April 2019, Rocketship Delta Prep (RDL) received two (2) notices from its authorizer for compliance findings. The areas of concern center around compliance with our 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. RDL did not start the school year with all the systems and supports needed in place to support our new school. Those issues were fully addressed by midyear and all areas of concern noted by our authorizer have been cured.

Further, for 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 our authorizers.

Charter Withdrawals, Delays, and Consolidation: 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.

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). The third school in DC is currently scheduled to open in August 2020.

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). We underestimated the viability of the ASD framework outlined in state law that required we recruit 75% of our 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 was named a "Reward School" in recognition of outstanding academic achievement.

Litigation Involving Schools Within Portfolio: Rocketship Public Schools Texas has not had any prior litigation (**Attachment 8**). Rocketship Education (d/b/a Rocketship Public Schools) and its affiliates, however, have certain pending and past litigation (see the **CMO Addendum**).

Charter Contract Terminations: As mentioned above, in 2018, Rocketship Education 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. As noted above, all RPP students were offered enrollment at RNNE, which was located 4 miles from RPP and which later earned the designation of a "Reward" school.

Curriculum and Instruction

Standards: We are excited to bring Rocketship to Texas in order to not only serve Texas families and students but also to build successful schools which will serve students through effectively implementing TEKS. After speaking with Texas educators, schools, and curriculum experts, as well as deep analysis of TEKS, Rocketship is excited to implement TEKS.

For English Language Arts and reading, the recent TEKS K-8 shifts resonate with what Rocketship has seen that students need to be academically successful now and in the future:

- 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, we are excited about how TEKS explicitly calls out the use of concrete and pictorial models to compose & decompose numbers and solve complex word problems. Rocketship has made a major investment as part of our Math block in Number Stories where we ask students to focus on making sense of the mathematics and discovering new strategies for solving problems using a Cognitively Guided Instruction approach. Students work on not just solving problems, but understanding, representing, discussing, and approaching problems and number computations using various models and strategies.

In addition to addressing TEKS, our curriculum is also designed to explicitly address the English Language Proficiency Standards (ELPS). The 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, Rocketship will implement programs and plans to meet these requirements and follow TEA guidelines:

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

Curriculum and Instruction to Support All Learners: To most effectively address the needs of all learners, our curriculum design and development process incorporates their needs from the beginning. To facilitate this, each of our content teams works closely with our EL and Special

Education experts to embed standards, instructional practices, and resources critical for these student groups 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 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 designed 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 are meeting 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 have prioritized the what and how of co-planning for our teachers, we have prioritized 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 have prioritized alternative and station small group co-teaching for all of our special education teachers. We have actively supported 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 are 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 investment in our curriculum come alive in our classrooms, we provide extensive

EL-specific and special education-specific professional development and coaching for both school leaders and teachers. In addition, we have developed specific tools and rubrics for school leaders 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:

- Humanities: Phonics (PK-2nd grade); Close Reading (2nd-5th grade); Thematic Unit (PK-5th grade); Guided Reading (PK-5th grade); and Language Block (K-5th grade).
- 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 our Rocketeers to be critical and flexible thinkers and learners.
- Joy: It is our 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 kids 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.[43] 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.[44] Below is an example of

[43] *See, e.g.*, 19 TAC §110.2(a)(1).
[44] *See, e.g.*, 19 TAC §110.2(a)(3).

how grade level vocabulary develops as the text complexity increases by grade level.[45]

- 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 INSTRUCTION: Each of the components of our literacy instruction is focused on the TEKS for English Language Arts and Reading. We 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 called for in TEKS (foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research) plays a unique and vital role in our curriculum and instruction.

Guided Reading: Students receive small group instruction daily from the Humanities Teacher. During this time students build transferable skills in fluency and reading comprehension in order to make meaning and develop critical thinkers. Students are 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 are instructed at their instructional level, which is one level above their independent level. This allows 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 39** 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 draws upon highly engaging, relevant content, and authentic learning tasks to develop the transferable habits of reading, writing, and thinking. In K–5, the program teaches core history content through literacy and project-based learning. Our scope and sequence applies 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 are designed to develop both content mastery and reading and writing

[45] 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.*

independence. To do so, our Thematic Units include the following elements:

- Read Aloud: Teachers build Rocketeers' critical thinking skills and passion for literature by reading engaging books aloud to Rocketeers. These books are 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 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 are 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 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.

Rocketship has collaborated with the Lavinia Group to develop Texas specific thematic units. We have included in **Attachment 39** a sample unit from second grade. The cost per school for the Thematic Units is included in each school's budget under "Textbooks/ Workbooks" (**Attachment 32,** *Budget*, row 96).

Close Reading: During Close Reading in grades 2–5, teachers read a short grade-level text to our Rocketeers as a class. Collectively, the class works 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 show Rocketeers how to authentically apply habits of great readers, so they are able to independently tackle any text they encounter. Rocketeers 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 39** a sample Close Reading lesson.

Foundational Literacy: Foundational Literacy is the foundational block in lower grades to build skilled, fluent readers. Rocketeers receive explicit instruction in phonemic awareness, letter-sound correspondence, word-level blending and segmenting, comprehension and fluency. Rocketeers practice reading with accuracy, fluency, and comprehension in the context of decodable books. Foundational Language skills are taught in both the foundational language block, the language block, as well as in the Thematic Unit block in grades Pre-K through Grade 5. Our Foundational Literacy block includes 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 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 focuses on helping students acquire automaticity (rapid and

automatic word recognition) and prosody (reading with phrasing and recognition of punctuation). Our teachers 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 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.

RPS has developed a scope and sequence for phonics and provides guidance to our teachers on how to develop lessons to model and guide students mastery of phonics, phonemic awareness, and fluency. See **Attachment 39** 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:

- 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 RPS. The seven TEKS mathematics process standards expect students to:[46]

- 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;

[46] TEKS math process standards, described below, are provided in the Texas Administrative Code. *See* 19 TAC §111.1 *et. seq*,.

- 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 center our mathematics instruction.[47]

- 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 place value system, solving problems with addition and subtraction within 1,000, and building 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 includes 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 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

[47] Each of the examples provided below are derived from the TEKS standards in Mathematics - Elementary. *See* 19 TAC §111.1 *et. seq.*

students 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 worksheet with 5-6 problems aligned to previous objectives and skills. Students 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 then use the remaining 10 minutes of their spiral review time to review targeted problems as a class, focusing on key misconceptions from their formative assessment data or important background knowledge required for upcoming content..

Number Stories: Number Stories at Rocketship 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 work on not just solving problems, but understanding, representing, discussing, and approaching problems using various strategies. Students 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*. We believe that STEM is a language we teach - number stories help students examine what the language of math looks like in real-life contexts and discussions.

Counting Collections: In Pre-K & K, students 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 are taught. This component is infused with checks for understanding and culminates in a formal measure of mastery in the form of an exit ticket. Teachers will follow a network-designed scope & sequence map for this component.

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

- Gives students the opportunity to explore extended application of developing concepts
- Provide teachers an explicit time to respond to their formative and summative assessment data, and to pull groups of varying size 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 39** 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 are 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: We prepare comprehensive guide books, called "modules," for various mathematical concepts that are designed to help teachers develop a profound and broad understanding of mathematical instruction. Modules also reference a variety of resources that teachers can use to further their understanding and effectively teach the concept.
- 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 is focused on building 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 English-learners. The cost per school for STEMScopes is included in each school's budget under "Textbooks/ Workbooks" (**Attachment 32,** *Budget*, row 96).

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, as appropriate for the grade level or course, 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.[48]

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

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

[48] 19 TAC §113.11(a)(5).

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 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 includes 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, 4. Additional progress monitoring data for teacher.

Students may engage with OLPs during any of the instructional blocks, including Humanities, STEM, and the Learning Lab. The use of OLPs facilitates independent student learning while the teacher or tutor is focused on small group instruction. Our current OLP suite includes the following OLPs: ST Math (Grade Pre-K/K): A visual math program that builds deep understanding through creative problem solving; Reflex (Grades 1-5): A math fluency program to help Grade 1-5 students practice math facts; Freckle (Grades 1-5): An adaptive Math program aligned to TEKS; Lexia Core 5 (Grades K-5): An individualized reading program that covers the six areas of reading instruction; Lightsail (Grades 1-5): An expansive digital library that provides books based on students' Lexile level.

Social Emotional Learning (SEL): We believe that students must master both academic and critical life skills to become positive and productive contributors to society. To this end, our instructional program includes a social-emotional learning curriculum as well as other initiatives to help students develop into confident, competent, self-motivated, and productive lifelong learners. Rocketship's approach to social-emotional learning also aligns well with the principles of high quality character education[49] with our schools' Core Values a foundation for both--see the **School Culture** section for a discussion of our schools' Core Values. Our staff 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 two students throughout the day.

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 are 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

[49] "The 11 Principles of Character," Character.org

between truth and a human being is a story."[50] 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. We use this curriculum to reach all students at the Tier 1 level in order to increase our student's SEL skills and competencies. Our desire is for our students to be able to apply these skills and have conversations which link fiction and informational text stories to their own experiences in their classrooms and communities. 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 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 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.

Curriculum Evaluation & Updates: During the school year, teachers, school leaders, Directors 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 school's academic performance and its implications for curriculum and instruction with the Superintendent no less frequently than semi-annually.

[50] de Mello, Anthony. *One Minute Wisdom*. Bantam Doubleday Dell, 1988. Print.

Strategies for Assessment of Learning and Data-Driven Instruction

Assessments: We use an assortment of assessments to measure students' achievement levels and propose the following schedule to effectively monitor our students' 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 of year, mid-year, and end of year--to measure our students' progress and proficiency in comparison to others in Texas, across the Rocketship network, as well as students across 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 student data, we use internally developed cumulative assessments three times a year in October, February, and May. For science, we 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 also conduct additional bi-monthly standards-aligned assessments of each student in reading, writing, and math. These assessments drive decisions about whether students need additional classroom support or tutoring. They also allow us to progress-monitor our students throughout the year in a way that annual assessments do not. Assessment costs in Year 1 total $46,660 and include $24,000 for proctors ($12,000 per school), $16,000 for assessment systems (Illuminate, Schoolzilla, Tableau; about $20 per student), and the remaining for materials, supplies, and other administrative costs (**Attachment 32**, *Start-Up, Y1 & Assumptions*, row 101).

Analysis: Following administration of our bi-monthly interim assessments, RPS holds two full days for teachers, Assistant Principals, and the Principal to take a deep dive into analysis of the data. 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 then leads the teacher to begin to identify specific "focus" students within the identified groups. After identifying three to five students, the teacher begins to dig deeper and identify specific instructional areas that have been challenging for these students. The teacher then sets academic goals for these students to be accomplished within the next four weeks and eight weeks. The teacher then begins to develop 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 in the next four and eight weeks. We expect teachers to use it to guide instruction for all students facing 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 below goals, we implement our Multi-Tiered Systems of Support (MTSS) process--explained in more detail in the **Promotion and Graduation Requirements** section--to

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 are constantly monitoring student progress such that if a student is failing to adequately respond to an intervention, the Student Study Team (SST) may increase the intensity, frequency, or duration of the current intervention or change the intervention.

Goal-Setting and Progress: After teachers analyze the data from diagnostic interim assessments during quarterly Data Days, students, teachers, and parents 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: Students review and discuss individual progress after each interim assessment period. Teachers prepare and review data summaries with students to identify places in which performance is on track to achieve established goals and areas in which improvements are needed. Teachers also communicate with parents (via parent/teacher conference, phone calls home, e-mails, notes in backpacks, home visits, and other means as needed) about student goals.

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

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

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

Data-Tracking Tools: We use various tools to track and manage data, several of which are described below.[51]

- Illuminate: The Illuminate platform provides educators with easy access to assessment items, and supports the scoring and data capture of assessments. These digital resources ensure that educators can effectively measure the progress of their students and modify their approach as needed.
- Schoolzilla: Rocketship also uses the cloud-based Schoolzilla data warehouse and reporting system to collect and organize student achievement, enrollment, and attendance data. Through the use of Schoolzilla, a teacher can quickly gain an understanding of which students have mastered a particular standard, and the next day group them differently for small group instruction, to re-teach to students who have not yet gained mastery.

[51] As with all aspects of our instructional program, we constantly monitor development in data analysis tools. With ever-increasing sophistication of education technology, 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 sufficiently significant to require the need for a material revision to our charter.

Supports for Special Populations

Special Populations: In each of our existing 19 schools, our demographics mirror that of the community we serve and our neighboring schools. As a result, we expect each of our schools in Texas 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 two campuses based on those of surrounding elementary schools and for campuses three and four, we projected demographics based on elementary schools located in our primary attendance boundary. Based on these projections, we expect to serve 9-10% students with disabilities, 37-45% ELs, and 66-71% at-risk (see **Figures 1-3**). .

As described, RPS' model--personalized learning, the design of our 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 our approach and an inclusive mindset, we have been able to demonstrate strong academic and social/emotional growth for all student groups. Outlined below is our 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 California, Rocketship's average EL proficiency rate was three times greater than the state average in 2019 (36% vs. 13%). Similarly, the Tennessee and Wisconsin 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 our 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, we see that our EL students also outperform neighboring districts on the annual state assessment:

- California: 35.8% average proficiency on ELA & Math vs. 8.6% in neighboring districts.
- Nashville: 22.0% average proficiency on ELA & Math vs. 6.5% in neighboring districts.
- DC: N/A
- Milwaukee: 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:

- California: 13.6% average proficiency on ELA & Math vs. 11.9% in neighboring districts.
- Nashville: 7.5% average proficiency on ELA & Math vs. 6.7% in neighboring districts.
- DC: 2.9% average proficiency on ELA & Math vs. 2.7% average in neighboring districts.

- Milwaukee: 2.7% average proficiency on ELA & Math vs. 3.5% average in 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, we have collaboratively built students' service schedules, provided more scaffolded lesson plans and increased the amount of instructional coaching for our special education teachers

On NWEA, we see that the average annual growth for Rocketeers with disabilities was 1.44 years of growth in Math and 1.37 years of growth in Reading in the 18-19 SY. As a result of this growth, at the end of the 18-19 SY Rocketship 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 our elementary schools and not just our testing grades, 3rd -5th.

Special Education: Rocketship'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 Rocketship'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, we develop rigorous, individualized educational programming for all students with disabilities, including through: high quality direct services provided to students, strategic professional development of our 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: Rocketship understands its duty and responsibility to ensure that all children with disabilities potentially needing special education and related services are identified and evaluated.

Although Rocketship will not administer any assessment or evaluation for the purposes of school admission, in accordance with federal Child Find requirements, we 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, Rocketship includes a "Child Find Supplement," which asks 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 is entered into our student information system, and our special education staff 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. Upon referral for special education and parental consent, an FIE will be completed. Rocketship fully recognizes the requirement to proceed without delay in the initiation of an evaluation when the school has reason to suspect that a child has a disability. For that reason, even when a formal evaluation of a student is in process, academic and/or behavioral interventions are planned and implemented in order to support the student while the evaluation is completed.

Rocketship also responds formally 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 assists the parent to put the request in writing. Written requests are 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 then schedules 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, Rocketship will notify the parent in writing that Rocketship will be proceeding with an evaluation or if Rocketship is refusing to move forward with an evaluation. At this time, Rocketship will provide the parent with Notice of Procedural Safeguards. If Rocketship is proposing to move forward with an evaluation, Rocketship will provide the parent with the opportunity to complete a written consent for evaluation. Upon receipt of parental consent, Rocketship 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 and 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 Rocketship staff, including Office Managers and Business Operations Managers, are 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). At Rocketship, students are assessed by a multidisciplinary team in all areas of suspected disability. The team includes 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 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 meets to create an Individualized Education Plan for the student. The team then meets 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. Rocketship assumes 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 team—comprised of, at a minimum, 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. Rocketship follows all applicable federal and state laws governing the IEP process and procedural safeguards. Rocketship 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.

Rocketship designs 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. Towards this effort, whenever possible, special education services are provided by specialists within the general education classroom. While we have adopted an inclusive approach to our special education service delivery and place a high priority on students with disabilities spending as much time as is appropriate alongside their typically developing peers, we 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 Rocketeers are ELs, RPS carefully considers 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 is 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 are considered when developing a student's IEP.

Dispute Resolution: In the event that an issue cannot be resolved through the standard IEP process, we attempt all means of mediation as a way to meaningfully settle issues. Rocketship believes that all parents have a right to be informed of their procedural rights in their preferred

language. Parents are provided procedural safeguards prior to any special education assessment process or ARD Committee meeting.

Continuum of Services

Specialized Academic Instruction (SAI): Rocketship 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. At Rocketship, we use 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 we have 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 our open lottery process, we have students with a variety of learning and behavioral needs in our schools and have developed supports and structures to support all learners within our model. Students with moderate to severe learning needs are 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 have access to professional development opportunities uniquely designed for their specific student needs. Inclusion in the general education program is still a critical component of the educational program for students with moderate to severe learning needs, but we recognize that these students often have additional, unique needs that must be addressed. Towards that end, we have adopted a suite of curricular resources specifically designed to support students with more significant needs, and our moderate-to-severe teaching staff weave support and instruction in adaptive and communication skills throughout the day for these learners. We have 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 some 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 is typically comprised of a Program Director, Program Specialist, School Psychologist, Education Specialists, Paraprofessionals, Speech Therapists, Speech and Language Pathologist Assistants, Occupational Therapist, and other specialists 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. Rocketship has directly hired most of its related service providers, including speech language pathologists, school psychologists, occupational therapists, and adaptive physical education providers. 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, Rocketship follows 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 is 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 at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

We are excited that Texas, unlike many states, emphasizes effectively serving students with Dyslexia. For students with Dyslexia, Rocketship 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: Rocketship's 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, the student will be tested in accordance with applicable law. The LPAC will use the results from the LAS assessment to determine if a students 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): Rocketship 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. Rocketship 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: Rocketship 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. Rocketship teachers are also 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.

Rocketship values diverse language and cultural backgrounds of students. School teams implement instructional best practices for English Learners 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 English learners 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: Rocketship uses formative assessment data to frequently monitor EL progress and mastery of grade level content. Systems are implemented to collect data and analysis by school teams is used to inform instruction and intervention. The ongoing progress monitoring cycle ensures 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 to ensure 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: Rocketship 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 are 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 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. In addition to providing core elements of our program to high-achieving students (e.g. guided reading groups, use of adaptive OLPs, regular progress-monitoring, and data-based decision

making), we effectively serve this population in a variety of ways:

- **Early Detection and Ongoing Assessment**: Rocketship uses internal assessments in ELA/Literacy and Mathematics to help us 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 broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. One such subgroup is students who are performing above grade level. All students, including high-performing students, will receive targeted small group Guided Reading instruction and small group skills instruction in both the Humanities and STEM blocks.
- **Differentiation**: Teachers use assessment and progress-monitoring data to plan enrichment activities with their high-performing students.
- **Family Collaboration**: For home, teachers 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

School Culture, Systems, and Structures: Our school culture is grounded in our core values--Respect, Responsibility, Empathy, and Persistence--but it is so much more than that. Culture is baked into everything we do, from our beliefs and norms to our attitudes and relationships. Our relentless pursuit of strong school culture shapes and influences every aspect of how our schools function.

Core Values: In addition to our four core values—respect, responsibility, persistence, and empathy, each school chooses its own fifth core value. Core values form the basis of our development of character, behavioral instruction, and management systems. At the beginning of the year, teachers explicitly teach core values lessons in which they demonstrate what different core values look like in action. Every school also has its own system to promote and reinforce the core values.

Launch: Each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together around a school-wide focus. The focus usually includes one of the core values. During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or urgency. Finally, schools 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. The Community Meeting is a set aside time to complete SEL lessons and sets the tone for the day. Community Meeting time builds relationships between students and teachers as well as create 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 school has 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:

- The 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.
- The 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.
- The 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.
- The Staff Lead: Oversees staff culture and designs programs to promote staff enjoyment, wellness, and ensure a positive environment.
- The Character Education Lead: Oversees the fidelity of implementation of the social-emotional learning curricula, described in the **Curriculum and Instruction** section.

Behavior Approach and Safety: Safety, order, and student discipline are fundamental to learning at RPS. We expect all students to behave in a way that fosters a safe and welcoming

environment for other students, Rocketship staff, and community members. We believe it is our deep implementation of Multi-Tiered Systems of Support (MTSS) in the domains of behavior and social-emotional development which has been a key differentiator for Rocketship from our neighboring schools in our successful service to all students. For many years, we have been implementing key Tier I initiatives with PBIS and daily Social-Emotional Learning (SEL) lessons. In addition, we have 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 we have made the commensurate investments in time and money to implement MTSS at a high level. Our staff provides daily SEL lessons combined with the flexibility for our teachers to pause academic instruction to leverage a teachable moment or facilitate a restorative conversation whether class-wide or between two students. We have active PBIS teams who faithfully meet monthly to improve our systems for reinforcing positive behavior. Each of our 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. We have full-time mental health providers in each of our 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. We have 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.

Our success in the domain of behavior is further supported by our 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, we have the related five beliefs about behavior:

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 that students need prompting in order to learn the new skill/behavior we are trying to teach. We believe that 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 in

order for a new behavior to be learned. We know and understand that behavior takes time and often gets worse before it gets better but we must remain consistent in fidelity of our plan in order to see overall progress.

We 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 we 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 school property, when attending any school-sponsored activity, or while in transit going to or coming from a RPS campus, they will be subject to disciplinary action. In accordance with our code of conduct, Rocketship also will 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 can be found in Rocketship's Suspension and Expulsion Policy (attached to our Discipline Policy, **Attachment 9**), along with the procedures that we will take when considering suspension or expulsion of a student. 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 Rocketship may take in response to behavioral infractions, including In-School Suspension. As a reminder, while we have a suspension and expulsion policy it outlines what we may do. Because of our mindset and approach to behavior, our network wide- suspensions are less than 1% and we have never expelled a student.

Communication of Discipline Policy: Through summer professional development, teachers will be trained in the school's discipline policy (**Attachment 9)**. 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 are expected to wear the Rocketship uniform to school every day. Our uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and a green, or dark purple collared shirt. Students may also wear a Rocketship polo shirt, which can be obtained from a designated vendor. Each school Principal has the discretion to set more detailed dress codes on his/ her campus that align with this policy. Shirts must be tucked in at all times, which Rocketship considers being "dressed for success."

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, w
e have a Health/Safety Plan that is updated by our legal and operations teams and approved by our board annually. The Health/Safety plan ensures 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. This plan, which is developed

in cooperation with Federal and State guidelines, includes specific courses of action to be taken in case an emergency situation develops. Every employee is expected to be familiar with this plan in order to carry out his/her responsibilities in an emergency. The major objective of emergency preparedness is to save lives and protect property in the event of a disaster. To this end, Rocketship will adopt a Mandatory Emergency Operations Plan (MEOP) as required by SB11.

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. Our 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 Rocketship 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 our security.

Safety Training and Walkthroughs. Staff trainings are 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 are to be certified in adult and pediatric CPR and First Aid. Opportunities for adult and pediatric CPR and First Aid training will be offered to additional staff as well. The BOM and Principal lead campus safety training for all staff. This training covers the campus visitor procedure, dismissal procedure, and all safety drills. During the training the entire faculty reviews the evacuation map for their classroom, their safety clipboard and practices a fire evacuation and a lockdown drill. Mandated Reporter training is completed annually by all staff to educate employees on their responsibilities and rights under the Child Abuse and Neglect Reporting Act.

Safety walkthroughs are held regularly by the BOM and Principal and supplemented by multiple formal observation by central operations 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 Texas' rules regarding the frequency of safety drills for fire, lockdown, shelter-in, and hold.

Student Pick Up Procedure. Over the summer, parent/guardians 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

Criteria for Retention and Promotion: All Rocketship schools are expected to adhere to the guidelines below when making decisions on retention and promotion:

- 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.
- 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.
- 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.
- 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.
- 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 either 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.

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 Rocketship will offer accelerated instruction to that student in the subject area of need. After a student fails to perform satisfactorily on an assessment instrument a second time, a grade placement committee (GPC) shall be established to prescribe the accelerated instruction that Rocketship shall provide to the student before the student is administered the assessment the third time. The GPC is composed of the principal or designee, the student's parent or guardian, and includes the teacher of the subject on which the student has not performed satisfactorily. Rocketship 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. Rocketship 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.

Rocketship shall provide accelerated instruction during the next school year to any student who has failed the STAAR, as prescribed by an educational plan developed for the student by the student's grade placement committee 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), Rocketship shall provide students required to attend accelerated programs under this section and also provide transportation to those programs if the programs occur outside of regular school hours.

Rocketship 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), Rocketship 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-school 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.

The following academic achievement indicators will be considered for retention decisions:

- 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 one year of kindergarten shall be admitted to first grade unless the parent/guardian and Rocketship agree that the student shall continue in kindergarten for not more than one additional school year. Whenever a student continues in kindergarten for an additional year, the Principal shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year.

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 do 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 may promote the student to the next grade level if the committee concludes that the student has made sufficient progress in the measurable academic goals contained in 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, Rocketship's 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 Rocketship's three core pillars is Parent Engagement; 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 Rocketeers in the years to come and ensure they remain on track for college while also further transforming their home communities. We accomplish this by reaching out to the community instead of waiting for the community to come to us. We are also 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 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.

Rocketship's Approach: Rocketship seeks to authentically serve the unique needs of the families of Fort Worth. 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 parent 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 encourage families, but do not and will 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. Rocketship provides food, childcare, and translation at each school community event sponsored by the school. Additionally, it is Rocketship's practice and standing commitment that all printed materials created and distributed by the school are translated from English to the language(s) responsive to the school community's needs.

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

Through frequent school-based community meetings, monthly parent coffees with school leadership, and parent-teacher conferences that occur three times per school year, Rocketship shares student achievement data with families. Our goal is for families to effectively articulate the key drivers of students' academic success, and to have a clear understanding of students' academic data and progress in the context of what it means on their path to college. This deep, ongoing engagement drives families to support their students' learning at school and at home.

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 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 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 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 adjust priorities and initiatives to best serve families.

Parent Engagement at Existing Schools: Parent Engagement is the lifeblood of our campuses. Rocketship continues 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 are 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, Rocketship prioritizes data tracking and analysis of various parent engagement metrics. Through this, we have assessed the direct correlation between student achievement and parent engagement. We know that students who receive a home visit tend to achieve 3% more growth on the NWEA MAP test than their peers who do not.[52] 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 are 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: In Fort Worth, 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 Rocketship school has five core values, four of which are standard across Rocketship schools: Respect, Empathy, Responsibility, and Persistence. Each school will have a unique fifth core value, which will be selected by founding parents and will speak to their community and values.

Community Resources: Rocketship partners with community resources at existing schools to provide deeper supports and services to our families. Dental and vision screenings are coordinated at each campus and Rocketship has long-standing partnerships with local children's healthcare initiatives in our current regions, which we will initiate and maintain in Fort Worth 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, Rocketship will continue to secure these partnerships with social and community resources available in Tarrant County.

[52] See footnote 9 (Evaluation of Rocketship Students' Middle School Outcomes. Menlo Park, CA: SRI International)

Leadership and Governance

Board Structure and Qualifications

Proposed board member	Area of expertise	Brief description of experience in this area[53]
Peter Philpott	Finance	Several decades of experience in financial advisory services, including nearly 10 years as VP at Robert W. Baird Limited
Loretta Burns	Community Service	Led development of policies, procedures, and academic enrichment and parent engagement programs for vulnerable youth as Founder and Executive Director of AB Christian Learning Center since 2006. Four years as a high school teacher and 10 years as an adjunct professor at Tarrant County College.
Walter Dansby	Education	Nearly 50 years of experience in education, including over 40 years serving in Fort Worth ISD -- three years as superintendent
Reverend Ralph Emerson	Community Service	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.
Alex Jimenez	Community Service; Facilities	Before retiring as Vice President at TXU Corp., led several divisions, including Corporate Facilities. Has served on the board of several Fort Worth- and Dallas-based community organizations, as well as on various local commissions.

Relationship between Existing Board and TX Board: The Rocketship Public Schools Texas Board of Directors (TX Board) will govern all Rocketship Texas campuses. The initial TX Board will be composed of at least five (5) members with a range of expertise -- including in education, finance, and community service -- and with close ties to Fort Worth and Tarrant County. Over time, Rocketship Texas intends for the TX Board to grow to 9 members or more with diverse experiences and backgrounds. All TX Board Members will act in accordance with the Rocketship Texas bylaws (included as **Attachment 11**) and the Rocketship Texas Ethics, Conflict of Interest, and Nepotism Policy (included as **Attachment 12**).

Rocketship Education will report to the TX Board and be responsible for operating Rocketship Texas' campuses through the establishment of a mutually agreed upon management agreement. In this way, the TX Board will hold ultimate responsibility for Rocketship Texas school operations and activities while also benefiting from the support and expertise of the Rocketship Education Board of Directors (CMO Board), and its Network Support Team. Ultimately, the TX Board will hold hire and fire authority over Rocketship Education as CMO, and will be responsible for ensuring that Rocketship Education is fulfilling its responsibilities under the management agreement.

Governance Structure: The TX Board is ultimately responsible for the operation and activities of Rocketship Texas 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

[53] Detailed resumes and biographical affidavits for proposed Rocketship TX Board Members are included in Attachment 13.

Rocketship Education as the CMO who, in turn, leads the school's day-to-day operations and the superintendent, who 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. An organizational chart illustrating the governance structure between the TX Board, Rocketship Texas staff, and Rocketship Education (as CMO) is provided in **Attachment 14**. Rocketship Texas's framework for evaluating the superintendent is outlined in **Attachment 15**.

The TX Board will be responsible for all duties assigned in its charter granted by the Commissioner. These responsibilities, under the Commissioner's Rules, include:

a. Final authority to hear or decide employee grievances/citizen complaints/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;
g. Initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for the Superintendent;
h. Setting the general enrollment and grade-level configurations for each campus;
i. Monitoring the performance of Rocketship Education as CMO Monitoring and ensuring the financial solvency of the charter schools;
j. Fundraising and development; and
k. Increasing the awareness of Rocketship Texas in the region and state.

The TX Board will meet at least quarterly to review and act on its responsibilities. The TX Board meetings will be headed by a Chair. To the extent appropriate and legally permissible, the TX Board may in some circumstances delegate certain management responsibilities to the Superintendent. The TX Board will not delegate the duties listed under a through g, above.

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. In order to ensure transparency and alignment, the CMO each spring will produce an Annual Plan to achieve goals for the subsequent school year as established by the TX Board and that will include the selection of employees in key roles. The Superintendent 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 any changes to the Annual Plan, including the selection or termination of employees, which are subject to the approval of the Superintendent. In disagreements between the Superintendent and the CMO related to Annual Plan changes will be referred to the TX Board for resolution.

In this charter application, we propose to structure Rocketship Texas with a sole member designated as Rocketship Education, which is permissible under Texas Education Code §12.1011 for high-performing charter networks (see **Attachment 39**). If the TEA deems such sole member structure not allowable, we would pursue a traditional structure with the same Board of Directors as the governing body, but Rocketship Education would not be designated as a sole member.

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 ensure that all documentation and information 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:[54]

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.
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.
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.
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.
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.
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.

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

[54] The complaint process described below is generally used in other schools in the Rocketship Education network. *See, e.g.,* https://www.rocketshipschools.org/wp-content/uploads/2017/09/RRWC-Parent-Handbook-17.18-English.pdf

Superintendent, complainants should begin by filing their complaint with the Board as described in Step 6. If the original complaint pertains to an action by the Board, complainants should begin by filing their complaint with the Board. Rocketship Public Schools Texas 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.[55]

In addition, Rocketship Public Schools Texas 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.[56]

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 Rocketship Texas; define the roles of the Board and its members; provide an overview of Rocketship Texas's educational program; share board policies and manuals; familiarize the Board with financial management systems implemented at Rocketship Texas 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.

Superintendent Support, Development, and Evaluation: The Superintendent will be supported by numerous parties within Rocketship Education and Rocketship Texas. His close relationship with Rocketship Education's Board of Directors will provide him with support and expertise on a number of key functional topics. In addition, Rocketship Education's Chief Growth and Community Engagement Officer, Cheye Calvo, and CEO, Preston Smith, will serve as an additional coach for the Superintendent based on their decades of experience running schools across the country. The Superintendent will also participate in ongoing professional development led by internal experts on a variety of topics, such as Leadership Development; Staff Management; Diversity, Equity, and Inclusion; and Project Management. His regular meetings with staff in similar roles across our 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. 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; please see **Attachment 15** for more details. This tool was developed to align with the mission and goals of Rocketship Texas schools, and also with the performance management goals described elsewhere in this document.

[55] Ibid.
[56] Ibid.

Proposed Superintendent Qualifications

Rocketship Texas has identified SaJade Miller as its proposed Superintendent. He has a proven track record as a school, district, and community leader. 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 Tarrant County resident and Fort Worth native, he is excited to return to 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.

Mr. Miller holds current Texas State Board of Education certifications as a Superintendent, Principal, and teacher. Additionally, he has a Bachelor's degree from the University of Texas at Arlington, a Master of Education from Texas Wesleyan University, and is working toward completing his doctoral degree in Education Leadership at Texas Christian University.

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 administrator 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, SaJade 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, he oversaw FWISD's Transformation Zone portfolio of 11 schools and 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 Texas Education Agency's "System of Great Schools Network." As the inaugural Leader of the Office of Innovation, Mr. Miller was tasked with developing systemic infrastructure and programming, including the district-wide teacher residency program through a partnership with Relay Graduate School of Education. Using the System of Great Schools model, he also orchestrated FWISD's first call for great schools facilitated the development of the Leadership Academy network -- an 1882 Partnership. 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 16**.

As indicated in **Attachment 24**, the proposed Superintendent's salary range is reasonable and consistent with salary ranges for superintendents in surrounding districts of comparable size. In the event of a Superintendent's departure, we would conduct an extensive internal and external search for replacement candidates. We would lever Rocketship's robust leadership pipeline, which is maintained through professional development and internal promotions. During a search for a replacement Superintendent, one of Rocketship Texas's Board Members would likely step down from the Texas Board and serve as interim Superintendent.

Proposed Instructional Leadership Team

Rocketship Texas: Rocketship Texas will employ an instructional team, led by the Superintendent and school leaders at each campus, that will be responsible for managing and running day-to-day instruction and ensuring compliance with TEKS. See **Attachment 19** for job descriptions and the **Talent Management** section for the hiring process.

- Superintendent (SaJade Miller): Develop and execute the regional strategy, aligned with Rocketship'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**.)
- 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 rigorous college prep culture, and lead and 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 both within the region and nationally. As employees of the CMO, their services are provided under the management agreement (see **CMO Addendum**) and covered under the management company fee (**Attachment 32**, "Start-Up, Y1, & Assumptions" tab, row 79). See **Attachments 18** and **19** for resumes and job descriptions.

Regional NeST School Leadership & Achievement Team:

- Director of Schools (DoS): Manages school principals and provides regional support for staff hiring, management, and school operations.
- Achievement Manager: Builds instructional staff capacity and elevates students achievement, working closely with school leaders and teachers on implementing the academic model.
- Associate Director of ISE: Works 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.

National NeST School Leadership & Achievement Team:

- 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 multi-tiered systems of support across all regions 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.
- Director of Schools--Professional Development (Kylie Alsofrom): Supports schools' professional development (PD) practices and prepares and develops school leaders to open schools and build structures for ongoing development for their teams.
- 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 National 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 20**). 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

Rocketship Texas: Rocketship Texas will employ a finance and operations team, led by the positions below, responsible for managing day-to-day campus operations. See **Attachments 21** and **22** for job descriptions and the **Talent Management** section for the hiring process.

- 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 32,** "Startup, Y1 & Assumptions", row 106). 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 Organizer (Angela McCutcheon-Jones): Leads our efforts to engage parents in education advocacy, unleashing the power of parents in Fort Worth and Tarrant County.

CMO: NeST will provide further support both within the region and nationally 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 32**, "Start-Up, Y1, & Assumptions" tab, row 79). See **Attachments 21** and **22** for resumes and job descriptions.

Regional NeST Financial & Operations Leadership

- 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.
- Talent Recruiter: Leads teacher and school leader recruiting.
- Family Recruitment Manager: Leads new family recruitment and community mobilizing efforts for our schools, managing and coaching a team of family recruiters and interns.

National NeST Financial & Operations Leadership

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 that 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 EOs across regions.
- 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 Rocketship Texas 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 be presented 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 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.

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 targeted professional development for classroom teachers in 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 expectations.[57] 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.[58]

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).

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

[58] *See* USDE "Dear Colleague" letter: https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf; *see also* https://www.edweek.org/ew/articles/2016/12/14/what-are-multitiered-systems-of-supports.html.

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 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.

Financial Indicators: The schools will assess and meet metrics as 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. Rocketship Texas will benefit from the experience and expertise of all Texas Board Members, including Peter Philpott and Alex Jimenez, who have extensive experience in financial analyses and transactions.

Operational Indicators: 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. Rocketship Texas will benefit from the expertise of Texas Board Member Walter Dansby, who has nearly 50 years of work experience in Texas's public education scene, including three years as Fort Worth ISD's superintendent. Mr. Dansby's experience positions him well to evaluate and advise on Fort Worth school operations.

Decision to Grow: We assess readiness to grow through our 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. A comprehensive assessment of these factors are presented to the board 18 months prior to the proposed opening and, if benchmarks 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.

Talent Management and Development

Talent Management

Talent Management, Development, Evaluation & Retention: At RPS, our ability to recruit, develop, promote, and retain high performing educators is central to our mission. Our Talent team works in partnership with DoSes, principals, and other school leaders to support teachers over time. Each school has an assigned recruiter and HR business partner who spends time on the ground 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 team is formed, we provide robust training to prepare staff and intensive ongoing coaching for all educators. **Attachment 24** provides detailed descriptions and qualifications for anticipated Rocketship Texas staff.

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

Rocketship is committed to building school team composed of staff from diverse cultures and experiences. In fall of 2019, 62% of Rocketship teachers identified as people of color. We 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 our students. In order to find this caliber of teachers locally, we 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. We understand that we must supplement our local hiring with strong performers from a national pool. To do so, we will directly source on LinkedIn and Indeed, solicit employee referrals, allow for internal transfers from existing Rocketship schools and partner with national organizations such as Teach For America. 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.

To successfully attract talent, we offer a strong coaching model, engaged parents and families, and accelerated career pathways within RPS. 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: Every Rocketship school is led by the Principal, one or more Assistant Principals, a Business Operations Manager and an Office Manager. This team is critical for the school's success, from coaching teachers to engaging with parents, families and the community. It is our goal that this team of founding school leaders will reflect a combination of local talent and people with prior Rocketship experience.

Our School Leader Recruiter is responsible for identifying and recruiting P and AP Talent. Our Operations Team recruits our BOM and our Schools Team recruits our OM. All use our Applicant Tracking System to manage applications, review credentials and bring candidates through the process. All candidates will follow the interview process outlined below. Offers are contingent upon criminal history background checks and reference checks.

Hiring Process: The Recruitment Team and School Leaders use our Applicant Tracking System (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 RPS to discuss our mission and the roles that are available to gauge candidate interest and fit.
2. Application screening: All applications that come through our ATS are screened by the Teacher Recruiter assigned to that portfolio of schools. The Recruiter 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: The Chief Talent Officer oversees and manages the Teacher Recruitment Team and is responsible for overall talent strategy and implementation. The Senior Director of Talent oversees and manages the 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 interview candidates in Year 0.

Timeline: To ensure a successful start of school, we 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; Business Operations Manager - 4-9 months in advance; Office Manager - 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 employ a number of instructional support staff, including ISE Paraprofessionals, ILS (Tutors), and Assistant Teachers. These roles are hired by the P or AP and we prioritize candidates from the community to fill these vacancies. All instructional staff apply to positions through our ATS and are screened through a phone interview, in person interview, and reference check. Paraprofessionals are required to have a certification, but otherwise we 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.

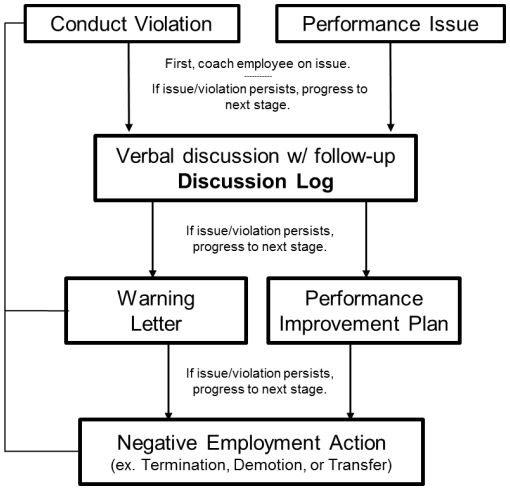
Operational Staff: We also employee non-instructional staff who ensure our schools are safe and productive places of learning. These roles include our hourly Operations Specialists. They follow the same hiring process as other staff members with adapted questions for the role. The BOM leads the hiring process and priority is given to candidates from the local community. Operations Specialists are placed on 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 Chief Talent Officer 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 grade level and then strategically identify the necessary talent through direct sourcing, staff referrals and partnership with the community.

In the past we have used additional strategies including both external and site-based solutions. External solutions, if our 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 assist 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 23** to this application.

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.

Professional Development and Evaluation

Professional Development Plan: We believe our teachers are most effective when they feel invested in their school and that their school is invested in them. To this end, we have structures in place to ensure all members of the Rocketship staff are receiving high quality professional development, further described below.

Summer: Each summer, Rocketship hosts an intensive three-week training for all teachers that emphasizes foundational knowledge in our culture and our instructional model. This summer training allows staff to build a collaborative culture of trust while creating a strong school culture shaped around personalized learning and the Rocketship model. We provide training in classroom management and effective unit, lesson, and yearlong planning. We also introduce foundational components of the Rocketship 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 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 a school culture that enables student success.

Weekly: In addition to summer training, Rocketship schools dedicate time every week throughout the school year for staff professional development, for a total of 300+ hours per teacher, per year. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development 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. Topics have included analyzing and planning using formative assessment data, creating rigorous independent work, exploring whole brain teaching, launching literature circles, 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, Rocketship has partnered with Project GLAD, the Santa Clara County Office of Education, Doug Lemov with 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 as well as similar partners in the state of Texas. 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 professional development, teachers have regular common planning multiple times a week to collaborate on planning, data analysis, as well as discussing both grade level and content specific items.

Targeted Training for School Leaders: Rocketship Public Schools also invests in developing school leaders as leaders and managers of adults through our Leadership Labs program. The

Leadership Lab program is a four-part series that focuses on developing leader's skills in communication, feedback, staff motivation and development, and problem solving.

Supporting All Students: A core component of our professional development for both school leaders and teachers is preparing them to effectively support all of our students successfully including our English Learners and Students with Disabilities. Recent 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, as well as Trauma Informed Education.

Coaching: A foundational piece of our ongoing staff development is customized, targeted one-on-one coaching that Assistant Principals and Principals provide for teachers and staff members. The overarching principles of our coaching program are 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.

We implement a variety of coaching strategies and practices. 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 be observed at least twice a week. They will also receive at least two hours of professional development per week, and have weekly 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 teachers unique development plan and goals.

New Teacher Induction: Rocketship provides targeted support for new teachers to ensure their success and retention over time. Rocketship's approach aligns closely with the goals and structure of the Texas Beginning Teacher Induction and Mentoring (BTIM) program. Our 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. Rocketship has at times provided supplemental peer mentoring through formal induction programs in accordance with local policies and practices. In these cases we provide 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 teaching 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 Year 1 we have budgeted ~$118K ($156 per student or $3,900 per Teacher) to cover the costs of our professional development programs (**Attachment 32,** *Budget*, row 106). Note that this amount is inclusive of development and training for all levels of staff, not just Teachers.

Teacher Performance Management & Evaluation: Rocketship implements an annual performance evaluation system for school staff. 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.[59] Detailed performance evaluation frameworks are provided in **Attachment 25**.

Our performance evaluation system consists of three formal evaluation activities during the school year complemented by Rocketship's ongoing coaching cycles as described above. In the fall of each school year, teachers 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 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 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 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 help 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. [60]
2. **Family Engagement**: Teachers are also evaluated on the percentage of home visits completed and the percentage of parents completing partnership hours.

[59] TEA Appraisal Laws and Rules, Chapter 150, "https://tea.texas.gov/Texas_Educators/Educator_Evaluation_and_Support_System/Appraisal_Laws_and_Rules."
[60] NWEA Psychometric Services, "2017 Concordance Study: Linking the Texas STAAR Scales to the NWEA MAP Growth Scales," 2017.

3. **Core Characteristics**: Teachers are also evaluated on their ability to demonstrate our five Core Characteristics. The Rocketship 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 25**) 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).[61] The *Framework for Teaching* is a research-based performance rubric validated to show positive correlations between the *Framework for Teaching* ratings and student outcomes.[62] 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).[63]

We provide supports 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 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).

[61] The *Framework for Teaching,* The Charlotte Danielson Group, https://danielsongroup.org/framework
[62] Measures of Effective Teaching Project, "Danielson's Framework for Teaching for Classroom Observations," 2010.
[63] https://teachfortexas.org/Default

Retention

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 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, Rocketship employs surveys with staff twice per year to provide managers upward feedback. The Talent team also facilitates monthly meetings with 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.[65] Rocketship has launched a Diversity, Equity, and Inclusion program which includes trainings 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 Rocketship utilizes to retain great teachers. Managers discuss with staff at all levels individual professional goals and opportunities for staff to take on new and higher-level responsibilities. As described above, Rocketship 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 hold our teachers to high standards and we consistently see the ways in which our staff work to go above and beyond. Rocketship have implemented 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: Rocketship offers competitive pay structures and incentives to attract and retain high-quality and high-performing teachers. Rocketship's uses a performance-based pay system, which allows teachers demonstrating strong results to move up quickly within our compensation bands. The performance-based pay structure is also a key lever for retaining our highest-performing teachers. Rocketship also provides 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[66]:
Cell Phone Reimbursement: Rocketship reimburses full time staff up to $600 every year for their cell phone service to support them in staying connected to colleagues and parents.

[64] The New Teacher Project, *The Irreplaceables*, 2012.
[65] The Learning Policy Institute, Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color, 2018
[66] See **Attachment 33** for further detail on the inclusion of the costs of our compensation package in our budget.

Health and Life Insurance: Full time staff will be eligible to enroll in Rocketship's medical, dental, vision, and life insurance programs. Rocketship covers an average of 60-95% of all employee only healthcare premium costs. Employees are eligible for benefits on the first 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 Rocketship's 403(b) retirement plan on the first day of the first month of their employment. Rocketship anticipates it will match 100% of the first 1% of salary contributions and 50% of the next 4%, up to $2,500 per year.

Salary/Wages: Rocketship Texas's anticipated employee salary and wage ranges vary by position, and were developed to be competitive with those in surrounding districts. Specific ranges by position, as well as comparisons to nearby districts, are provided in **Attachment 24**.

Retention Rates: Our teacher retention strategies allow us to consistently retain a significant portion of teachers within the network year-over-year, especially our highest-performing teachers. In 2017-2018, the Rocketship network retained 68% of all teachers and 96% of all high-performing teachers. In 2018-19, Rocketship retained 77% of all teachers and 92% of high-performing teachers. Rocketship Texas's goal is to retain 80% of all teachers and 90% of high-performing teachers.

Timeline of Retention-Related Strategies

Month	Retention Strategies	Responsible Individual(s)
Ongoing	- Monthly meeting between School Leadership Team and assigned Talent Team - Retention conversations (Start in November)	School Leaders + HR Business Partner + Recruiter
Sept.-Oct.	- Manager Feedback Survey + Debrief with staff	Talent Operations Team (survey administration) + School Leaders
Jan.-Feb.	- Staff Satisfaction Survey + Debriefs - Intentions Surveys Sent to all Staff (Asks about plans for upcoming year) - Midyear Performance Reviews	Talent Operations Team (process) + School Leaders (write midyear reviews and discuss with staff, debrief surveys)
Feb	Early Salary Offers for returning staff	Talent Operations Team
Mar.-Apr.	Selection for Rising Leaders development opportunity for teachers	Talent Development Team + local regional leaders
May	End of Year Performance Reviews and Final Salary Offers	Talent Operations Team (process) + School Leaders (write midyear reviews and discuss with staff)

Operational and Financial Plans

School Calendar and Schedule

Annual School Calendar
If awarded a charter for the 2021-2022 school year, our annual school calendar would begin with two weeks for School Leader Launch in July 2021 and then three weeks of professional development for our teachers prior to our first day of school on August 9th, 2021. Our school year would be 180 days long with the last day of school on June 2, 2022. Please see **Attachment 26** for details on our school calendar for the 21-22 SY. In order to maximize annual student learning, our total annual minutes of operation vary from 77,060 at Kindergarten to 80,660 minutes at 5th grade thereby exceeding state requirements for minutes at every grade level. **Attachment 27c** 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 3:15pm 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 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) in the learning lab. See **Attachment 27a** (regular day) and 27b (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

Rocketship Texas, as an open-enrollment charter school, is committed to serving all students who live within our specified Geographic Boundary. Our projected Year 1 demographics are: 90% economically disadvantaged, 44% ELs, and 10% students with disabilities (see **Demographic Projections**). Because parent partnership is a key pillar of our model, Rocketship employs a "Family Recruitment" strategy rather than a "Student Recruitment" strategy: we focus both on reaching full enrollment and on engaging parents as advocates.

Enrollment Policies: Our Admission & Enrollment Policy (see **Attachment 28**), 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 Rocketship Texas' only enrollment criteria: verification the student meets the minimum age requirement for the grade they are entering, in accordance with TEC §12.111 (a)(14). With a Year 1 Budgeted Enrollment Target (BET) of 824 total students in grades PK-3 (see **School Overview** for a detailed enrollment model), we commit to serving no less than 100 students per year per school, in accordance with 19 TAC §100.1015(b)(1)(D). Rocketship Texas will also use a common admission application form in compliance of Texas Senate Bill 2293.

Enrollment Targets: We've outlined separate target areas for each school we will open in Year 1. For our Northwest Fort Worth site, we will recruit primarily within the boundaries of Marine Creek E.S., which has been assigned an unacceptable performance rating for the last three years, and Marilyn Miller E.S., which has been assigned an unacceptable performance rating for the last two years; both under TEC § 39.054. For our Southeast Fort Worth site, we will recruit primarily within the boundaries of Harlean Beal E.S., which currently has an unacceptable performance rating, also 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 our 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 ensures 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. Rocketship Texas will be supported by dedicated Family Recruiters and a Family Recruitment Manager from Rocketship Education (CMO) beginning in Y0. Continuing in Y1 and beyond, the Family Recruitment team's enrollment strategy will be composed of eight key components:

1. **Neighborhood Canvassing.** Our bilingual team canvases all neighborhoods surrounding our sites. This takes place on evenings and weekends, when more families are home and able to engage with our team. We leave behind our multilingual flyers when families are not home.

2. **Partner with local preschools.** Forming responsive relationships with preschool and daycare providers is a key pathway to reaching full enrollment. We will present at kindergarten readiness programs and info sessions for families attending nearby preschools.
3. **Partner with local churches.** As we seek to authentically serve the community in Fort Worth, it's important we build relationships with local faith leaders. We've had over a dozen conversations with local faith leaders, who've provided deeply valuable information about how to approach Family Recruitment in the area. 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 Facebook. A member of our Family Recruitment team then reaches out 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 2020. 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 Year 0 are the Lake Worth Bull Frog West Fest and the Boys and Girls Club East-side Branch annual Christmas Block Party.
7. **Table at local businesses.** We will reach local families by tabling at local businesses, seeking to discuss school choice with families as they run their errands.
8. **Facilitate Transportation to-and-from School.** In our initial research about the Fort Worth education landscape, it became apparent to us that many high-need students in the city would benefit from school-provided transportation. We will provide transportation for students whose families would otherwise be unable to enroll their children at Rocketship Texas.

Costs: We have budgeted $80K for Student Recruitment/Marketing in Year 1 for these efforts (**Attachment 32**, *Start-Up, Y1 & Assumptions*, row 132).

Enrollment Timeline: Our phased timeline for Year 0 is outlined below. From Year 1 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 Year 0. 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 Year 1.

- **Phase 1: Listen & Plan (Jul 2019 - Dec 2019).** We learned about what makes Fort Worth unique and where there is the greatest need for high-quality school options. We built a founding board of local leaders who influenced Family Recruitment strategy to ensure we reach everyone in the proposed neighborhoods of our schools, facilitated 1-on-1 conversations with local families and community leaders, and launched our digital presence.
- **Phase 2: Build Interest & Awareness (Jan 2020 - Oct 2020)**. 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 Family Recruitment Manager and Family Recruiters. We'll also continue 1-on-1s with community members.
- **Phase 3: Collect Applications (Oct 2020 - Feb 2021)**: Our application opens on the last Monday of October, which will be October 26, 2020 in year 0. In this period, we'll ensure

everyone in our Geographic Boundary knows that Rocketship is an option for their children for the 2021-22 school year, 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 2021 - Aug 2021)**: The student application will close to the public for the lottery on the second Friday of February; in year 0 this will be February 12, 2021. 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 enrollments, 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 Year 1 budget allocates $450k for contingencies, or $546/student (**Attachment 32**, *Start-Up, Y1 & Assumptions*, row 132); 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 Family Recruitment, five key roles drive the process. First, the National Associate Director for Family Recruitment and Growth, who is responsible for all recruitment strategy and lottery processes while coaching regional managers. Second, the Fort Worth Family Recruitment Manager, who is responsible for planning and executing Family Recruitment strategy, setting the recruitment calendar, and managing a team of Family Recruiters. Third, Founding Principals of new schools, who attend Family Recruitment Events, lead Info Sessions, and attend home visits with founding families. Fourth, Founding Office Managers, who lead the enrollment process in addition to leading Info Sessions and attending home visits with the Founding Principal. Finally, Family Recruiters, who execute Family Recruitment strategy with the Fort Worth Family Recruitment 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 Facilities (2 Campuses for 2021):	1. 3520 E. Berry Street 2. ~4500 Marine Creek Pkwy (address TBD - vacant land)

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

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

Location & Design: We anticipate our first two campuses will be located at the addresses noted above. The sites were identified during our greenlighting process, as first described above under **Performance Management; Decision to Grow**. The process includes a deep analysis of the targeted market by Rocketship staff and management from a variety of departments including Facilities, Finance, Achievement, Strategy, Growth & Community Engagement, Schools and Talent. The culmination of several months of work, research and investigations, is to narrow the focus to a few preferred communities and to engage local representatives to assist with finding specific sites.

As reflected in **Attachment 30**, we have reached agreements in principle to purchase each of these sites. Additionally, we plan to partner with Fort Worth ISD, which supports this application and has offered to lease us campuses in communities of interest, and will explore other public-private partnerships that may reveal opportunities for reuse of existing space. Whether new construction or adaptive reuse, the buildings will be custom designed to specifically support the implementation of RPS' innovative instructional model--in particular our rotational instructional approach, extended learning opportunities in our learning lab, as well as our service to all students, including a full continuum of students with disabilities. The buildings will each include 22 traditional classrooms plus 2 small classrooms for ISE/SIP, 2 Learning Labs that support our programming model, 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 and play areas, staff and visitor parking, and drive aisles for vehicular drop-off and pick-up of students. The campuses will be newly constructed in compliance with local building codes and American with Disabilities Act (ADA) requirements.

Strategy and Structure: In accordance with local, legal requirements for campus development, and in consideration of optimal and affordable structures for ownership and financing, Rocketship Education and Rocketship Texas will deploy a real estate strategy that initially involves working with an affiliate development entity in the pre-charter award period --

Launchpad Development Company (Launchpad) -- to acquire the land and make preparations to build campuses. Launchpad is a not-for-profit entity that is a "supporting organization" to Rocketship Education under both 501(c)(3) and 509(a)(3) of the Internal Revenue Code.

Prior to a charter award, Launchpad will hold the acquisition contracts for the two proposed sites. If Rocketship Texas is awarded a charter, the Texas Board will work with Rocketship Education and Launchpad to determine the final ownership structure -- including a potential shift in ownership to Rocketship Texas -- subject to TEA review and in accordance with legal requirements. The post-award structure will be dictated by Rocketship Texas, and all early agreements will be fully assignable to that entity once the charter(s) are awarded.

Rocketship Education and Launchpad will also assist Rocketship Texas 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 Rocketship Texas, Rocketship Education will take responsibility for early feasibility studies, as well as the design, contracting, and purchase of the initial two sites in advance of the requested charter award. Rocketship Education and Launchpad will partner with a well known charter school developer with prior experience providing services to Rocketship for campus development, or another experienced development partner, as deemed appropriate by Rocketship Texas. Additionally, the selection of local consultants and contractors, such as architects and engineers, will include a rigorous screening or bid process, as a standard practice and as required by law.

This early support from Rocketship Education and Launchpad will help control cost for Rocketship Texas and mitigate the early financial and contractual risks associated with real estate due diligence and development. Both Rocketship Education and Launchpad are committed to supporting Rocketship Texas, and will work to structure the various purchase and development lease agreements based on a review by TEA staff to ensure legal compliance. The level of commitment and financial risk of gaining site control, designing facilities and beginning to work through entitlements for two campuses in Fort Worth is estimated to be as high as $1.5 million; $750K for the deposits, design, due diligence work and entitlement fees on each site. This early work is a critical path item for the predictability of being able to open schools at permanent campuses in the Summer of 2021. This early risk will not be an immediate obligation of Rocketship Texas, but will become a part of the overall project costs once the charter has been awarded.

Projected Cost, Type, and Financing Plan: Rocketship Texas facility expenses will be based on lease or debt service payments determined by its real estate development partner, Launchpad, and will be amortized over approximately 30 years. The facility expenses will be finalized and agreed to by both 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, Launchpad anticipates a total project cost of approximately $11.35 million per campus, resulting in lease payments per campus of ~$850K per annum, and a lower annual lease payment of approximately $780K per campus upon issuance of the long term financing (assumed in Year 4) assuming a similar market environment at the time of issuance to the present (**Attachment 32**, *Budget*, row 123). As a charter school industry metric, the percentage of facility expenses relative to total revenue is an important one,

and the typical industry investors and lenders prefer to see percentages between 10% and 15% and not more than 20% once enrollment is stabilized. On that metric, Rocketship Texas'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.

Rocketship Texas, Rocketship Education, and Launchpad will work together to determine the best methodologies for developing new, state of the art campuses for the families we serve in Fort Worth. While maintaining both affordability and quality to best serve our families and students, Launchpad has been able to successfully develop campuses utilizing pre-fabricated building components in combination with site built components that work well where timelines are tight and affordability is key.

Launchpad's financing plan for the development of the new schools and sites will be one of three main options: (1) New Market Tax Credits; (2) Tax Exempt Bond financing; or (3) Bridge financing during the development and construction periods that will be taken out by tax exempt bond financing once the project is complete. With these financing options, Launchpad has been able to complete all of its projects for Rocketship on time and within the approved project budget; 17 permanent campus projects since 2008 with over $180 million in both short term and long term financing. Launchpad successfully financed four of the 17 permanent Rocketship campuses with New Market Tax Credits, 12 projects by issuing long term tax exempt bonds, and one project through short term private financing that will ultimately be refinanced with long term bonds. These transactions have increased interest from local lenders, national lenders, and capital markets investors, and we are confident that we will be able to finance the construction of new Rocketship Texas schools.

Certificates of Occupancy for each site are expected by July 31, 2021.

Facility Not Identified (Not Applicable)

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

Transportation

While many charters do not offer transportation to their students beyond those with IEP needs and while we anticipate that the majority of Rocketship's families will walk or drive to our schools given that our campuses are located in the heart of our communities, we are budgeting significant funds to allow us to provide buses where needed. Our schools will also have the discretion to offer public transportation vouchers to families.

We plan to offer daily student bus transportation to best serve the students and families in our community. We will conduct focus groups with families to develop an understanding of the route locations that will allow us to provide access to our schools for the largest number of our potential families. To ensure we have sufficient funds set aside to cover necessary transportation costs, we are currently budgeting conservatively at around $100,000 per first-year school and around $200,000 per full-scale school (**Attachment 32**, *Budget*, line 103), which would allow up to an average of two to three routes per school given the conservative $400/day/bus cost we were quoted by a local bus transportation vendor. This would serve up to 200 or more students per school given that each bus could hold up to 70 students. However, we plan to do in-depth family interviews to determine where bus transportation is truly needed and sensible to provide access to our schools, and may reallocate a portion of these funds in other programmatic school elements if the full amount is not needed for buses. Rocketship has experience building successful partnerships with expert bus vendors to provide student transportation and similarly plans to partner with an expert vendor in Texas. We have spoken with bus companies and Directors of Transportation from other charter networks to understand the local market and expected costs. Given that public reimbursement for bus transportation is minimal compared to the costs, we are conservatively not accounting for this small revenue stream at this time. Given this large financial investment in student transportation, and the fact that we expect a large portion of our families to drive or walk to school, we do not plan to typically also offer public transportation vouchers.

We are also planning and budgeting for transportation for students with Individualized Education Programs (IEPs) requiring transportation. Our current conservative transportation estimates could cover multiple bus routes per school; these funds will first cover IEP-related transportation requirements and then also cover transportation for other students as well, so we are confident that we can serve all students with IEP-related transportation needs within this budget. By partnering with a bus company with expertise in student transportation, we will have access to buses with the necessary accommodations for a range of student needs, 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 staffing model can accompany students on either type of bus if required by student IEPs.

Bus transportation will also be provided on an as-needed basis for field trips and athletic events. For these cases, we will hire in-day bus services from our same before-and-after-school bus provider. The additional cost for these services is estimated at $40-50 per hour, so an average of $100-200 per trip, based on our initial conversations with potential providers. Our budget includes over $5,000 per grade in the field trip line item (row 102), which includes more than sufficient funds to cover the needed bus transportation. The exact cost will depend on how each individual grade level team decides to structure their field trips and thus allocate their funds between transportation and other programmatic field trip expenses.

Start-up Plan

Anticipated Staffing & Costs: After launching schools in four different states over the past eleven years, we have learned that in order to reach scale and realize our theory of change, we must shift the way we approach growth from launching ***schools*** to launching ***regions***. This means investing in strong regional capacity from day one to ensure consistent quality and scale.

- **Rocketship Texas Staff**: Beginning in Year 0, our team will include four full-time regional staff who will lead our start-up efforts: the Superintendent leads the overall development of the school, 2 Education Organizers lead our parent engagement efforts, and the PEIMS Coordinator leads on building out our compliance systems. In addition, we have found that hiring key school leadership in advance sets our schools up to provide a high-quality education to all students from the start so we will bring Principals, Office Managers (OM), and Business Office Managers (BOM) on mid-year. Principals, who are typically released from AP positions at existing Rocketship campuses, lay the groundwork to hire talented educators, build relationships with their future students and families, and learn Rocketship best practices. OMs help drive student recruitment and BOMs establish the necessary operational infrastructure for opening. We have budgeted $686K (**Attachment 32,** *Budget*, row 73) to cover these personnel, tax, and benefit expenses.
- **CMO Staff:** NeST provides best practices from years of experience opening successful schools across the country and support both nationally and on-the-ground (DoS, Achievement Manager, Associate Director of Operations, Associate Director of ISE, Family Recruitment Manager, and Talent Recruiter). These costs are covered by the CMO.

See the **Proposed Instructional Leadership** section, **Proposed Financial and Operational Leadership** section, and **Attachments 16-19** for further descriptions of these roles.

Other Costs: We have budgeted $30K for audit and legal fees, $5K for board expenses, $50K for staff recruitment and development, $25K for student recruitment/marketing, $20K for travel, $15K for technology, and $12K for office expenses (**Attachment 32,** *Budget*). While we will be in construction on our two permanent campuses in 2020-21, Rocketship Education (CMO) and Launchpad mitigate the early real estate financial and contractual risks so Rocketship Texas will not begin making facilities-related expenditures until Year 1 (2021-22). Please see the **Facility Acquisition** section above for greater detail.

Funding & Contingency: We have secured $945 in funding commitments for our startup year (2020-21) to fully off-set these costs (**Attachment 34**). Should this commitment fall through for some reason, we would seek to raise the funds elsewhere and, if necessary, delay the hiring some regional staff and provide additional supports from NeST (the CMO).

Milestones & Board Monitoring: See **Attachment 31** for a detailed startup plan with milestones, dates, and owners. The board will monitor the implementation of the start-up plan and associated budget through regular check-ins. In February 2020, the board greenlights our 2021 openings, approving the facility locations and startup plans. Then, in May, the board approves the budget for the following fiscal year. Throughout, the board will continuously monitor how we are progressing against major milestones across family recruitment, facilities, talent, programming, finance and fundraising in addition to monitoring the budget.

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: Rocketship Texas 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, Rocketship Texas 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 Rocketship Texas 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 Rocketship Texas' 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, Rocketship Texas 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-outs[67]; manage lease obligations and lease accounting with LeaseQuery, an accounting software for lease management, that facilitates compliance with FASB, IFRS, and GASB standards; support major procurement activity and credit card management with Coupa, a technology platform that provides tracking and visibility into business spend; support and provide controls for travel and employee expense reimbursement with Concur, software that facilitates travel expense management; 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 Rocketship Texas board includes members with significant experience in finance, accounting, business management, and school finance, including Peter Philpott, Walter Dansby, and Alex Jimenez (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 Rocketship Texas 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 Rocketship Texas' 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 (e.g., annual audit report) on the Rocketship Texas website.

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

[67]https://floqast.com.

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 Rocketship Texas 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 $1.14M in Year 1, including regional and nationally provided services. By Year 5 this grows to $3.9M or 15% of revenue (excluding food service and philanthropic revenue). Rocketship's network service fee level is 15% at all existing Rocketship schools. As shown in rows 76-81 of the Start-Up, Y1, & Assumptions tab of **Attachment 32**, Rocketship Texas intends to contract out the following services: (1) Accounting / Audit: $20K in Y0; $30K in Y1; (2) Legal: $10K in Y0; $20K in Y1; (3) Nurse Services: $0 in Y0; $30K in Y1; and (4) Food Services: $0 in Y0; $541K in Y1. Services are selected based on quality, service levels, and cost.

Detailed Financials and Budget: The Financial Plan Workbook (**Attachment 32**) and Budget Narrative (**Attachment 33**), offer greater details regarding Rocketship Texas's financial plans.

Financial Status: As reflected in **Attachments 37** and **MO4**, the Rocketship network is fiscally healthy with a strong financial record. As shown in Rocketship's audited financials, total assets were $204.8M and total net assets were $24.1M at the end of the 2019FY on a consolidated basis. Revenue for the same period was $138.3M, yielding a surplus in net assets of $3.2M.

Fundraising: Rocketship has a proven track record of fundraising to launch and support regions as they grow to become financially sustainable on public funding. We have already secured $9.7M in commitments to support our first five years in Tarrant County from several leading foundations including: Walton Family Foundation, Sid Richardson Foundation, Kleinheinz Family Foundation, and City Fund (**Attachment 34**). Also, Charter School Growth Fund (CSGF), a long-standing supporter of RPS who has contributed over $14M to-date to the Rocketship network, is working to make a recommendation to its board in the next few months to support expansion to Fort Worth (**Attachment 34**). Over the 5-year period in this application, a philanthropic contribution of $9.8M is included in the financial plan workbook in Total Local & Other Revenues (Start-Up, Y1, & Assumptions worksheet of **Attachment 32**). This $9.8M 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 have retained the services of M. Gale & Associates, a Fort Worth based fundraising firm, to help build a pipeline of Texas funders that are aligned with our vision to improve educational equity and excellence across Tarrant County.

Liability Insurance: As described in **Attachment 38**, Rocketship will procure liability insurance as appropriate for the scope of school operations. Coverage is procured through a broker who competitively searches for alternative carriers for coverage and who can also advise on trends in coverage levels, scope, terms and costs. Once alternatives structures and prices are reviewed and approved by the Board, Rocketship will enter into insurance coverage agreements.

Optional Bonus Points

Proven Superior Performance

The Rocketship model has increased academic achievement for our students, across all regions in which we operate. On the 2018-19 state assessments, 84% of Rocketship schools outperformed their local district in Math and 74% outperformed in English Language Arts (ELA). When comparing results for socioeconomically disadvantaged (SED) students, 89% of Rocketship schools have equivalent or higher results than the local district in both Math and ELA. Similarly, all schools with reported English Learner (EL) subgroup results outperformed their local district in Math and 92% outperformed in ELA.[68] For students with disabilities, the **Special Populations** section outlines how Rocketship's students with disabilities outperform their neighboring districts in three out of four regions with the one region having outperformed their neighboring district each of the prior two years. See **Attachment 39** for detailed results.

California[69]: Since the introduction of the California Assessment of Student Performance and Progress (CAASPP) in 2014-2015, Rocketship schools in California have continuously increased the percentage of students meeting or exceeding standards in both math and ELA. In 2018-19, Rocketship increased the percentage of students meeting proficiency by four percentage points in math and two percentage points in ELA from the year before, contributing to a total twelve percentage point increase in math and sixteen percentage point increase in ELA over five years.

Rocketship California schools typically outperform their local district averages. In 2018-19, 12 out of 13 Rocketship schools (92%) outperformed their local district in Math and 10 outperformed the local district in ELA (76%). Our SED, ELs, and Hispanic Rocketeers outperformed similar students in *all* local districts by at least eight percentage points in Math. Furthermore, all but one Rocketship school achieved higher results compared to their local district for SED students and ELs in ELA. For students with disabilities, six out of eleven Rocketship schools (55%) with reported results achieved equivalent or higher results in both Math and ELA as their local district.

Rocketship ranks in the top 10% of all CA elementary school districts and charter schools who serve a disadvantaged student population. At the school level, twelve out of thirteen Rocketship schools rank above the 50th percentile in Math among schools serving 3rd-5th grades and eleven rank in top quartile for SED results. In ELA, seven Rocketship schools each rank above the median for all students and top quartile for SED students.

The California academic accountability framework has two academic indicators with a five point rating scale based on a combination of school's current status and performance change from the previous year. On the Math Academic Indicator, nine out of eleven Rocketship schools with reported ratings earned the two highest performance levels.[70] Among our six local districts only one achieved a similar performance. Six of eleven Rocketship schools earned the top two levels on the ELA Academic Indicator but only one of our six local districts earned similar top ratings. Rocketship also outperformed local districts within subgroups on academic indicators.

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[68] Rocketship Public Schools calculations from state assessment data files.

[69] Unless otherwise specified, data in this section is derived from the California Department of Education, Research Files for Smarter Balanced Assessments (https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList).

[70] Academic Indicator data for California schools are available on the California School Dashboard (*see* https://www.caschooldashboard.org).

Washington, D.C.: In 2018-19, both Rocketship DC schools earned three out of five stars on the DC School Report Card.[71] Additionally, Rocketship Legacy Prep earned Tier 1 status on the Public Charter School Board's Performance Management Framework.[72] On PARCC, both Rocketship schools outpaced their local wards by at least 12 percentage points in ELA for all, at-risk and African American students. Among D.C. schools serving 3rd-5th grades with reported at-risk results, both Rocketship schools performed in the top quartile in ELA and above the 50th percentile in Math.[73] With a median ELA growth percentile score of 58, the majority of Rocketship Rise students achieved greater than typical growth in their second year of PARCC.

Tennessee: Rocketship Nashville Northeast scored the highest possible growth score — Level 5 — on the Tennessee Value-Added Assessment System (TVAAS) and earned the Department of Tennessee's highest recognition of "Reward School" for the 2018-19 school year.[74] Rocketship United Academy placed in the 67th percentile in Math for all Tennessee schools serving 3rd-5th grades.[75] With 48% of students proficient or advanced in Math, the school outperformed the state average by three percentage points and its local district average by fourteen percentage points.[76]

Both Rocketship schools had the equivalent or higher proficiency rates on TN Ready compared to the local district in Math and ELA for SED, EL, African American and Hispanic subgroups. Each school also outperformed the district in ELA for students with disabilities. For SED students, both Rocketship schools performed in the top quartile in Math and above the 50th percentile in ELA.

Wisconsin: Rocketship WI has outperformed Milwaukee Public Schools each year since the launch of the Wisconsin Forward Exam in 2015-16. In 2018-19, Rocketship WI surpassed the Milwaukee Public Schools results for 3rd-5th grades by eight percentage points in ELA and nine percentage points in Math.[77] Rocketship WI maintains a nine to thirteen point performance gap with the local district for SED, ELs and Hispanic students. For Rocketship WI's Students with Disabilities, while ELA performance is higher than the neighboring district this year, Math is slightly below the neighboring district after the two prior years when Rocketship WI's Students with Disabilities has been 10 points higher in Math than the neighboring district. On the most current school report card, Rocketship Southside Community Prep earned Exceeds Expectations (four out of five stars).[78]

[71] D.C. School Report Card data is available online (https://dcschoolreportcard.org/).
[72] D.C. Public School Board, 2018-19 PMF Data (https://dcpcsb.org/performance-management-framework-pmf).
[73] 2018-19 D.C. PARCC Results and Resources (https://osse.dc.gov/page/2018-19-parcc-results-and-resources).
[74] TN Department of Education, 2019 School Accountability (https://www.tn.gov/education/data/accountability/2019-school-accountability.html).
[75] Rocketship Public School calculation from 2018-19 TN Ready school data, available online (https://www.tn.gov/education/assessment/tnready.html).
[76] TN Department of Education, Data Downloads and Requests, State Assessments: Assessment files (https://www.tn.gov/content/tn/education/data/data-downloads.html).
[77] Wisconsin Forward Exam data is available online (https://dpi.wi.gov/wisedash/download-files).
[78] Wisconsin Department of Public Instruction, Report Cards (https://dpi.wi.gov/accountability/report-cards).

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 21, 2020.**

Texas Certificate of Filing



Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Carlos H. Cascos
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Redacted

File Number: ***Redacted***

The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State 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 the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of

Redacted

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: 07/24/2015

Effective: 07/24/2015

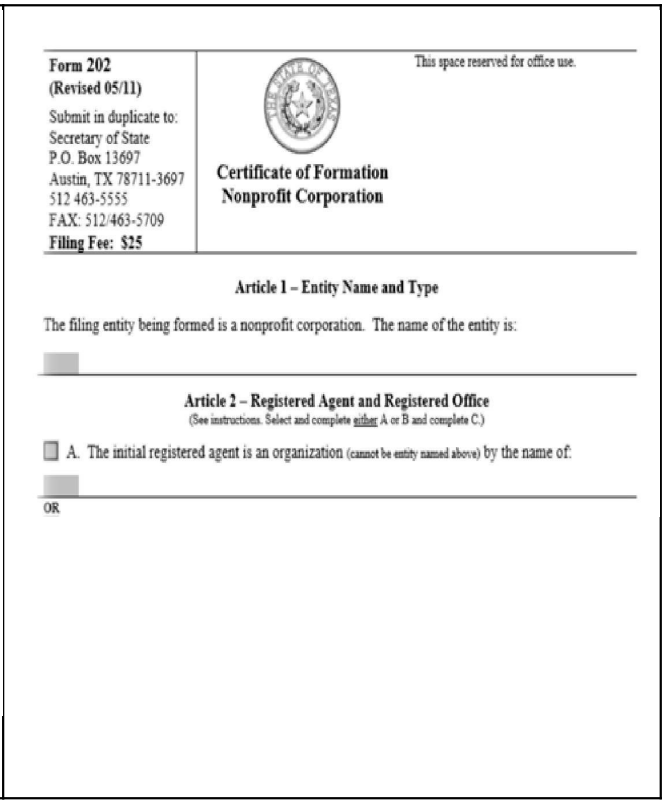
THE STATE OF TEXAS

Carlos H. Cascos
Secretary of State

Come visit us on the Internet at http://www.sos.state.tx.us/

Phone: (512) 463-5555 Fax: (512) 463-5709 Dial: 7-1-1 for Relay Services
Prepared by: Debbie Gustafson TID: ***** Document: ***Redacted***

Texas Certificate of Formation



Form 202
(Revised 05/11)

Submit in duplicate to:
Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
512 463-5555
FAX: 512/463-5709
Filing Fee: $25

This space reserved for office use.

Certificate of Formation
Nonprofit Corporation

Article 1 – Entity Name and Type

The filing entity being formed is a nonprofit corporation. The name of the entity is:

Article 2 – Registered Agent and Registered Office
(See instructions. Select and complete either A or B and complete C.)

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

OR

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Ruth R. Hughs
Secretary of State

Office of the Secretary of State

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

FILED
In the Office of the
Secretary of State of Texas

SEP 30 2019

Corporations Section

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

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Ruth R. Hughs
Secretary of State

Office of the Secretary of State

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

Ruth R. Hughs
Secretary of State

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.

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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

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

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: Jan 16, ~~2019~~ 2020

Rocketship Public Schools Texas

By: */s/ Peter Philpott*
Peter Philpott, Director

Attachment 2: 501(c)(3) Determination Letter

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 21, 2020.**

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 **May 15, 2020**, 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.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

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 ID# 23001
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

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 are 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

Letter 947

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,

Director, Exempt Organizations
Rulings and Agreements

Letter 947

Attachment 3: Applicant Information Session Documentation

Provide the *Proof of Attendance* documentation the applicant received at the conclusion of the Applicant Information Session attended in October or November 2019. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 18, 2019 and November 1, 2019. 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 and signed the *Proof of Attendance* document. The individual(s) with primary responsibility for preparing and submitting the application should also attend one of these required information sessions.

GEN25 APP INFO SESSION
NOV 1 '19 AM9:26

Texas Education Agency
Division of Charter School Administration

Generation Twenty-Five Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to charterapplication@tea.texas.gov along with the completed application.

Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as Attachment 3 in the submitted application.

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: Rocketship

Sponsoring Entity Name *as reflected on the 501(c)(3) form*: Rocketship Public Schools Texas

Application Contact Name: Cheye Calvo

Title/Role: Chief Growth and Community Engagement Officer

Email: ccalvo@rsed.org Phone: 301-789-5469

Board Member Attending: Alex Jimenez

Board Member Attending:

Board Member Attending:

Board Member Attending:

Board Member Attending:

Date of Session:

- ☐ Friday, October 18, 2019, 8:00 a.m. - 4:30 p.m.
- ☒ Friday, November 1, 2019, 8:00 a.m. - 4:30 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to charterapplication@tea.texas.gov.

If you have any questions about the sessions or registration, please contact:
John Garland at 512-463-3533 or John.Garland@tea.texas.gov
Drue Ann Wise at 512-463-3419 or DrueAnn.Wise@tea.texas.gov

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 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.

Kent Paredes Scribner, Ph.D.
Superintendent of Schools
Fort Worth Independent School District
100 N. University Dr., Ste. SW 207, Fort Worth, Texas 76107
OFFICE 817.814.1900 FAX 817.814.1905
www.fwisd.org

Fort Worth INDEPENDENT SCHOOL DISTRICT

January 17, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave
Austin, TX 780701

Dear Commissioner Morath:

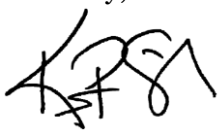
For over 10 years, Rocketship Public Schools has impacted the lives of more than 20,000 children in disadvantaged communities across the country. Last year, Rocketship students grew 1.4 years of growth in math and 1.3 years growth in reading. Rocketship students are closing the achievement gaps that separate them from their more privileged peers.

I've had the opportunity to visit a Rocketship school in Nashville, Tennessee. Based on this visit, their track record of success, and a productive meeting last month with Rocketship founder Preston Smith, we are confident that Rocketship would be a good candidate to increase educational choice and quality within the Texas public school system.

In addition, based on Rocketship's proven track record of improving educational equity, this appears to be an ideal opportunity to expand the "System of Great Schools" work in Fort Worth. We believe they are an ideal candidate to apply to a future Call for Greats Schools in order to be considered to join the ranks of Texas Wesleyan as an official school management partner.

Thank you for your consideration of Rocketship Public Schools' proposal to become a new public charter school in Fort Worth and Tarrant County. Please let us know what next steps should follow or how we can answer any questions.

Sincerely,



Kent P. Scribner, Ph.D.

FORT WORTH

January 13, 2020

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 part of our efforts to increase access to high-quality public-school options in our underserved communities 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.

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.

Rocketship Public Schools has 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.

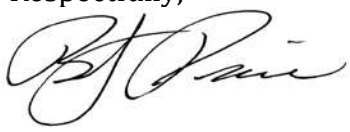
Over the last twelve ten years, Rocketship Public Schools has impacted the lives of over 20,000 children in disadvantaged communities across the country. 80% of Rocketship students are classified as economically disadvantaged. Last year, Rocketship students grew 1.4 years of growth in math and 1.3 years 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 has a model for public school quality and community transformation that rest on three pillars. Personalized learning tailor's 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.

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 817-392-6118.

Respectfully,



Betsy Price
Mayor

State of Texas
House of Representatives

CAPITOL OFFICE:
P.O. Box 2910
AUSTIN, TEXAS 78768-2910
512-463-0610
FAX 512-463-8310

Charlie Geren

DISTRICT OFFICE:
1011 ROBERTS CUT-OFF
RIVER OAKS, TEXAS 76114
817-738-8333
FAX 817-738-8362

January 14, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

Dear Commissioner Morath:

I write to express my support of Rocketship Public Schools as a proposed new public chareter school in Tarrant County. I believe Rocketship Public Schools has the potential to help improve the entire system of public education across Tarrant County.

For too many kids in our area, their parents' income and the neighborhood they were born in have too much impact on their educational and life outcomes. Rocketship Public Schools has a proven track record of improving educational opportunity for kids in disadvantaged communities.

Parent Power is one of the three pillars of excellence at every Rocketship school. By getting parents involved in their child's education, Rocketship parents become lifelong champions for their child's education. Many Rocketship parents become active members in their school's parent programs where they learn to exercise their power to help their own children to obtain a great education and also help high-quality public school systems to thrive in their community.

Rocketship Public Schools is not only striving to narrow the achievement gap between the haves and the have-nots by providing an excellent education for our students of all income levels, but it is also working to improve the surrounding community as well. It is with pleasure that I recommend Rocketship Public Schools.

I appreciate your consideration, and please do not hesitate to contact my office with any questions you may have.

Sincerely,

Charlie Geren

AB Christian Learning Center
5005 Brentwood Stair Road Suite 200
Fort Worth, Texas 76112

January 7, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave
Austin, TX 780701

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.

We look forward to working with the Rocketship organization to help create a charter school that will benefit the all families in our community.

Sincerely,

Loretta Burns
Executive Director

FWEP.

FORT WORTH EDUCATION PARTNERSHIP

January 14, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave
Austin, TX 78701

Dear Commissioner Morath:

I am writing to offer my support for Rocketship Public Schools as a proposed new public charter school in Fort Worth and Tarrant County.

I began working with Alice Walton and the Walton Family Foundation, John Kleinheinz and the Kleinheinz Family Foundation, and the Sid Richardson Foundation in 2016 when charter schools were virtually unknown in the Fort Worth area and served only 14,000 Tarrant County children, about 4% of the student population. There was, then, and still is today an urgent need for improved academic options in Tarrant County and Fort Worth, in particular.

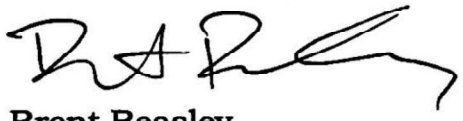
Since 2016

- several large CMOs have been recruited to Tarrant County, dramatically increasing the number of high-quality school options currently existing or in the pipeline,
- an active coalition of local charters and the Fort Worth ISD has been created with the goal of broad-based citywide support for high quality public education options and equitable access for all families across all sectors,
- organizations and initiatives are being supported to bolster the education pipeline in the area,
- and a new local education champion organization, the Fort Worth Education Partnership, has been created to
    - help maintain sustained focus on systems change among civic leadership
    - align and leverage local and national philanthropy
    - develop a comprehensive strategy to help solve system-level problems, such as enrollment, accountability, and facilities.

Now is an opportune moment for the addition of Rocketship to the education landscape of Fort Worth and Tarrant County. The conditions are ripe, and Rocketship 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.

I believe Rocketship will be a fantastic addition to Fort Worth and will be a big win for our children.

Sincerely,



Brent Beasley
President and CEO

FORT WORTH
HISPANIC CHAMBER

1327 N. Main St. | Fort Worth, Tx 76164 | ph 817. 625. 5411 | fx 817. 625. 1405 | fwhcc.org

Anette Landeros
Fort Worth Hispanic Chamber of Commerce
1327 N Main St.
Fort Worth, TX 76164

January 15, 2020

Texas Education Agency
1701 North Congress Ave
Austin, TX 78701-1494

RE: Rocketship Charter School – Fort Worth

Hello,

On behalf of our Fort Worth Hispanic Chamber of Commerce, we would like to express our support for the ongoing initiative to bring a Rocketship Charter School to our great city. We support Rocketship's mission 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. We have been impressed with the results they have been able to yield in a relatively short amount of time in their current communities and feel our Fort Worth students and future workforce could benefit greatly from having them join the current academic institutions and intiatives we have here locally.

Strong academic resources are vital to creating the workforce our rapidly growing city. Welcoming Rocketship to our city would be an added resource that could make a big impact in our community.

Sincerely,

Anette Landeros
President & CEO
Fort Worth Hispanic Chamber of Commerce

KLEINHEINZ CAPITAL PARTNERS

January 13, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner 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.

Alice Walton, the Bass family and I have worked diligently to recruit Rocketship to Tarrant County. They are one of the highest quality charter school operations in the U.S. and will bring top-notch schools to our area. As part of our efforts to increase access to high-quality public school options in our most in-need communities in Fort Worth, we are excited to support Rocketship Public Schools in their pursuit of a charter. I think this has the potential to help improve the entire ecosystem of public education across Tarrant County.

Only 30% of third-graders from disadvantaged families in Tarrant County are reading on grade level. As you know, students who 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.

Rocketship Public Schools has a proven track record of improving educational performance in disadvantaged communities, and I am convinced they will be a great fit in Fort Worth.

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

301 COMMERCE STREET, SUITE 1900 • FORT WORTH, TEXAS 76102 • TEL 817-348-8100 • FAX 817-348-8010

Rocketship students are classified as economically disadvantaged. 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 usually a full year ahead of their peers in both reading and math. It is exciting to me to imagine hundreds of new sixth graders every year in Fort Worth who are entering middle school on track academically.

It is with great confidence that I recommend Rocketship Public Schools.

Thank you for your consideration. Please feel free to contact me with any further questions at jbk@kleinheinz.com or 817-348-8100.

Respectfully,



John B. Kleinheinz
Kleinheinz Capital Partners

Cc: Luis Saenz
Governor's Office

January 9, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave
Austin, TX 780701

Dear Commissioner Mike Morath:

I am writing to signal my support of Rocketship Public Schools as a proposed new public charter school in Tarrant County. I am excited to support Rocketship in their pursuit of a charter that has the potential to help improve the entire ecosystem of public education in our community and across Tarrant County.

In general, educational outcomes are stubbornly low for disadvantaged students. Schools with lots of poor kids tend to have lower test scores, more school discipline issues, and lower graduation rates. But some schools stand out as exceptions, helping kids beat the odds. In fact, some research shows that a high share of those exceptional schools are charters schools.

Rocketship Public Schools is not only striving to narrow the achievement gap by providing an excellent education for economically disadvantaged students, but it is also working tirelessly to improve the surrounding community as well. Their non-profit network of public elementary charter schools strives to propel student achievement by developing excellent educators and encouraging parents to become engaged in their student's academic life and in the greater school community.

Education choice breaks the arbitrary link between a child's housing and the school he or she is able to attend. This means access to a quality education isn't conditional on a family's ability to purchase an expensive home. 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 lstrother@lakeworthtx.org.

Respectfully,
Lara Strother
Director of Library and Community Services
City of Lake Worth

January 13, 2020

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. The Rainwater Charitable Foundation makes significant investments in public education in Tarrant County every year with the intent to improve outcomes for our most underserved students and families. We are encouraged by Rocketship's strategic approach to focus on these students and believe they will play an important role in creating a healthy education ecosystem across Tarrant County.

Rocketship Public Schools has 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.

For more than 10 years, Rocketship Public Schools has impacted the lives of over 20,000 children in underserved communities across the country. 80% of Rocketship students are classified as economically disadvantaged. 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.

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 of education for their children. At Rainwater we believe in the potential of our families and communities and we are committed to ensuring that the barriers experienced by these families are removed so that they may experience the success they deserve. We believe Rocketship can be an integral part in removing some of these barriers for the families we are trying to serve.

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 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 jsmith@rainwatercf.org

Respectfully,

Jeremy Smith
President
Rainwater Charitable Foundation

Rising Star Baptist Church

4216 Avenue M @ Miller Avenue Fort Worth, Texas 76105
Office: (817) 536-5461 Fax: (682)841-0244 Website: www.risingstarbc.org
Rev. Ralph W. Emerson, Jr., Senior Pastor/Teacher

Mission Statement:
Exodus 6:5-8 "Emancipating the Church While Doing God's Will In A More Excellent Way"

January 15, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave
Austin, TX 780701

Dear Commissioner Mike Morath

The Rising Star Church writes to correspondence to you to express our concern and support for the Rocketship Public Schools looking forward to be an educational component for our underachieving community.

The educational track record that Rocketship offers is much needed and we are overjoyed that possible upward educational entity can be a part of our community.

Do we need this program? Yes we do, When one considers, we as a community has experienced low scored and underperformance by our children we need such a program performing and providing the educational components that will improve the attitudes of children and parents

We stand in support for the Rocketship Public School and truly believe that all will benefit from Rocketship Public School. Thank you for your positive consideration for the Rocketship Public School.

Jerry W. Williams

Bro. Jerry Williams
Deacon Chairman

JW/cvl

Rising Star Baptist Church

4216 Avenue M @ Miller Avenue Fort Worth, Texas 76105
Office: (817) 536-5461 Fax: (682)841-0244 Website: www.risingstarbc.org
Rev. Ralph W. Emerson, Jr., Senior Pastor/Teacher

Mission Statement:
Exodus 6:5-8 "Emancipating the Church While Doing God's Will In A More Excellent Way"

January 15, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave
Austin, TX 780701

Dear Commissioner Mike Morath:

I submit to you my endorsement and support of Rocketship Public Schools as a public charter school in Fort Worth, TX. I am pleased that I can support this effort to have a super focused educational program offered in the community that will address our underserved community and it will address the public educational needs of an underperforming community. It is a sad commentary that a majority of elementary age children are not performing at grade level. I have had the opportunity to review data and view the performance of Rocketship which has even more solidified my support that this is the type of public school environment the community truly needs. Rocketship track record has shown that they can and will impact the educational equity of the disadvantage communities of Fort Worth.

There is variable data that supports how Rocketship has affected lives and the educational focus of our young students. They have been a moving force moving parents to have an inspired attitude in moving their child to a new exciting level.

I thank you for your consideration to support Rocketship Public School in a positive way that the local community will be able to experience that someone does care that want to make the lives of residents a much improved experience.

Ralph Emerson

Rev. Ralph W. Emerson, Jr.
Senior Pastor/Teacher

RWE/cvl

SID W. RICHARDSON
FOUNDATION

January 10, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Mike:

I am writing to endorse Rocketship Public Schools' application to open a new charter school in Fort Worth.

Over the past two years, the Sid W. Richardson Foundation conducted extensive research on Rocketship, including site visits I made to two of its schools. A colleague working with the Foundation visited a third. Rocketship has a proven track record of schools outperforming the traditional public schools in the neighborhoods they serve, with a particular strength in math.

As I saw firsthand during my visits, the Rocketship educational experience goes beyond academics and includes lessons in life-skills, personal accountability and citizenship, all delivered in an engaging and impactful manner. Rocketship reaches beyond the campus in serving its students, including persistent engagement with parents through home visits and other outreach initiatives. Further, parent engagement on campus and in school activities is a key component of the Rocketship model.

I came away from my campus visits inspired by what I saw and experienced. I heard very personal accounts from parents about how Rocketship had embraced their children and changed their lives for the better, children of diverse abilities and demographics. I sat in classrooms infused with energy from the teachers and the students fully engaged in the adventure of learning. I witnessed all-school gatherings where teachers and school leaders engaged the students in uplifting activities that taught self-discipline, life skills and respect for others. Daily all-school gatherings conclude with the principal personally greeting every child with a handshake and a reminder to stand-up straight, look him in the eye and offer a firm hand.

Bottom line for me, if I had a child of elementary school age, I would want him/her to go to a Rocketship school. Thank you for your thoughtful consideration of Rocketship's application to come to Fort Worth and serve our children.

Sincerely,

Pete Geren
President

FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

January 13, 2019

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 414-238-1843 or shenderson@ymcafw.org.

Respectfully,

Simeon Henderson
District Executive Director
William M. McDonald YMCA and Eastside YMCA

ROCKETSHIP
PUBLIC SCHOOLS

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:
   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. T A 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. W M 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
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

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]

ROCKETSHIP
PUBLIC SCHOOLS

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 ect.
   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:

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PUBLIC SCHOOLS

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]

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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, 100

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]

ROCKETSHIP
PUBLIC SCHOOLS

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. T A 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. W M 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

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]

<u>Cuéntenos sobre su escuela ideal</u>

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:**

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"Para mí, la escuela perfecta _____"
[ELIJA HASTA DOS OPCIÓNES]

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/robótica
   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

ROCKETSHIP
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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]

ROCKETSHIP
PUBLIC SCHOOLS

Rocketship Info Session!

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.*

12 YEARS
19 SCHOOLS LAUNCHED
OVER **18,000** STUDENTS SERVED

DATE
Thursday, December 19,2019

TIME
6:00 - 7:00 PM

LOCATION
Mary Lou Reddixk Public Library
7005 Charbonneau Rd.
Lake Worth, Texas 76135

We will provide:
-Dinner
-Childcare
-Translation

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.

amccutcheon-jones@rsed.org | 817-609-4043 | www.rocketshipschools.org

ROCKETSHIP
PUBLIC SCHOOLS

¡Rocketship Sesión de Información!

Rocketship Public Schools viene a Fort Worth!
Venga para aprender de nuestro sistema de escuelas públicas y autónomas de alta calidad que sirven primariamente estudiantes de ingreso bajo en vecindarios donde el acceso a escuelas excelentes es limitado. Usando una combinación de instrucción tradicional, tecnología adaptativa, y tutoría individualizada, Rocketship trata de satisfacer las necesidades únicas de cada estudiante.

12 Años

19 Escuelas Lanzadas

Mas de **18,000** estudiantes servidos

FECHA
Jueves, 19 de diciembre, 2019

HORA
6:00 - 7:00 PM

LUGAR
Mary Lou Reddixk Public Library
7005 Charbonneau Rd.
Lake Worth, Texas 76135

Proveemos:
-Cena
-Cuidado de ninos
-Traduccion



APRENDIZAJE PERSONALIZADO
La adaptación de la instrucción, el contenido, la experiencia y el ritmo de aprendizaje para liberar el potencial de cada alumno.



DESARROLLO DE TALENTO
Invertir en el crecimiento y desarrollo de cada miembro del equipo para liberar todo su potencial en el aula y en otros ámbitos.



PODER DE LOS PADRES
Empoderar a los padres para defender la educación de sus hijos, responsabilizar a los líderes y permitir que las escuelas públicas de alta calidad prosperen.

amccutcheon-jones@rsed.org | 817-609-4043 | www.rocketshipschools.org

Mary Lou Reddick Public Library added an event.

December 10 ·



THU, DEC 19, 2019

Rocketship Info Session

Mary Lou Reddick Public Library · Lake Wo...

INTERESTED

You like Mary Lou Reddick Public Library

1

Like Comment Share



Conversación comunitaria con las escuelas públicas de Rocketship

Lake Worth
MARTES, 14 de enero de 2020

6 P.M - 8 P.M
Biblioteca Mary Lou Reddick

Parada 6/Sureste
MIERCOLES, 15 de enero de 2020

6 P.M - 8 P.M
Iglesia Rising Star Baptist

Padres, Únanse a nosotros para una noche de cena, cuidado de niños y conversación traducida con las escuelas públicas de Rocketship - una red galardonada de escuelas chárter sin costo de matrícula. 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

Lake Worth
TUESDAY, Jan. 14, 2020
6 P.M - 8 P.M
Mary Lou Reddick Library

Stop 6/Southeast
WEDNESDAY, JAN. 15, 2020
6 P.M - 8 P.M
Rising Star Baptist Church

Parents, join us for an evening of dinner, community childcare, and translated conversation with Rocketship Public Schools, an award-winning charter school network of tuition-free schools. 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

New Elementary School Launching in Lake Worth!

ROCKETSHIP
PUBLIC SCHOOLS



Unleashing the Potential in Every Child

Rocketship schools are known for academic results and personalized learning that starts at home. Since opening our first school in Silicon Valley twelve years ago, we have impacted 20,000 students in 19 elementary schools across the country. Our alumni have moved on to middle school a full year ahead of their peers in both reading and math.

A Community School that Welcomes Parents

Parents are a critical part of the Rocketship community. We encourage parents to observe our classrooms and participate in our school community. By partnering closely, our teachers better understand the unique needs of their students and our parents learn how to better support their child's learning at home.

Want to Learn More?

Join us for an evening of free food, games, and activities.

Tuesday, Jan. 14 @ 6pm. Mary Lou Reddick Public Library

rocketshipschools.org/fortworth

817.609.4043 amccutcheon-jones@rsed.org

¡Nueva escuela primaria se inaugura en Lake Worth!

ROCKETSHIP
PUBLIC SCHOOLS



Liberando el potencial de cada alumno
Las escuelas de Rocketship son conocidas por los resultados académicos y el aprendizaje personalizado que comienza en casa. Desde que abrimos nuestra primera escuela en Silicon Valley hace doce años, hemos impactado a 20,000 estudiantes en 19 escuelas primarias de todo el país. Nuestros alumnos han pasado a la escuela intermedia un año completo por delante de sus compañeros en lectura y matemáticas.

Una escuela de la comunidad que da la bienvenida a los padres
Los padres son una parte crítica de la comunidad de Rocketship. Alentamos a los padres a observar nuestras aulas y participar en nuestra comunidad escolar. Al asociarse estrechamente con los padres, nuestros maestros comprenden mejor las necesidades únicas de sus alumnos y nuestros padres aprenden cómo apoyar mejor el aprendizaje de sus hijos en el hogar.

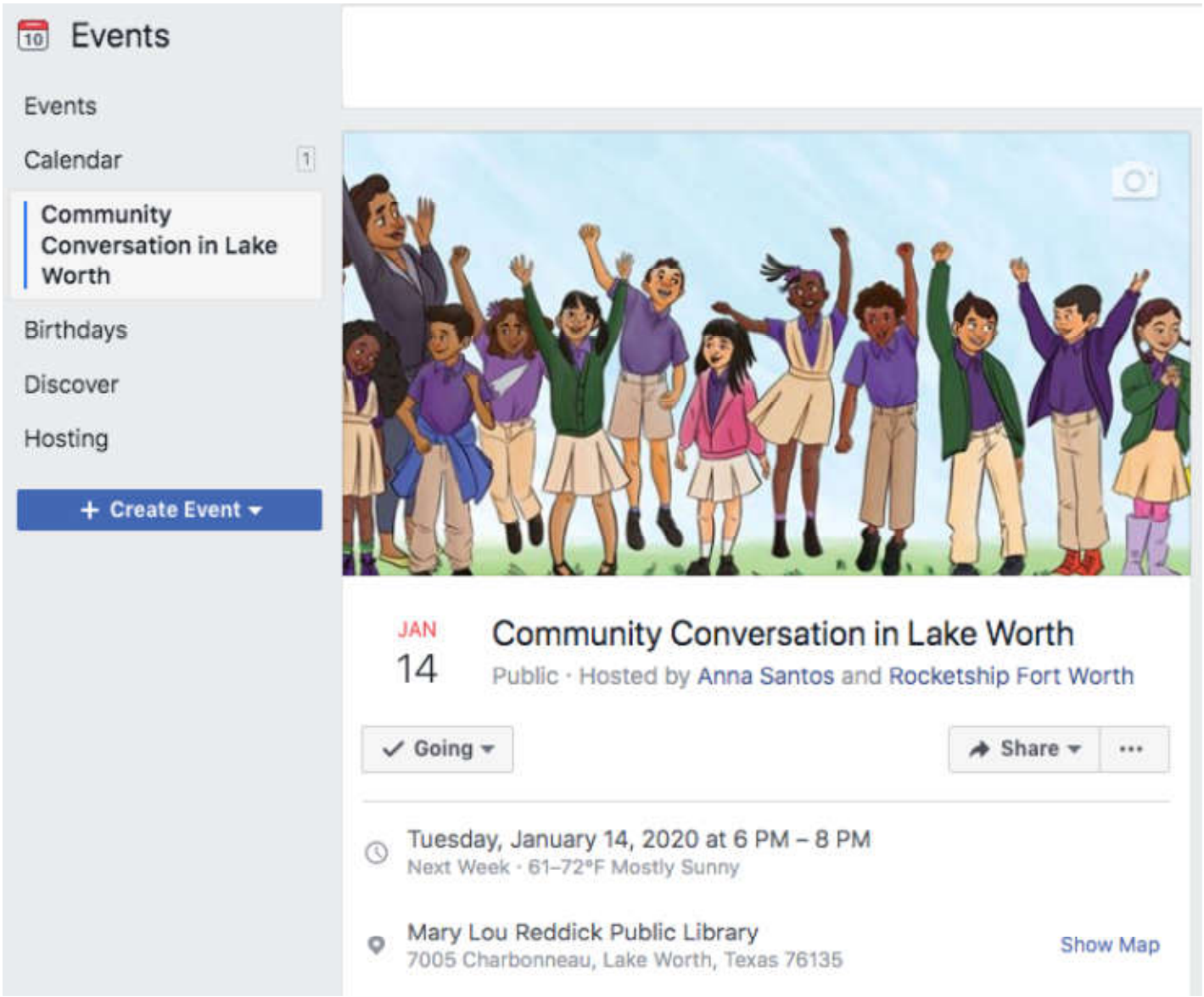
¿Quiere aprender más?

Únase a nosotros para una noche de comida gratis, juegos y actividades.

Martes 14 de enero a las 6pm. Biblioteca Pública Mary Lou Reddick

rocketshipschools.org/fortworth

817.609.4043 amy.crutchon-jones@rsed.org


Events
Events
Calendar
1
Community Conversation in Lake Worth
Birthdays
Discover
Hosting
+ Create Event
JAN
14
Community Conversation in Lake Worth
Public · Hosted by Anna Santos and Rocketship Fort Worth
Going
Share
Tuesday, January 14, 2020 at 6 PM – 8 PM
Next Week · 61–72°F Mostly Sunny
Mary Lou Reddick Public Library
7005 Charbonneau, Lake Worth, Texas 76135
Show Map

Mary Lou Reddick Public Library added an event.

Tuesday at 2:53 PM ·



TUE, JAN 14 AT 6 PM

Rocketship Public Schools Community Conversation

INTERESTED

You like Mary Lou Reddick Public Library

Like Comment Share

King Kids Learning Center / M...

Home Services Reviews Shop Offers Photos

King Kids Learning Center / My Kings Kids Academy

Just now ·

Rocketship Public Schools, a proposed open-enrollment public charter school for grades PK-5th in Fort Worth, is having informational meetings next week. Attendees will be provided the opportunity to ask questions about the school. If approved, Rocketship Public Schools plans to begin serving students in Fall 2021.





Like Comment Share

AB Christian Learning Center
1 hr ·

COME OUT to a "Community Conversation" with the Rocketship Public Schools. Tuesday, January 14 from 6pm to 8pm at the Mary Lou Reddick Library or Wednesday, January 15 from 6pm to 8pm at the Rising Star Baptist Church. There will be food and conversation with an award-winning, tuition free charter school. **#fortworthisd #ftworth #abchristianlearningcenter #abclc #fortworthcommunity #rocketshippublicschools #mlkcommunitycenter**





Like Comment Share

ROCKETSHIP
PUBLIC SCHOOLS

Rocketship Info Session!

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.*

12 YEARS
19 SCHOOLS LAUNCHED
OVER **18,000** STUDENTS SERVED

DATE

Tuesday, December 17,2019

LOCATION

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

TIME

6:00 - 7:30 PM

We will provide:
-Dinner
-Childcare
-Translation



Personalized Learning

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



Talent Development

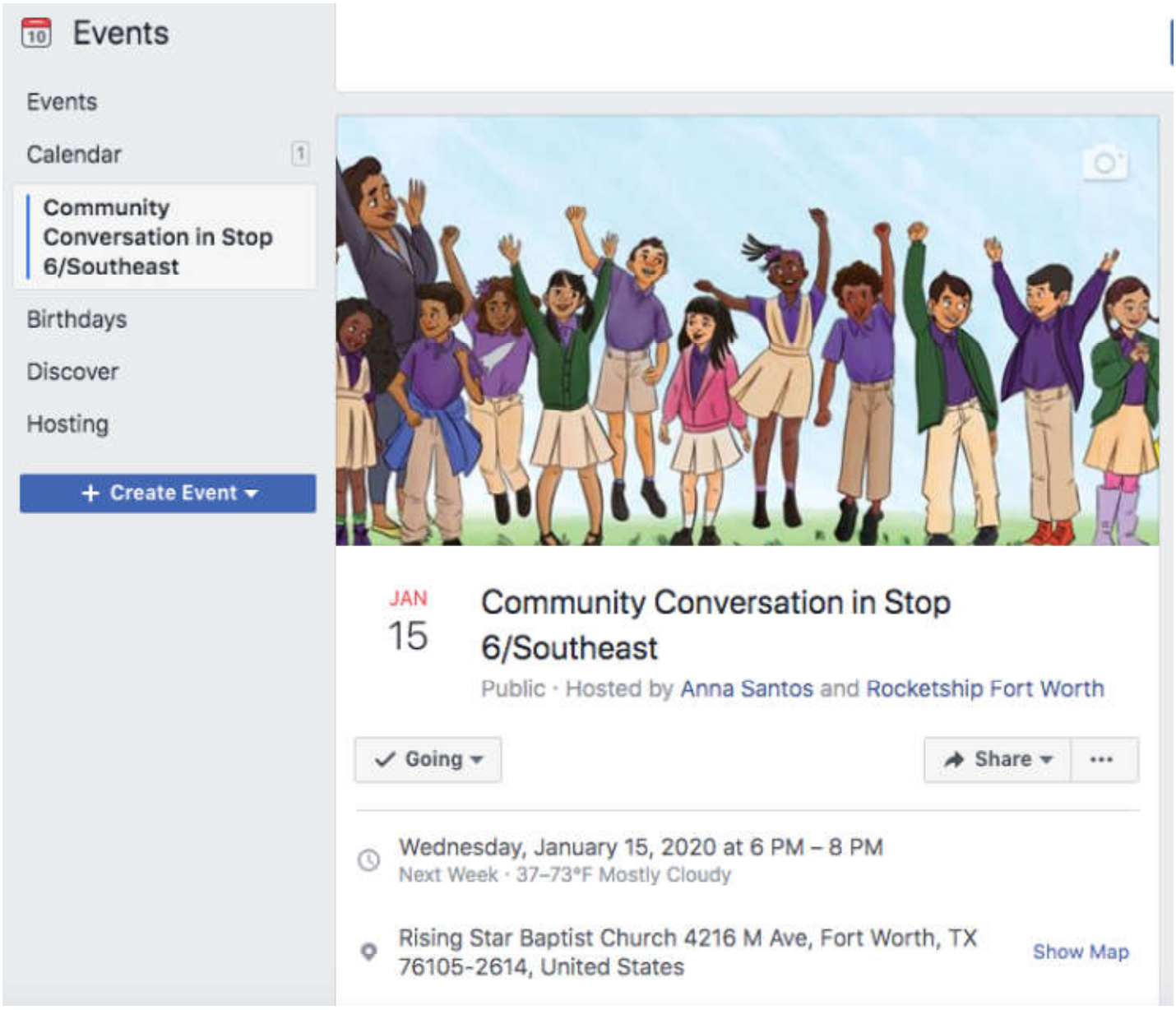
Investing in the growth and development of every team member to unleash their full potential in the classroom and beyond.



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
amccutcheon-jones@rsed.org | 254-214-7831 | www.rocketshipschools.org


Events
Events
Calendar
1
Community Conversation in Stop 6/Southeast
Birthdays
Discover
Hosting
+ Create Event
JAN
15
Community Conversation in Stop 6/Southeast
Public · Hosted by Anna Santos and Rocketship Fort Worth
Going
Share
Wednesday, January 15, 2020 at 6 PM – 8 PM
Next Week · 37–73°F Mostly Cloudy
Rising Star Baptist Church 4216 M Ave, Fort Worth, TX 76105-2614, United States
Show Map

Public Meeting Agenda

Lake Worth: January 14th from 6-8 pm
Southeast Fort Worth: January 15th from 6-8 pm

1. Rocketship Team introduces themselves
2. Overview of RPS
3. Feedback from parents (Gallery walk)
4. Why is RPS coming to FW?
5. Activity: Parent pair-and-share on ideal schools
6. Closing

Public Meeting Question Protocol

Lake Worth: January 14th from 6-8 pm
Southeast Fort Worth: January 15th from 6-8 pm

Desired outcomes:

- Parents will feel excited about RPS and have a greater interested in partnering
- Parents' voices were heard and they contributed meaningful feedback to RPS' approach in opening schools in FW

Question Protocol (aligned with Agenda):

1. Rocketship Team introduces themselves
2. Overview of RPS
    a. Broader mission
    b. How RPS differs from traditional schools
    c. Rocketship Model: Rotation, Personalized Learning, Enrichment
    d. Parent Engagement at RPS and what it looks like for us
    e. Video: A Typical Day at RPS or Our Story
3. Feedback from parents (Gallery walk)
    a. The Rocketship Model - Personalized Learning - Parent Engagement
        i. What should we consider to build a school that is most responsive to YOUR community?
        ii. What are the ways you think we can elevate our Parent Engagement?
        iii. What do you want to see in schools that is different from others? Personalized learning? Parent power?
4. Why is RPS coming to FW?
    a. Highlight achievement gap
    b. Location in Fort Worth
    c. Why we are excited to serve this community
    d. What do we feel we can bring of value to FW

7. Activity: Ideal
    a. Parents work in team to draw out ideal schools
        i. What would you add or what else might you want to see in your ideal school?
    b. Parents share out visuals of ideal school around the room
8. Closing
    a. Closing reflection and feedback for us
    b. Next steps
        i. EOs with reach out to participants for 1:1s

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.

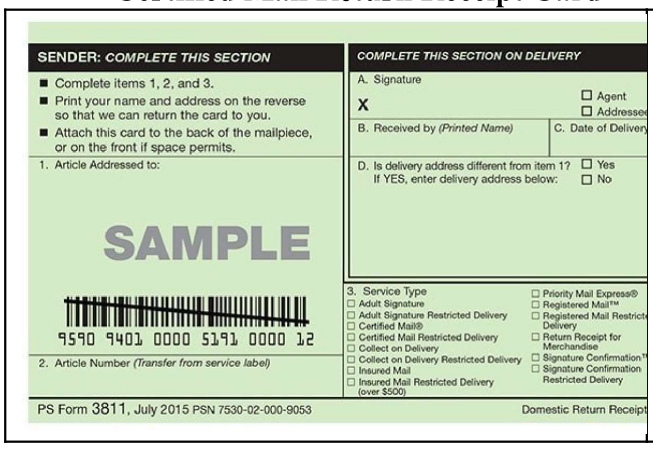
In the absence of signed certified mail return receipt cards (green cards), the certified mail receipt (white and green slip) showing each school district, fees paid, and the date mailed will be accepted.

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. Limit six receipts per page.

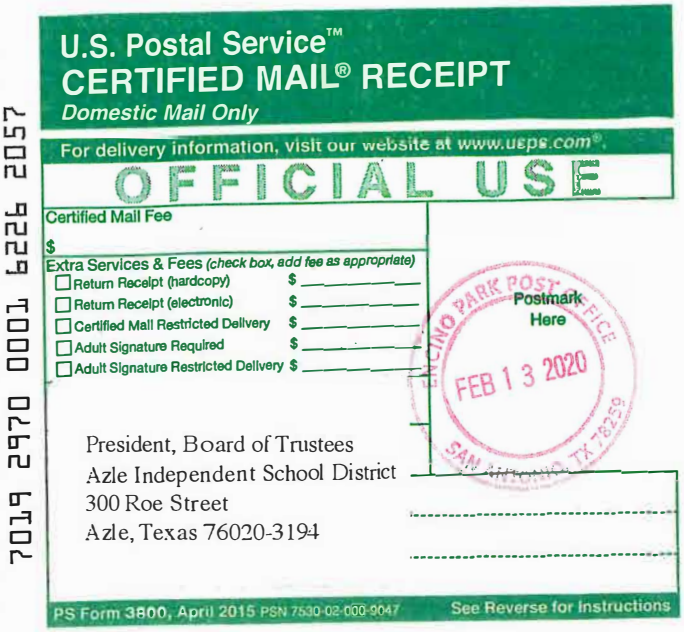
Statement of Impact Forms are available on the Subchapter D Experienced Operator application page. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed charter school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Certified Mail Return Receipt Card



Certified Mail Receipt





U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

OFFICIAL USE

Certified Mail Fee
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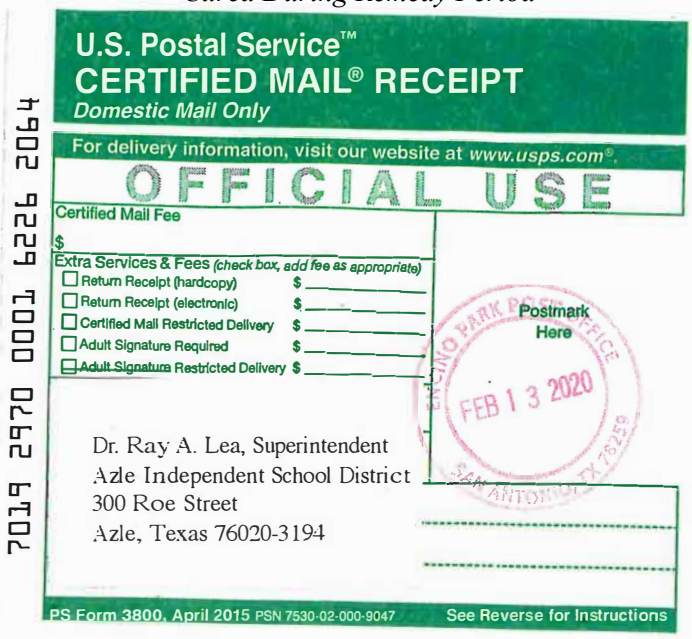
Extra Services & Fees (check box, add fee as appropriate)
- ☐ Return Receipt (hardcopy) $
- ☐ Return Receipt (electronic) $
- ☐ Certified Mail Restricted Delivery $
- ☐ Adult Signature Required $
- ☐ Adult Signature Restricted Delivery $

Postmark Here
ENCINO PARK POST OFFICE
FEB 13 2020
SAN ANTONIO, TX 78259

7019 2970 0001 6226 2057

President, Board of Trustees
Azle Independent School District
300 Roe Street
Azle, Texas 76020-3194

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions



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CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

OFFICIAL USE

Certified Mail Fee
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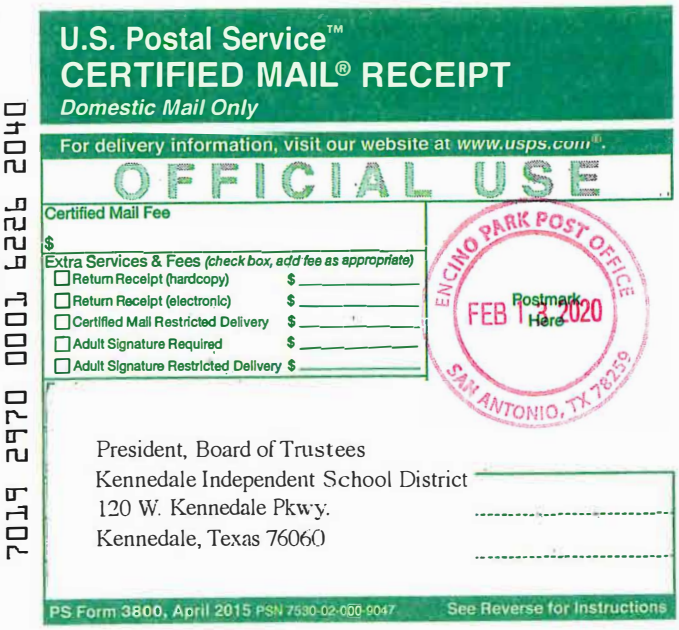
Extra Services & Fees (check box, add fee as appropriate)
- ☐ Return Receipt (hardcopy) $
- ☐ Return Receipt (electronic) $
- ☐ Certified Mail Restricted Delivery $
- ☐ Adult Signature Required $
- ☐ Adult Signature Restricted Delivery $

Postmark Here
ENCINO PARK POST OFFICE
FEB 13 2020
SAN ANTONIO, TX 78259

7019 2970 0001 6226 2064

Dr. Ray A. Lea, Superintendent
Azle Independent School District
300 Roe Street
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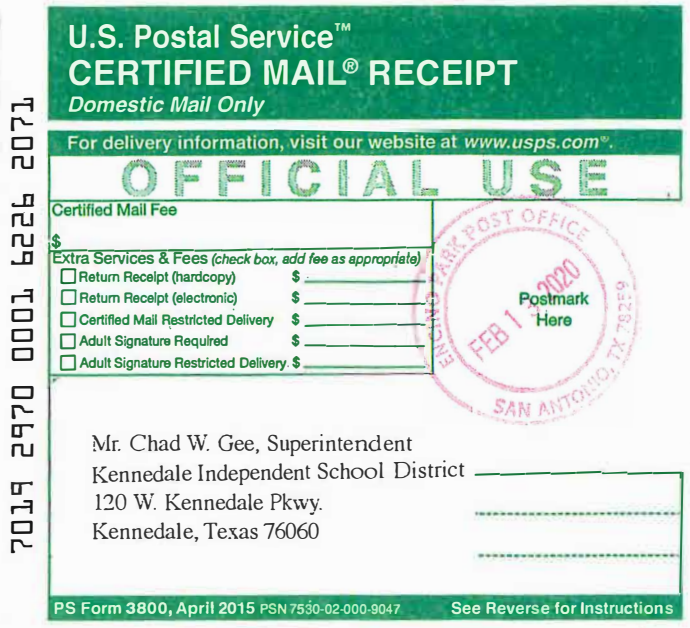
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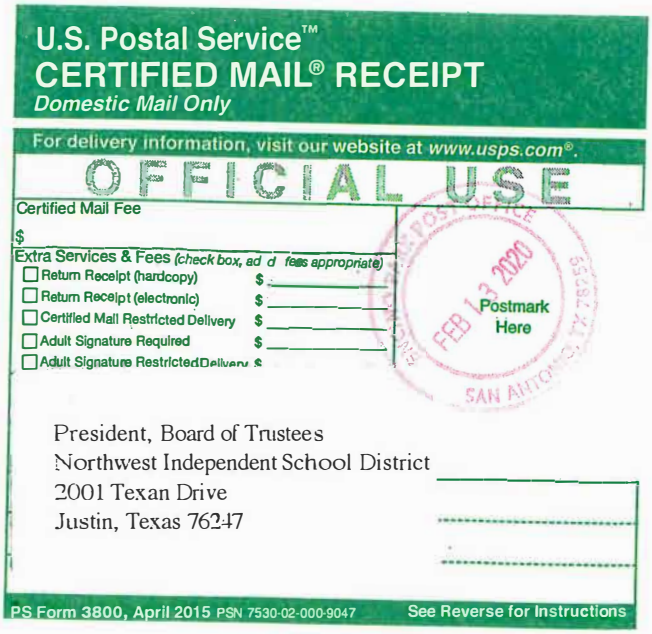
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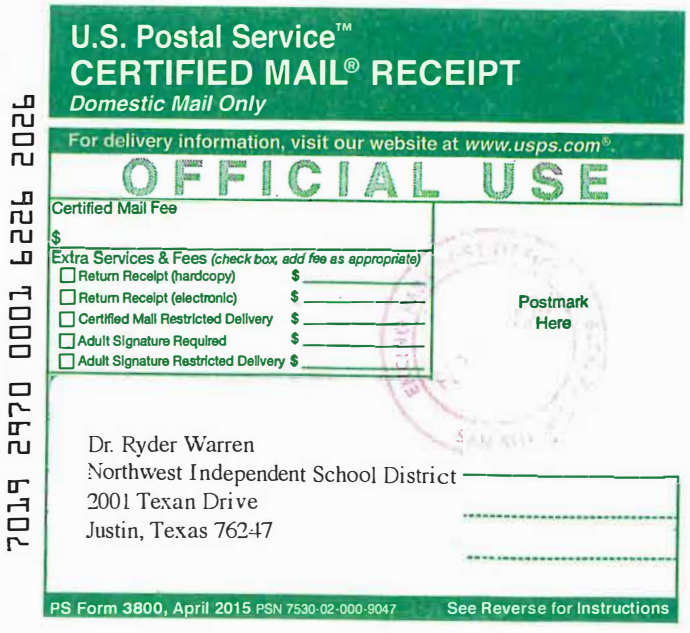
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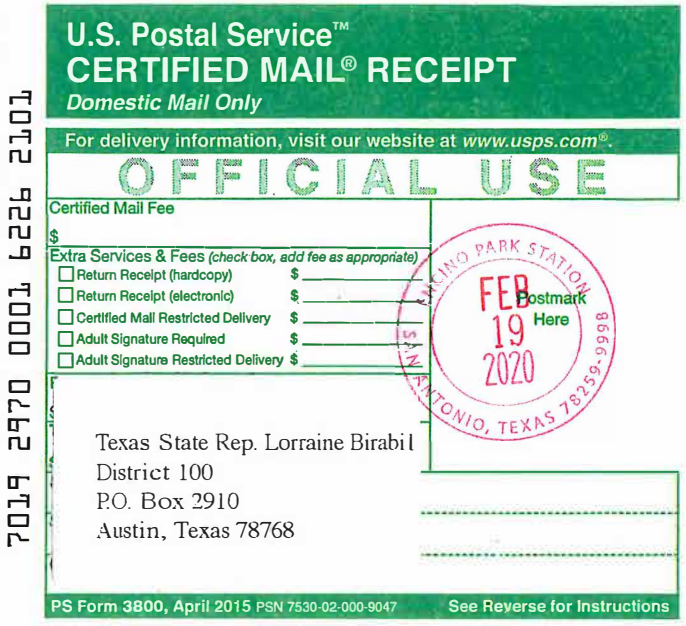
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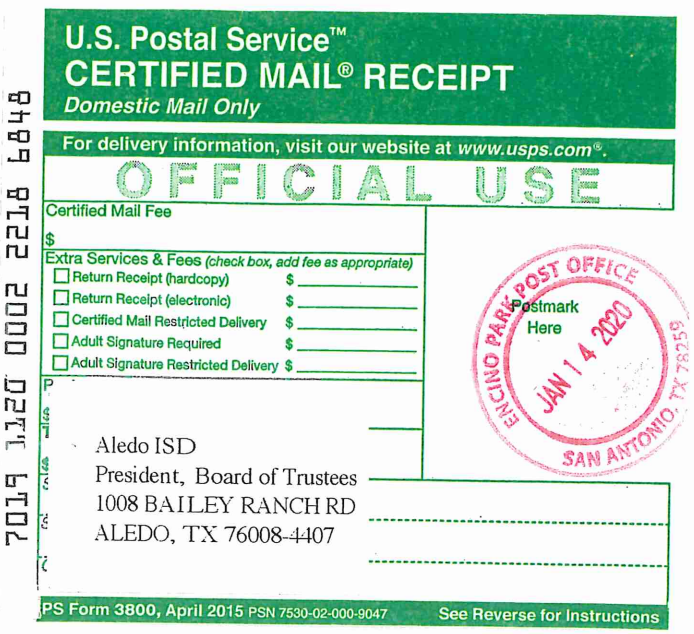
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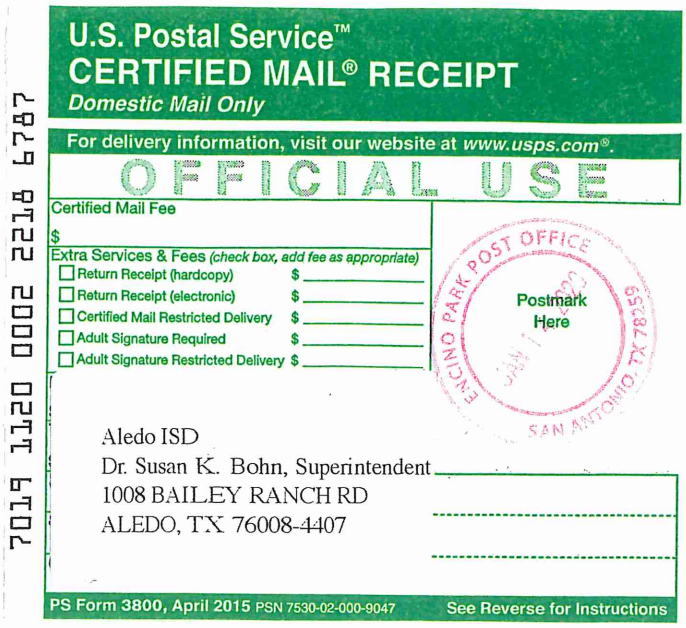
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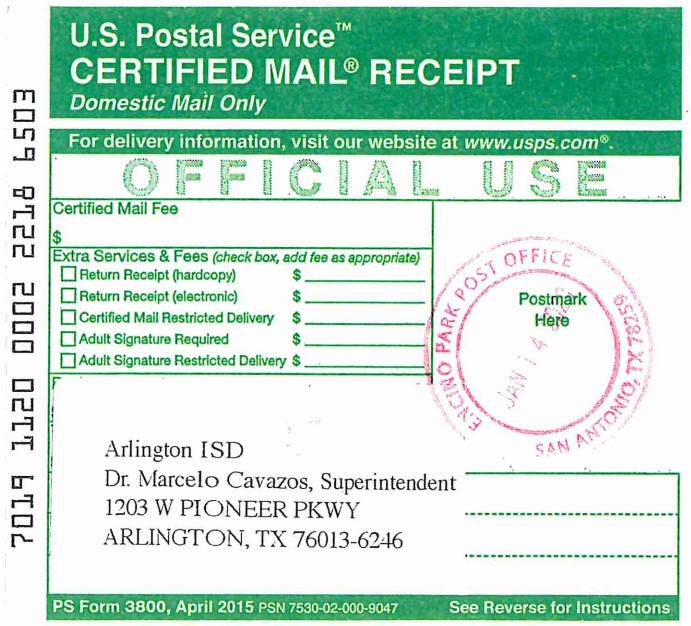
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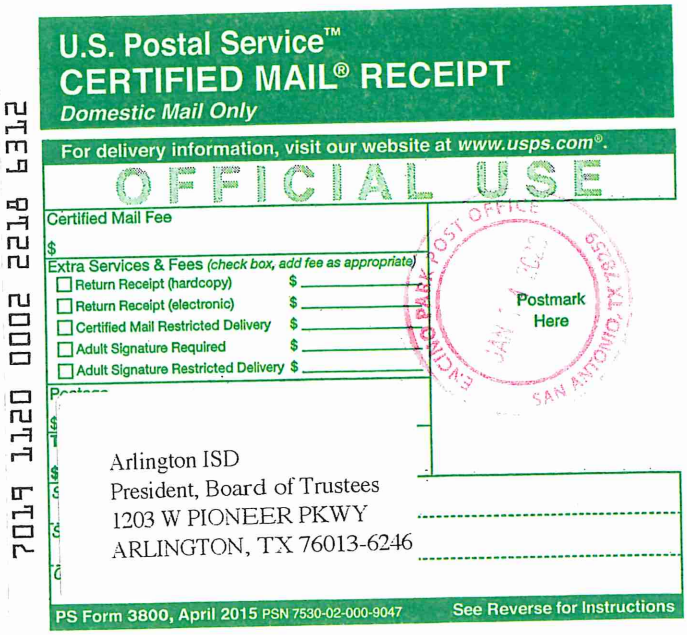
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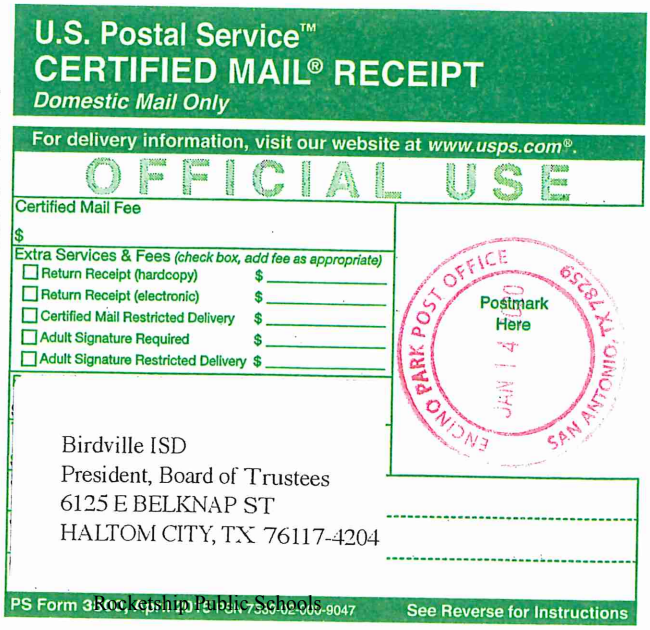
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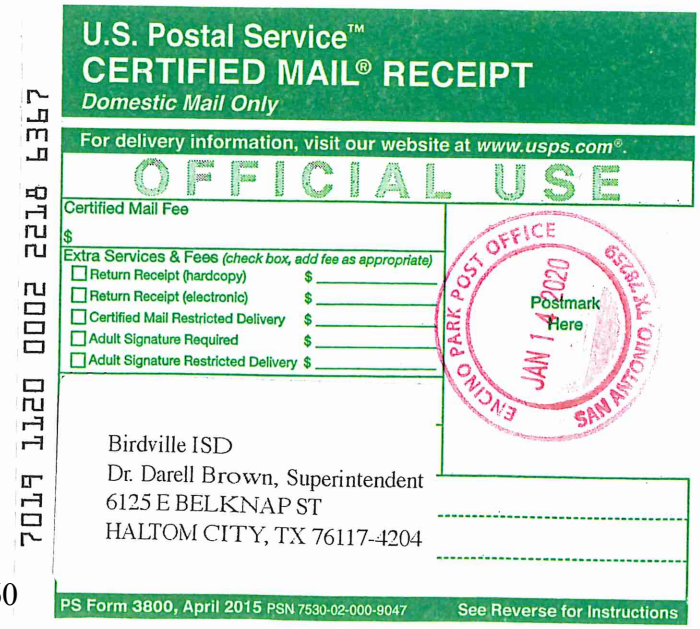

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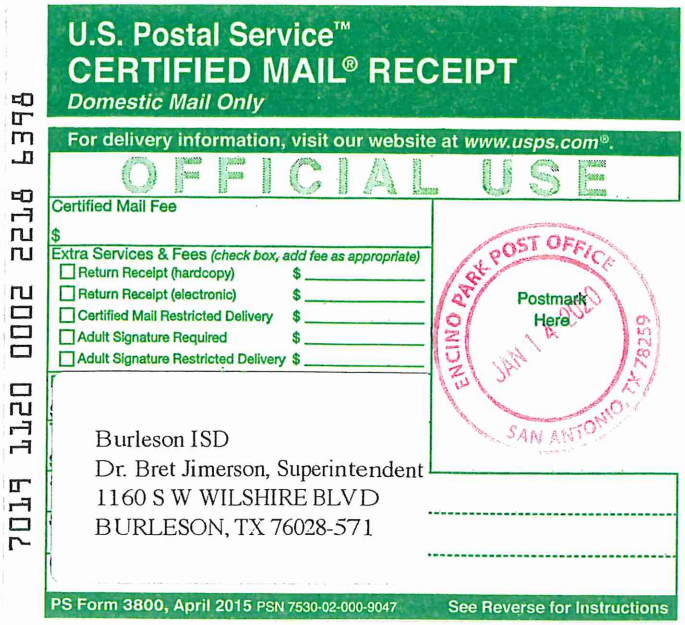

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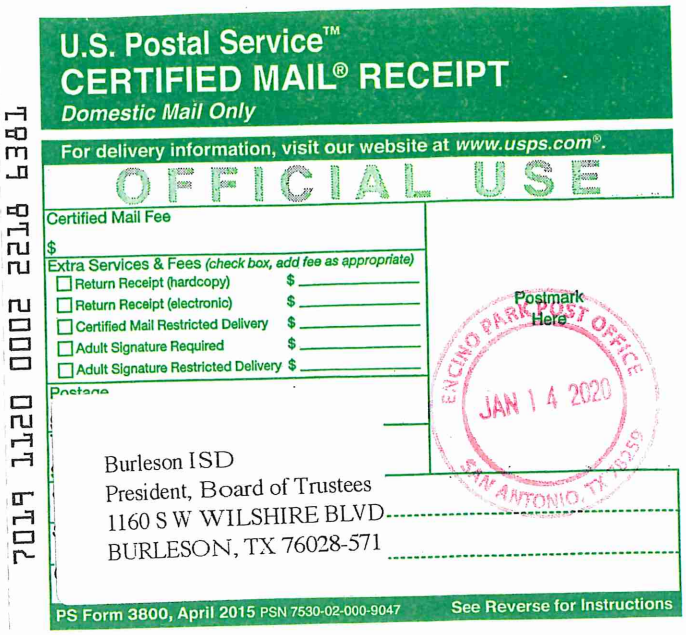

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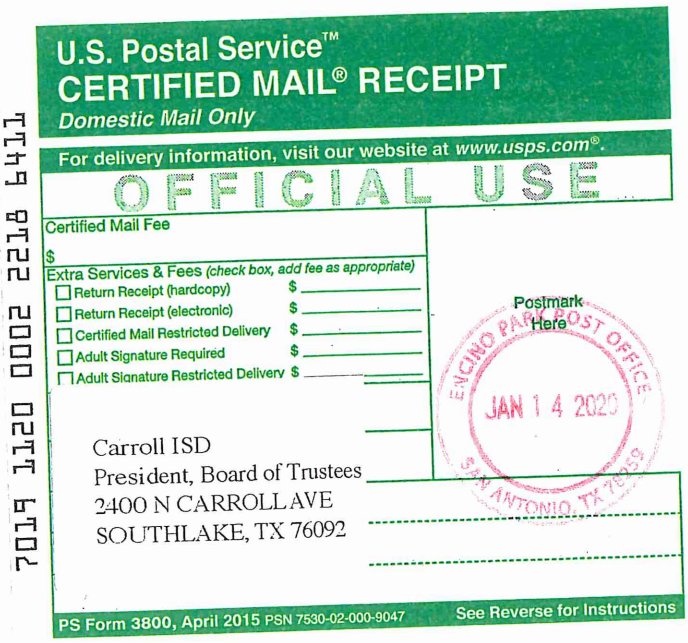

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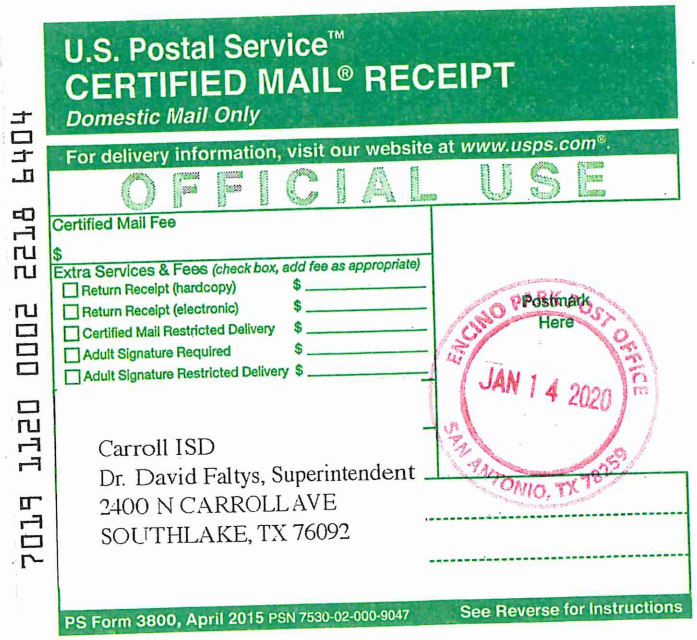

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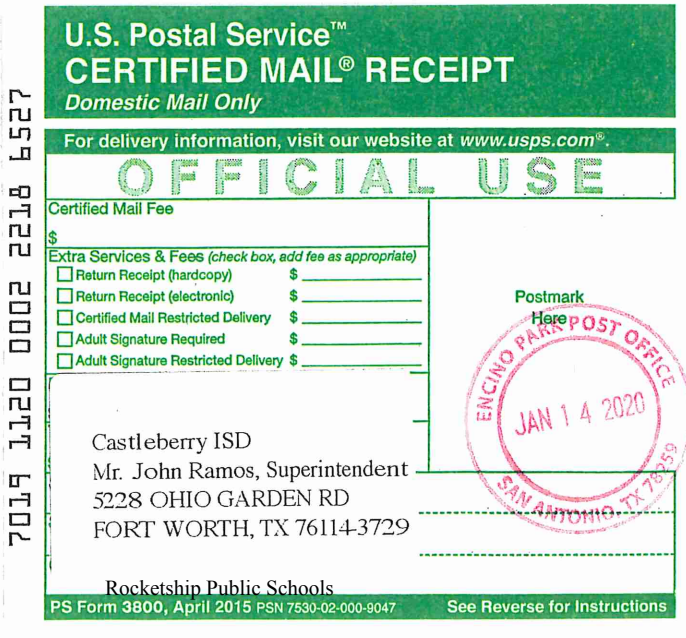

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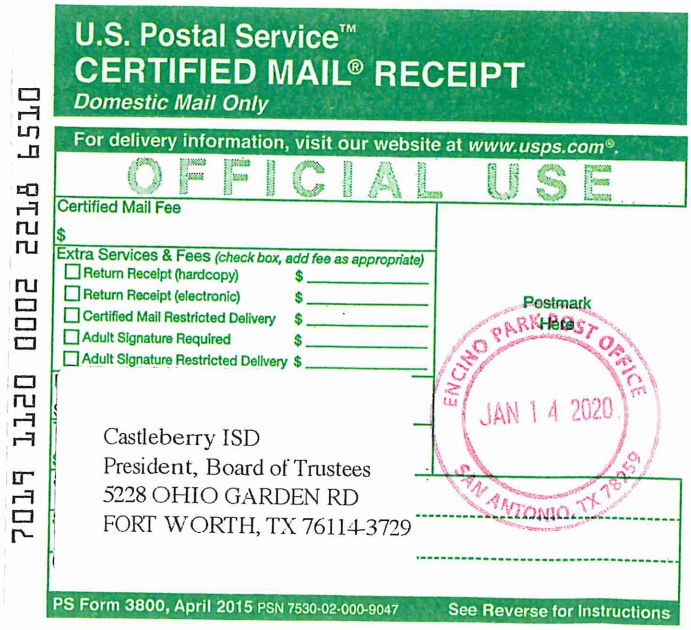

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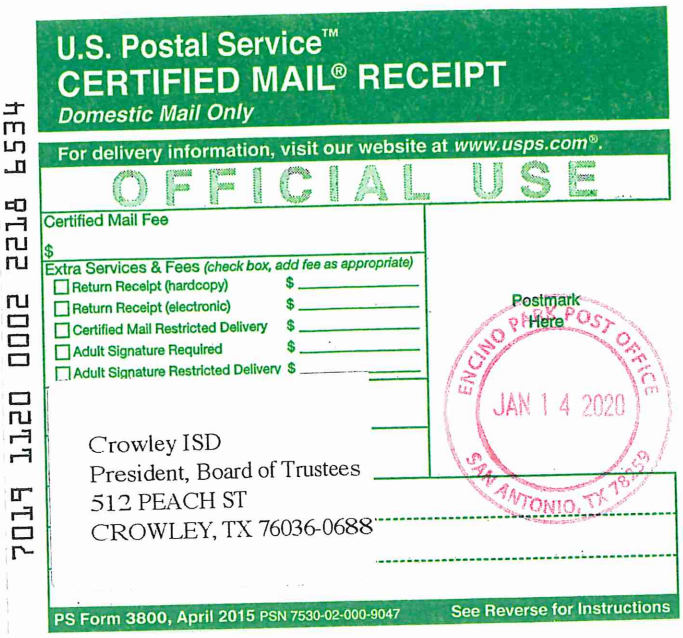

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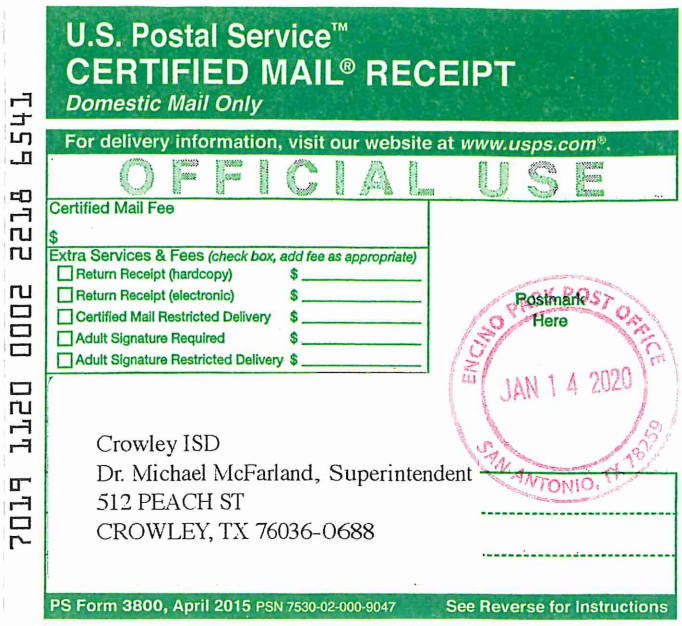

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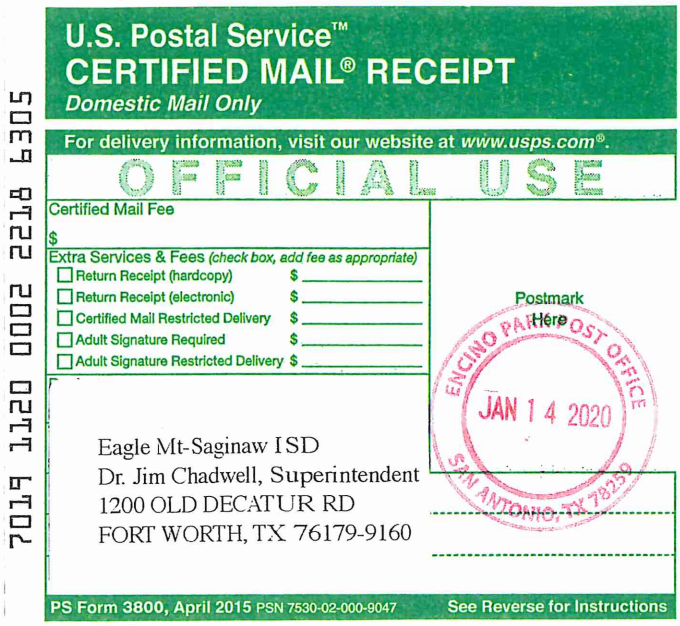

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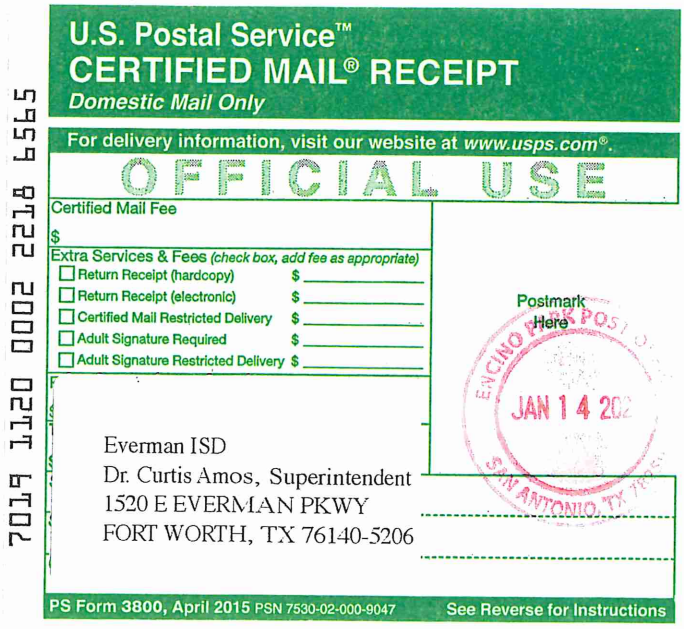

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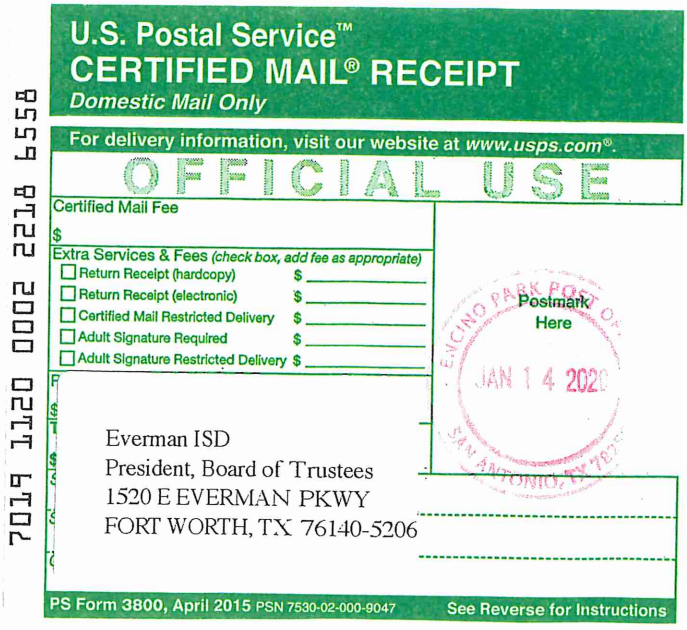

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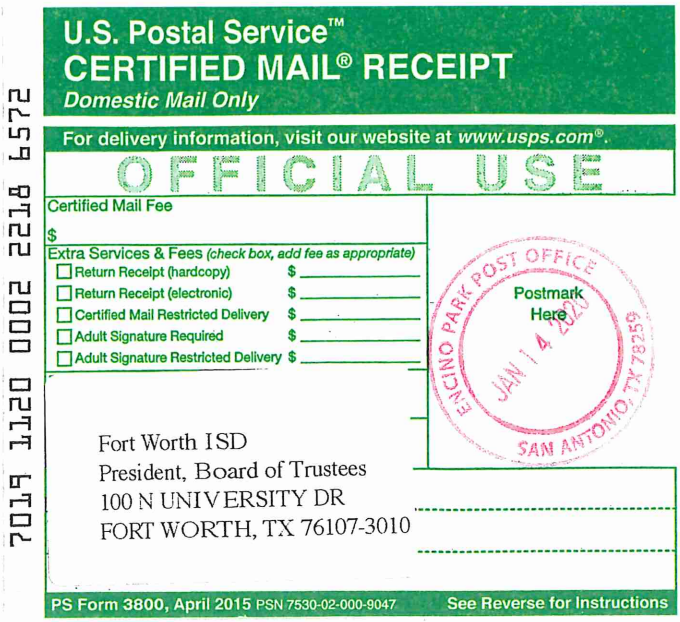

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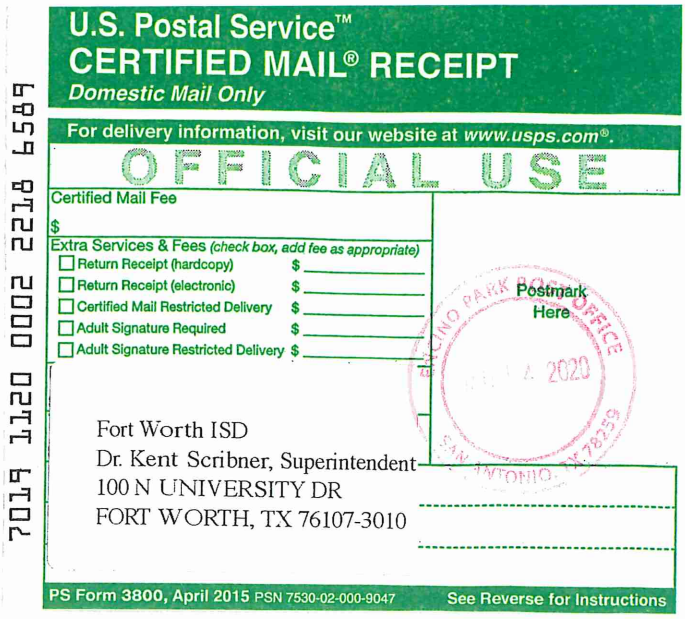

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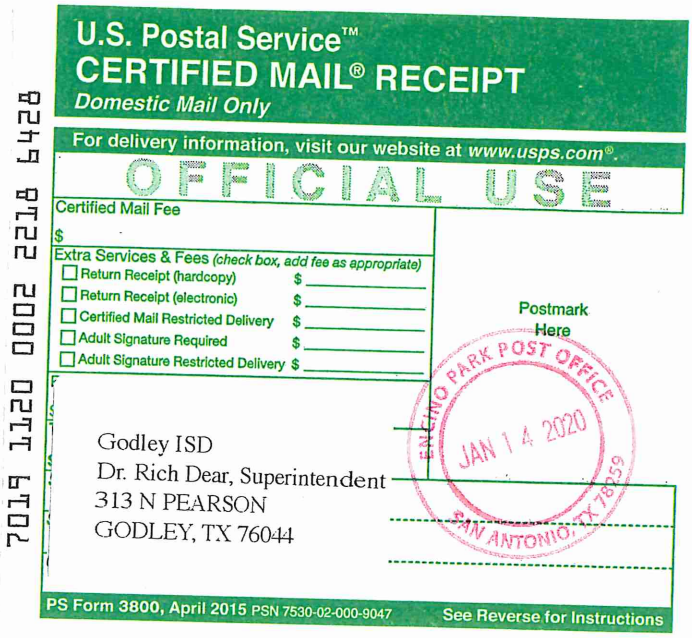

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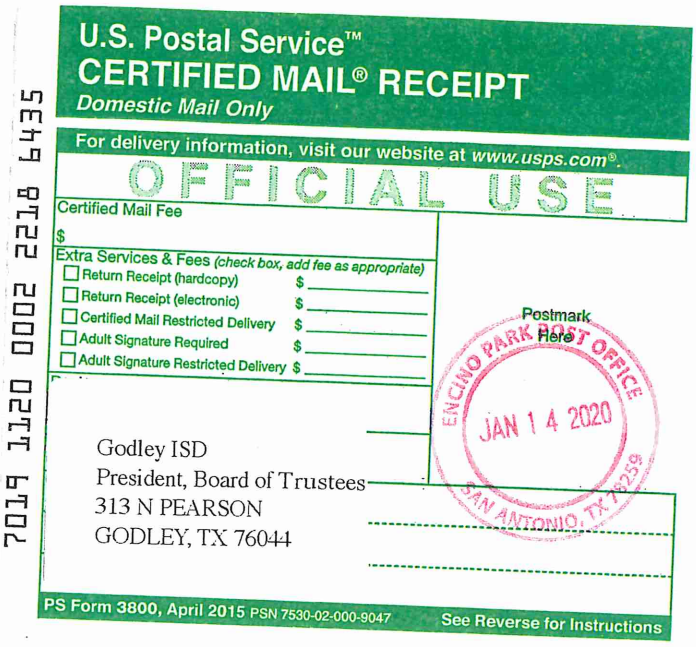

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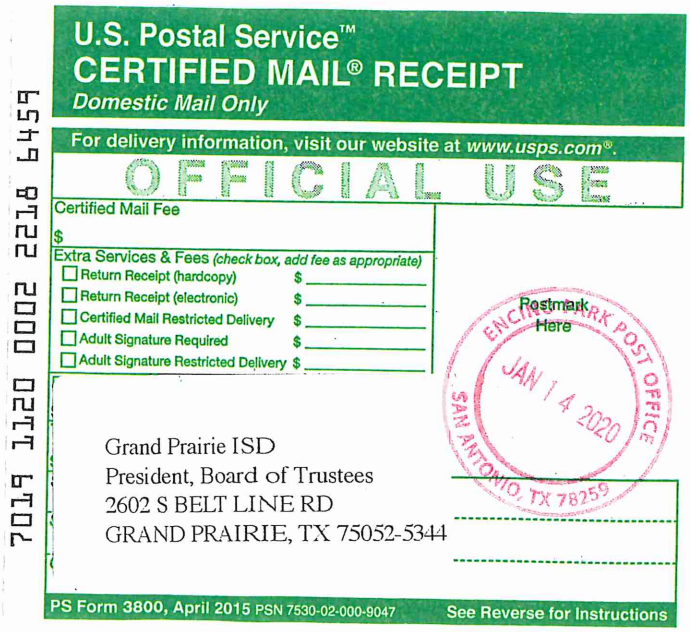

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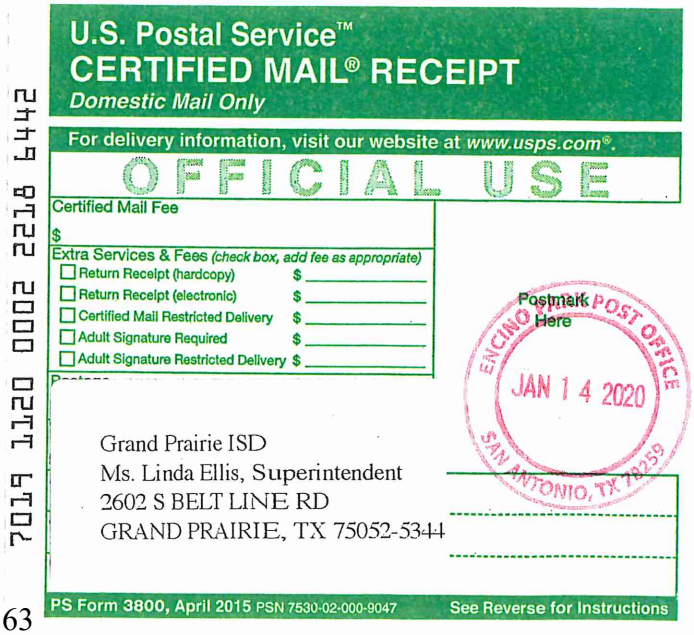

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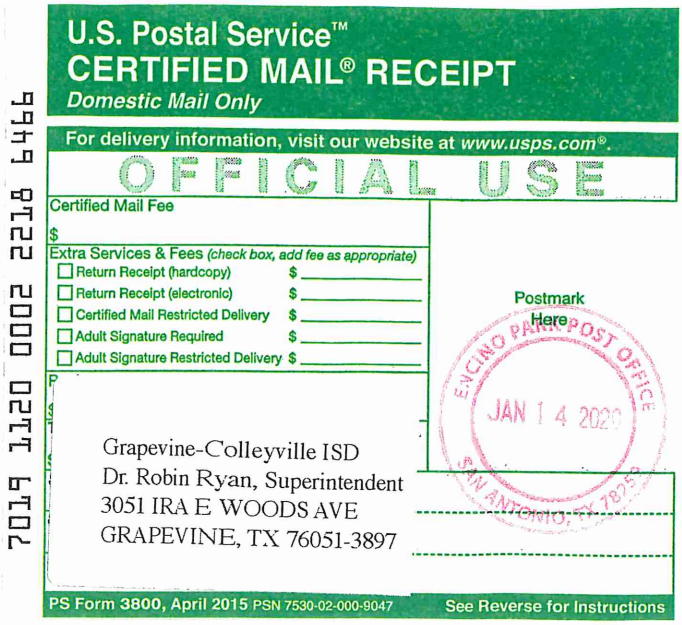
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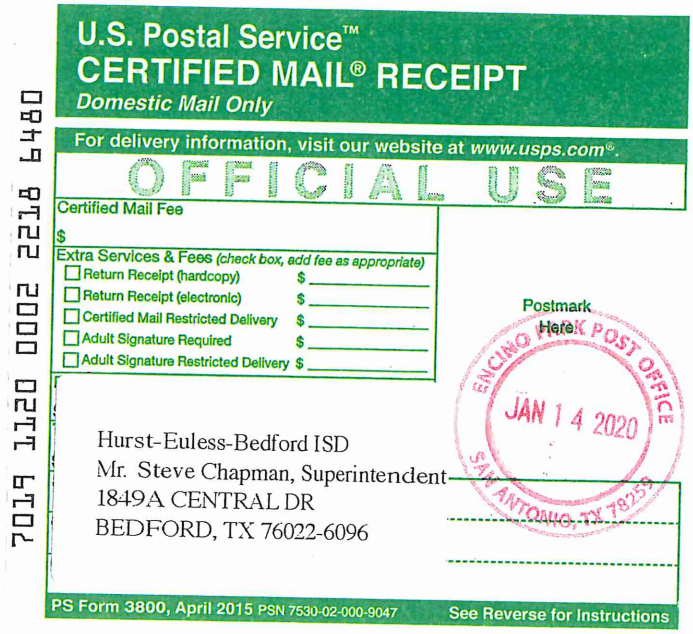
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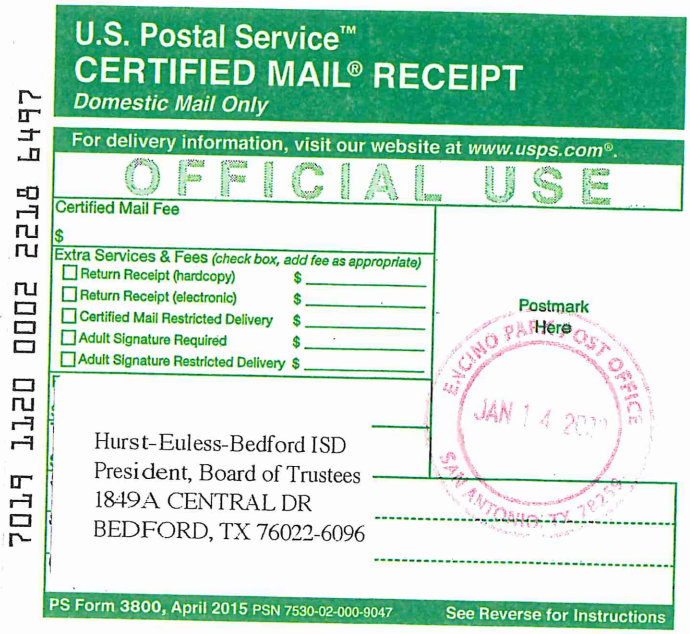
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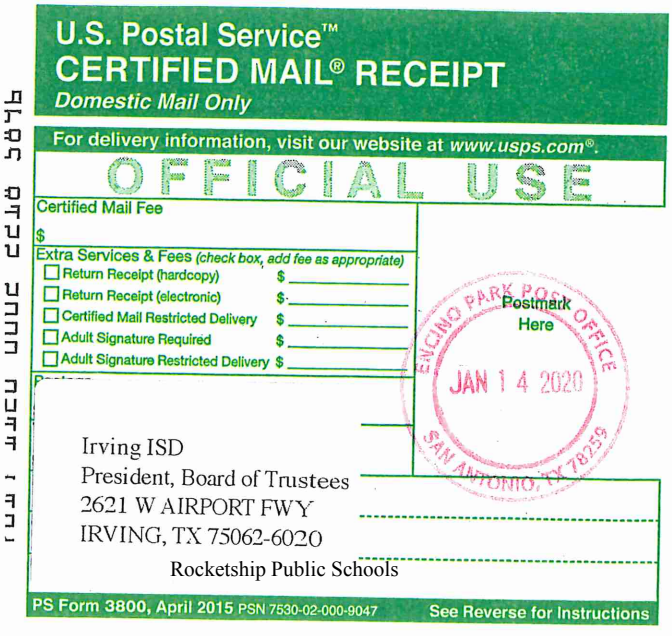
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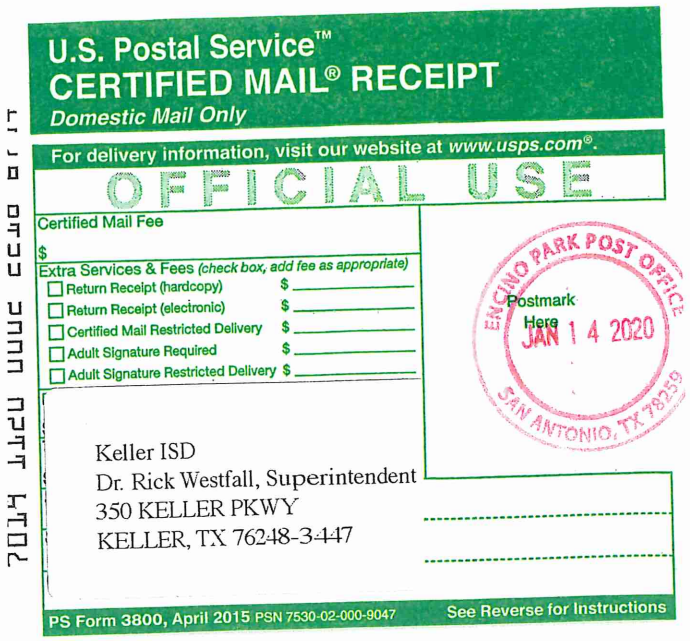
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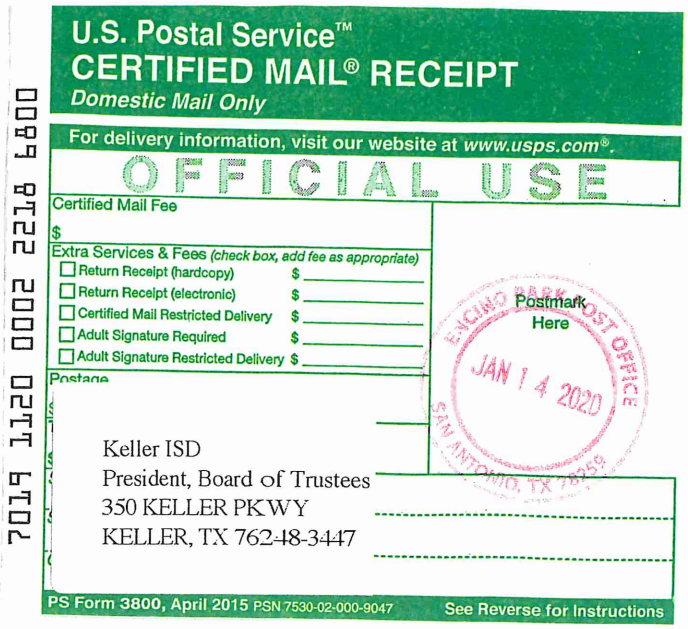
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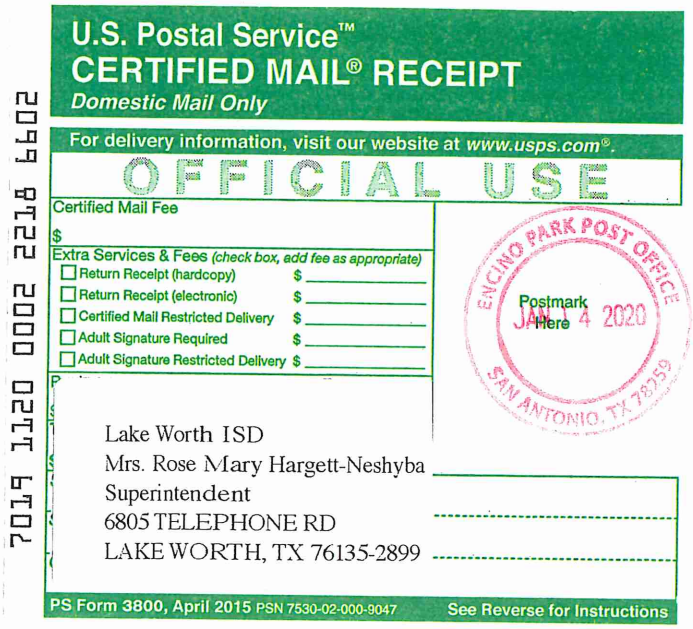
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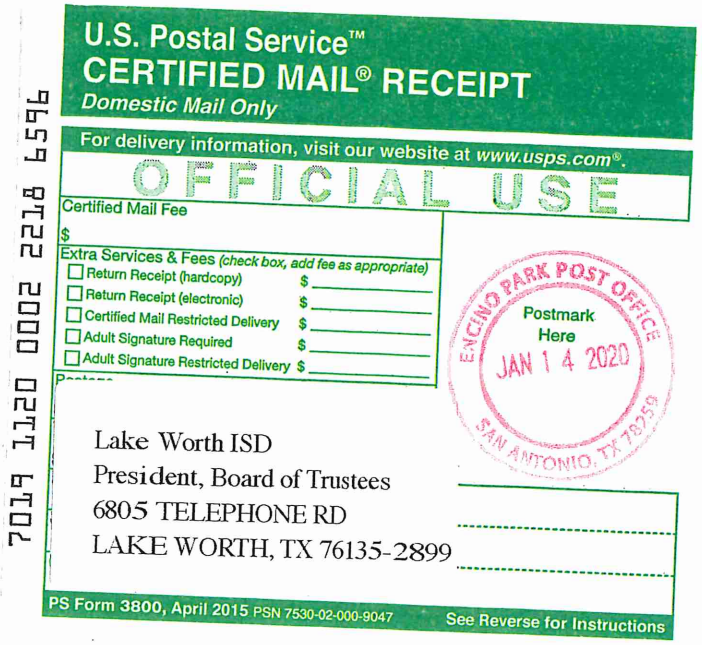
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Ms. Magda Hernandez, Superintendent
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IRVING, TX 75062-6020

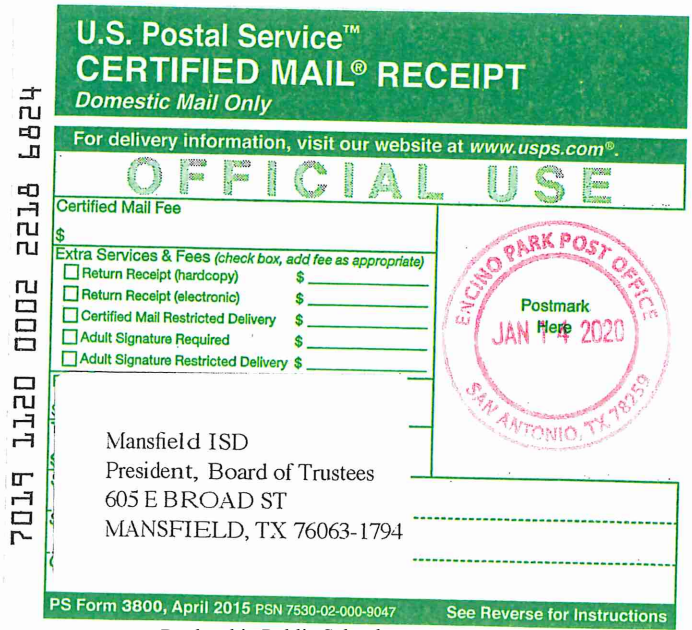
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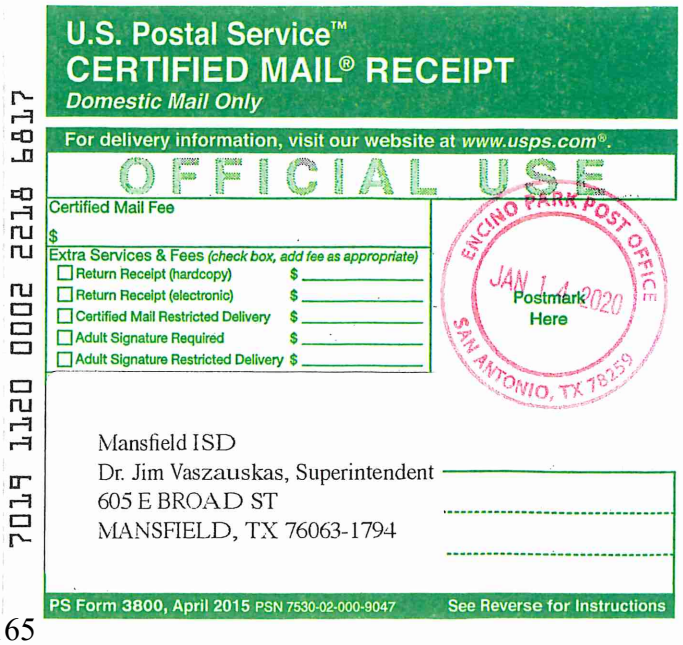

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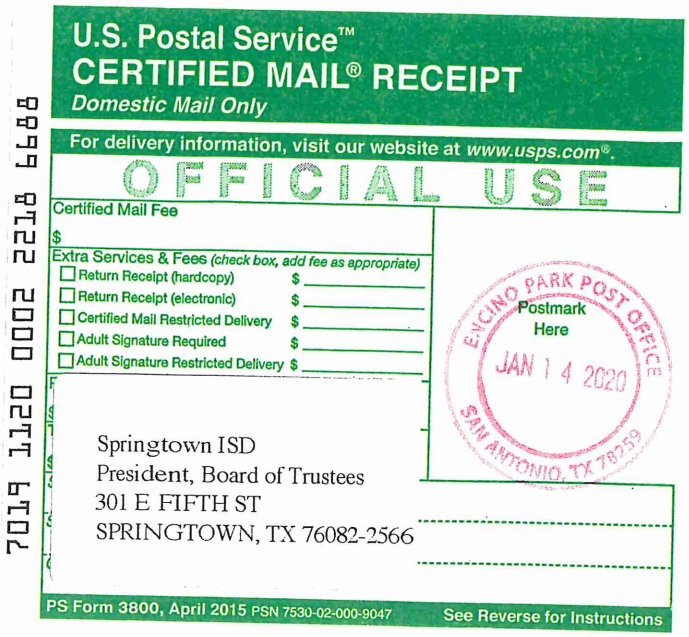

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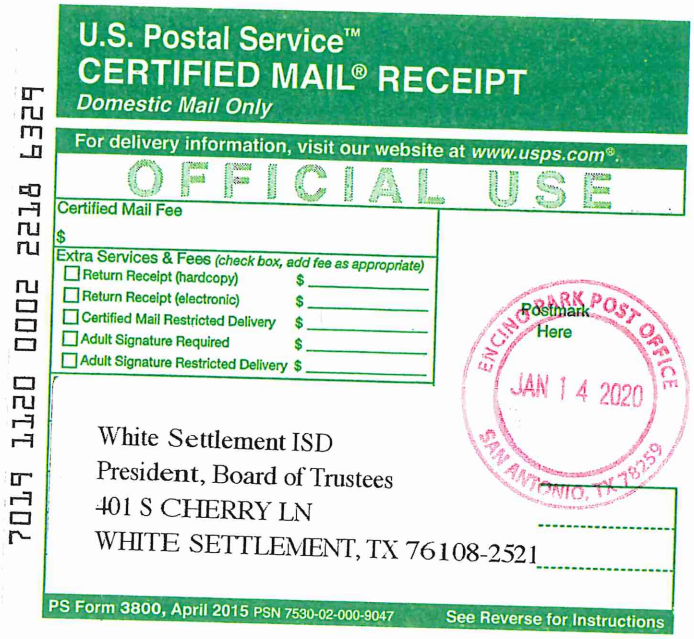

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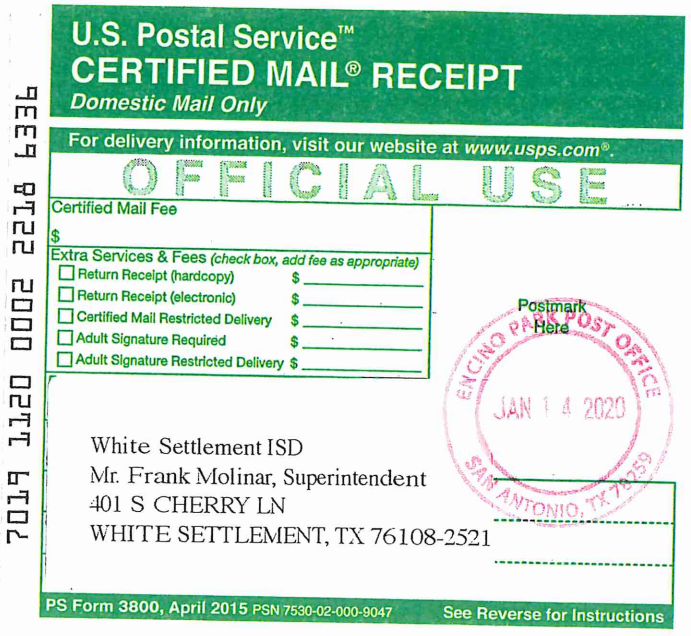

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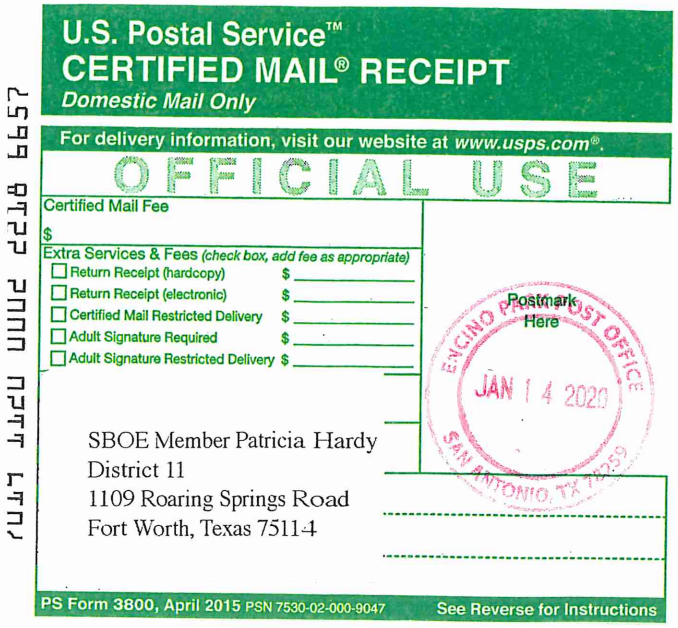

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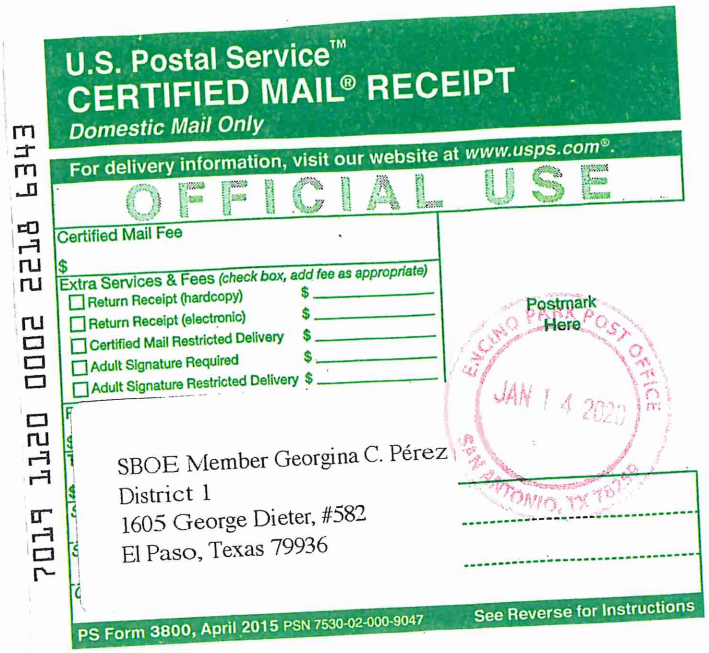

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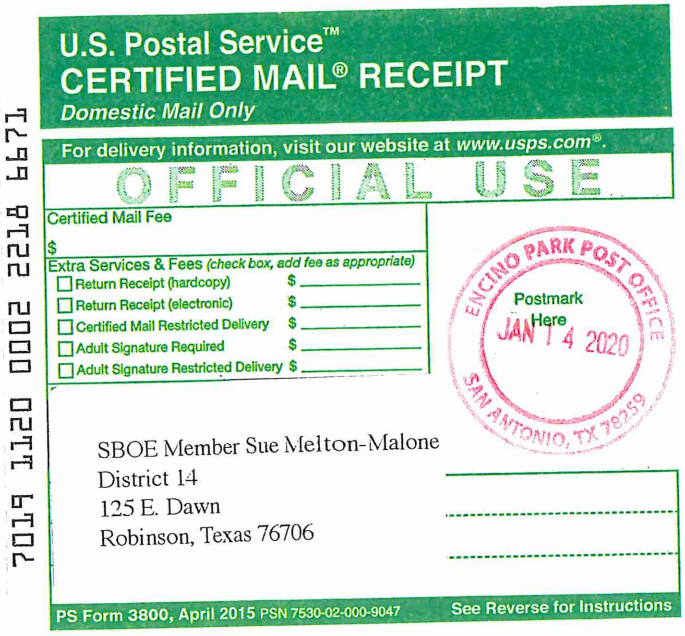

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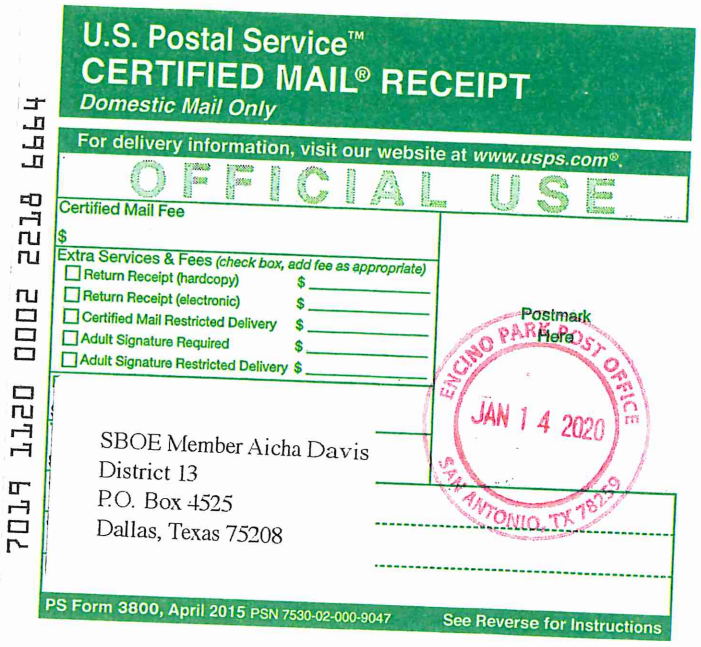

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PS Form 3800, April 2015 PSN 7530-02-000-9047
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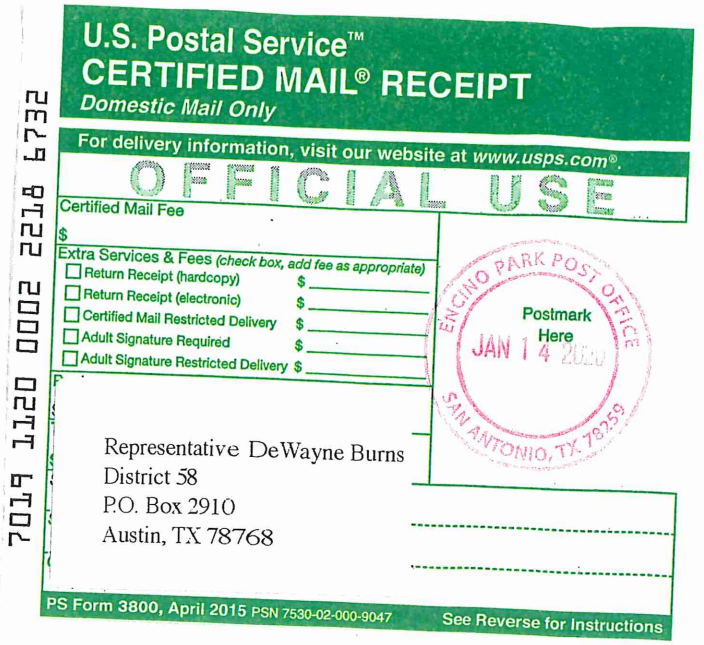

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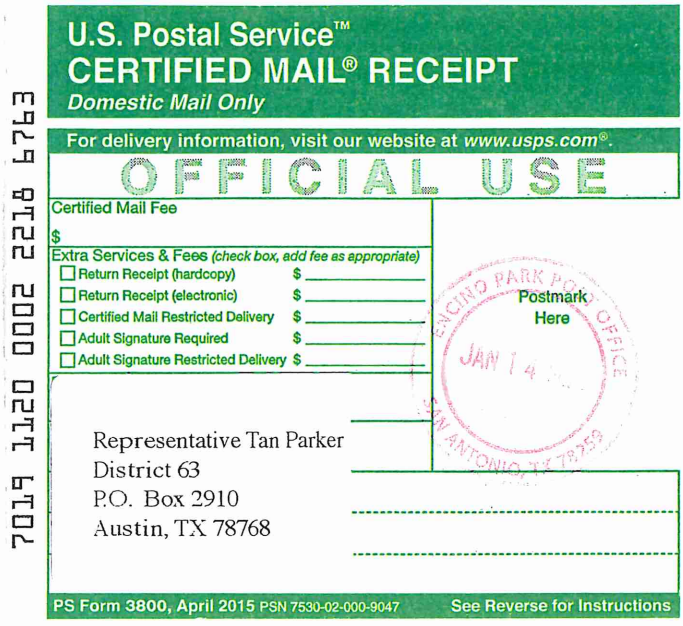

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1605 George Dieter, #582
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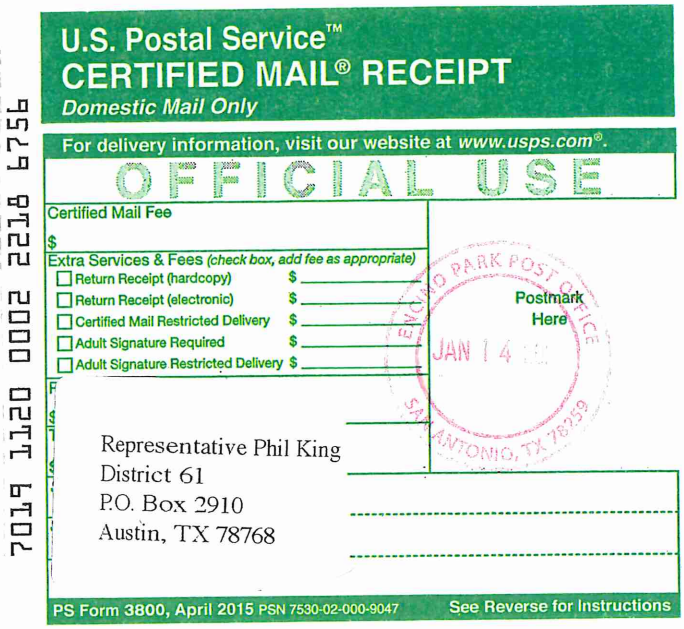

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125 E. Dawn
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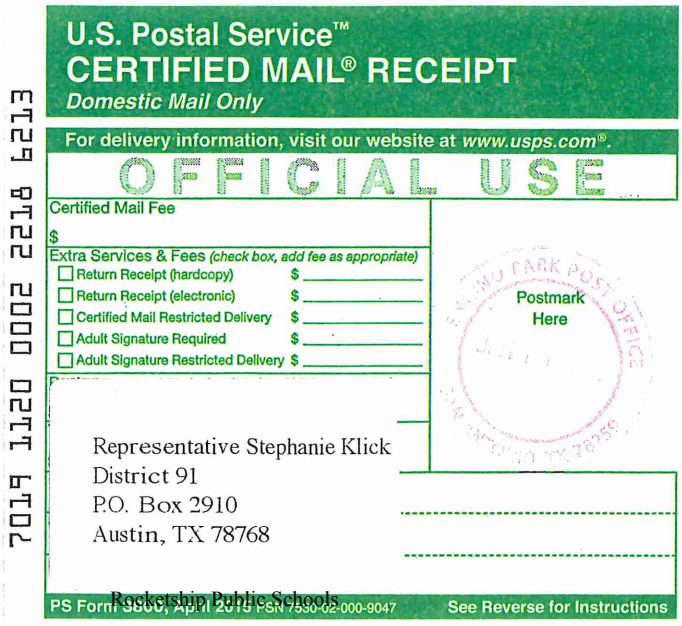

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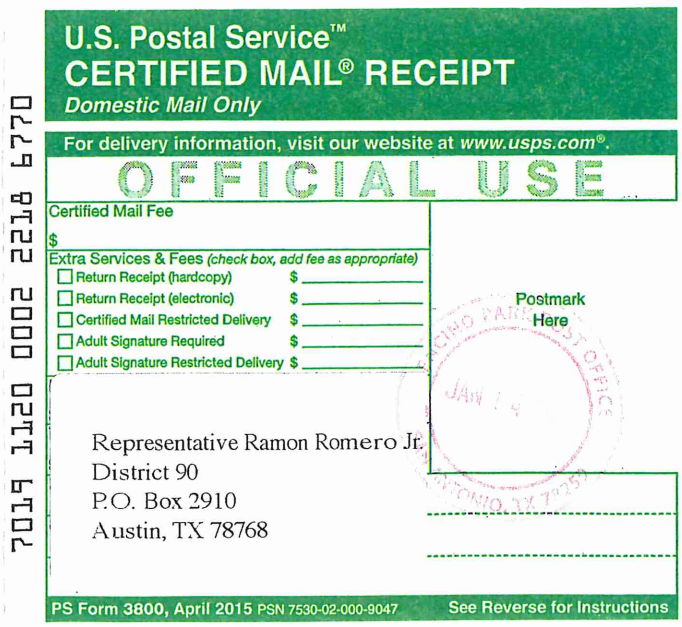

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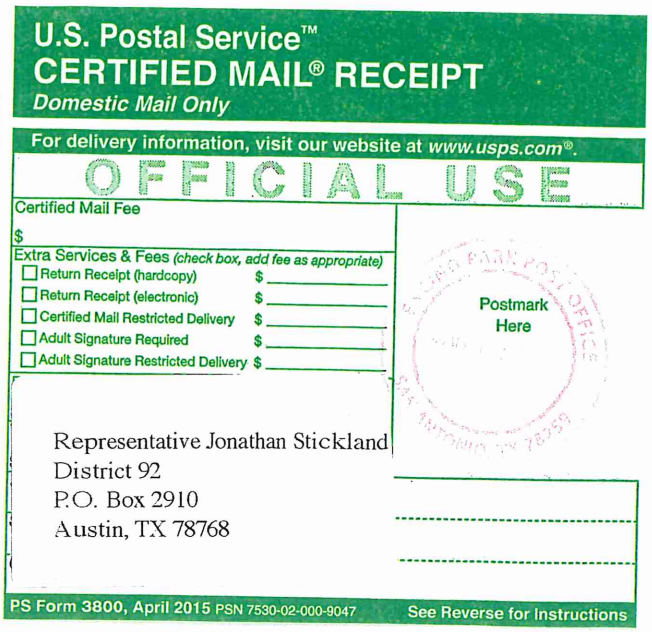

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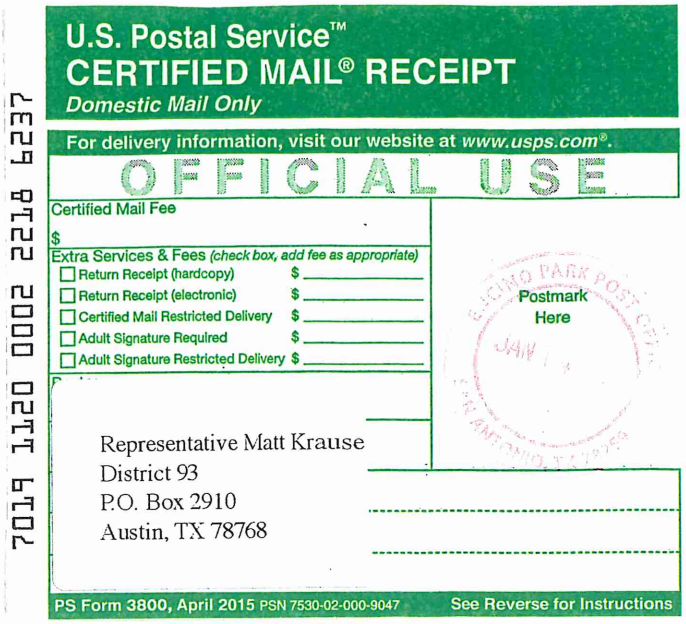

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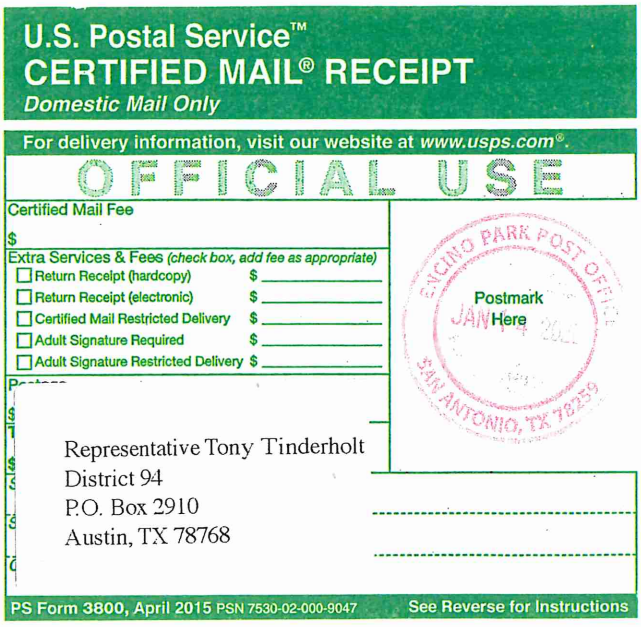

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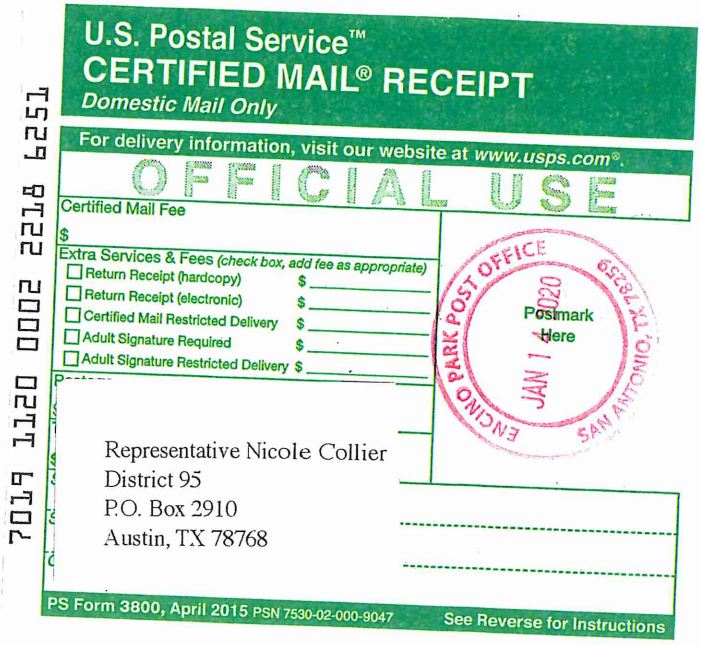

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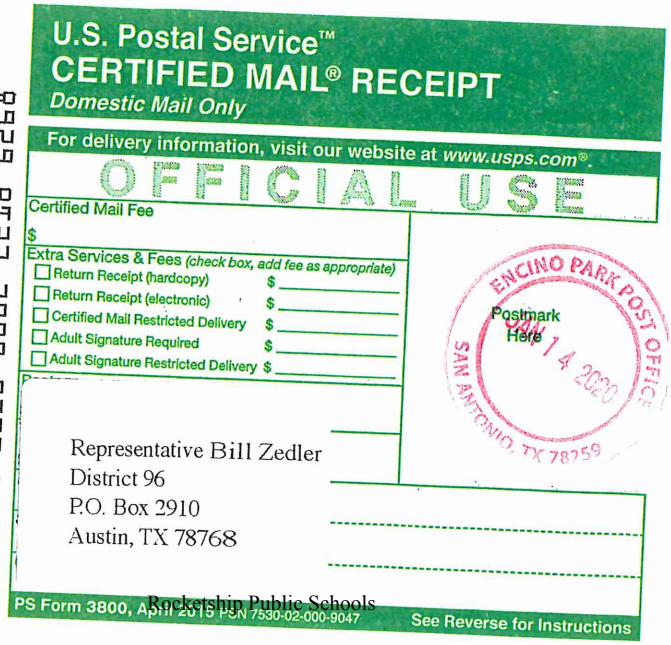

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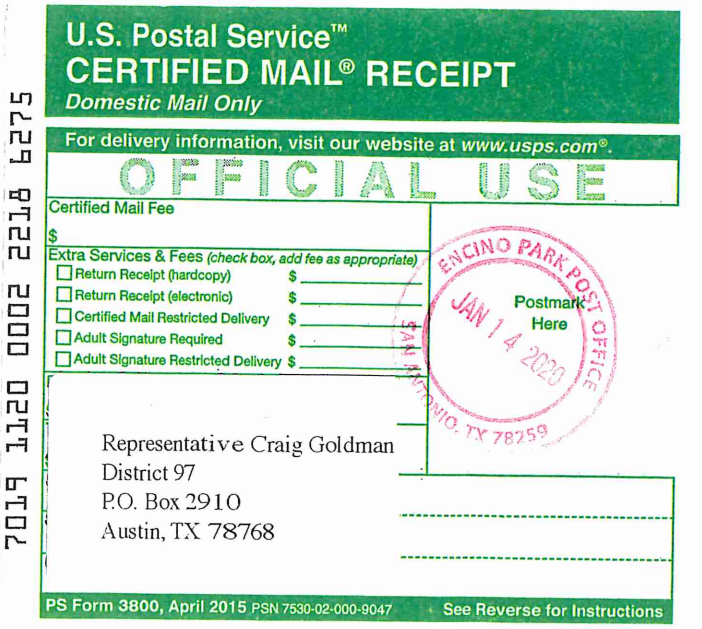

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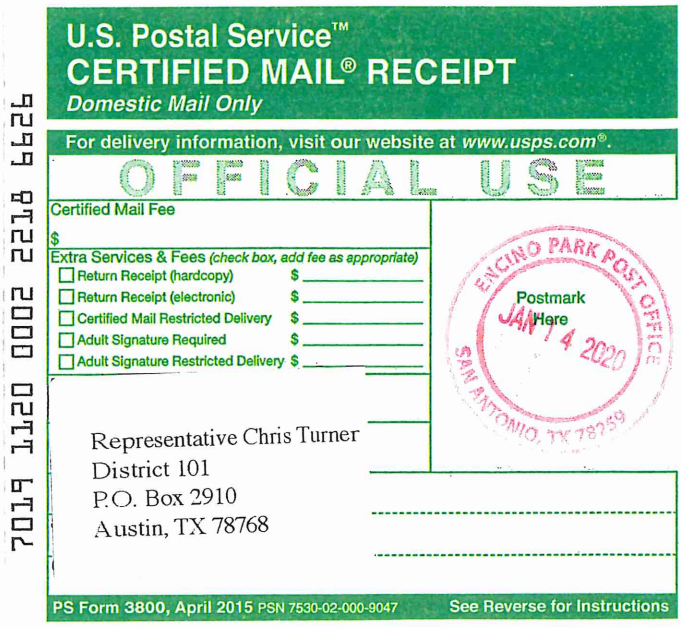

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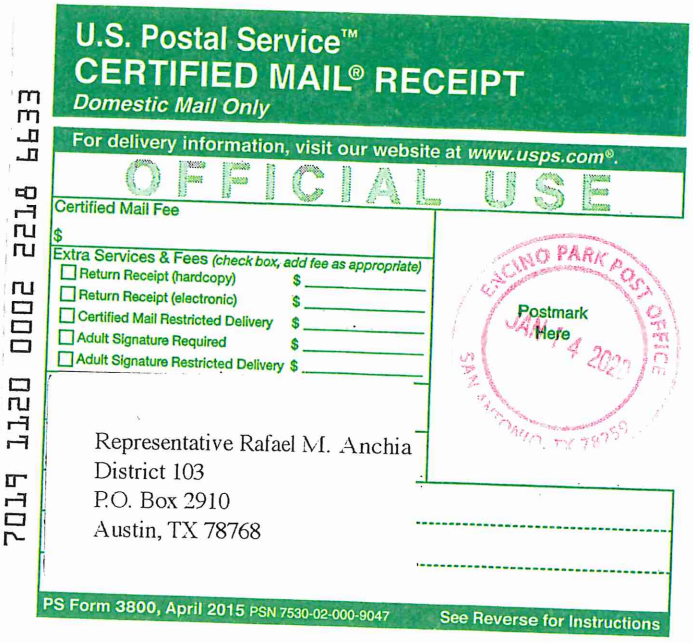

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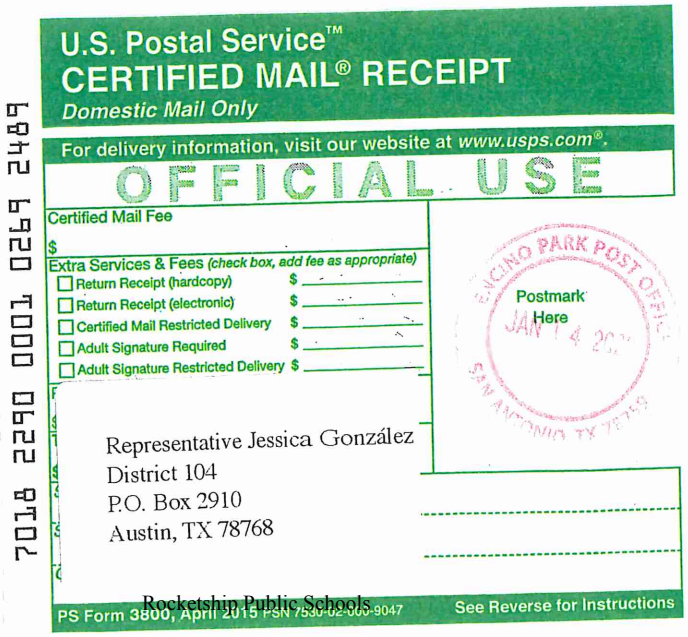

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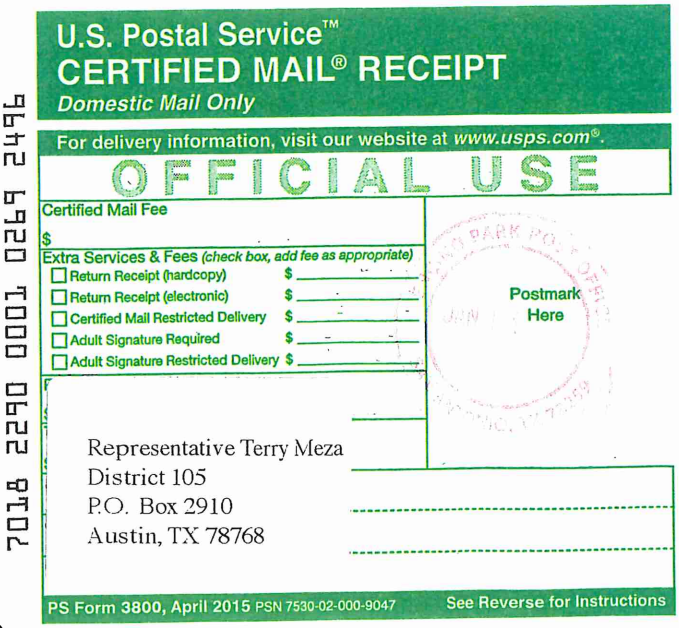

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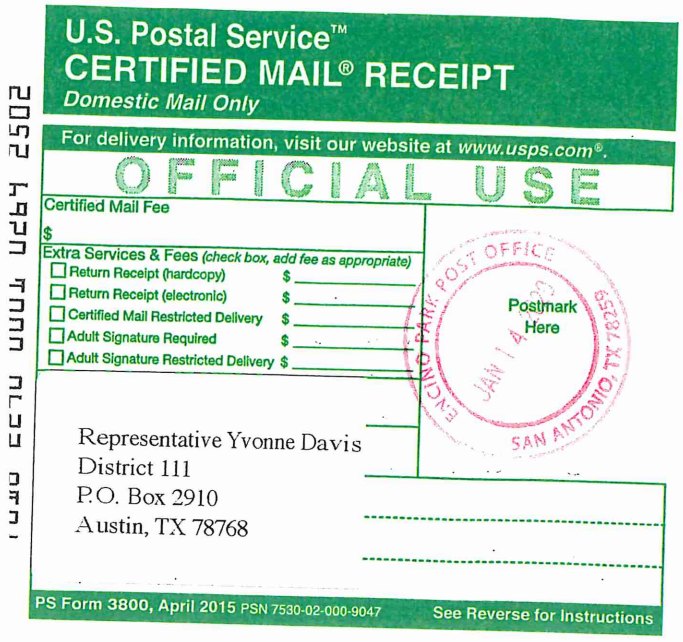

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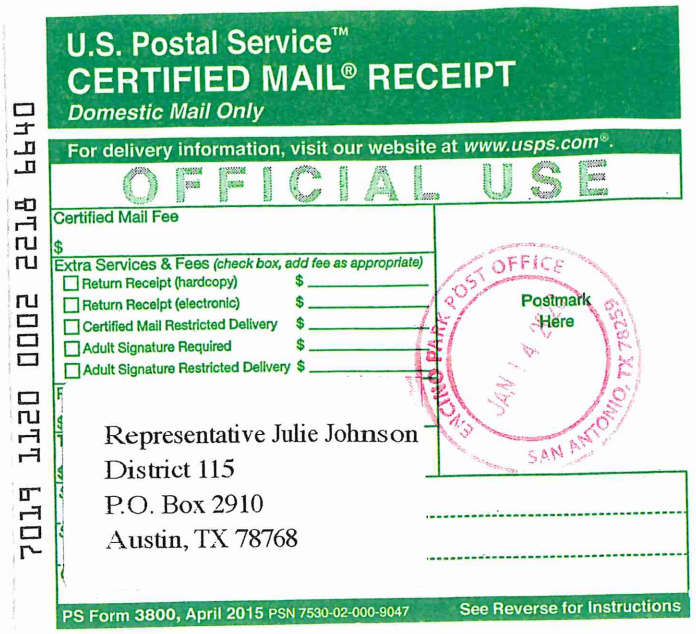

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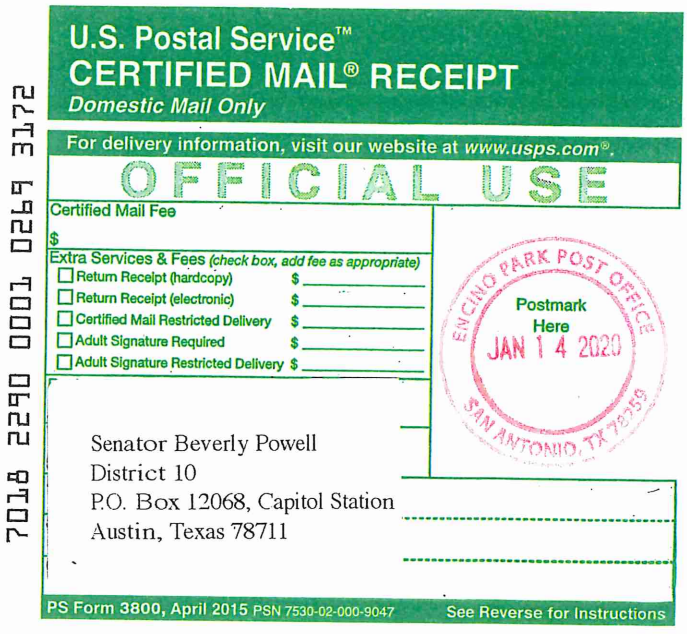

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Representative Jessica González
District 104
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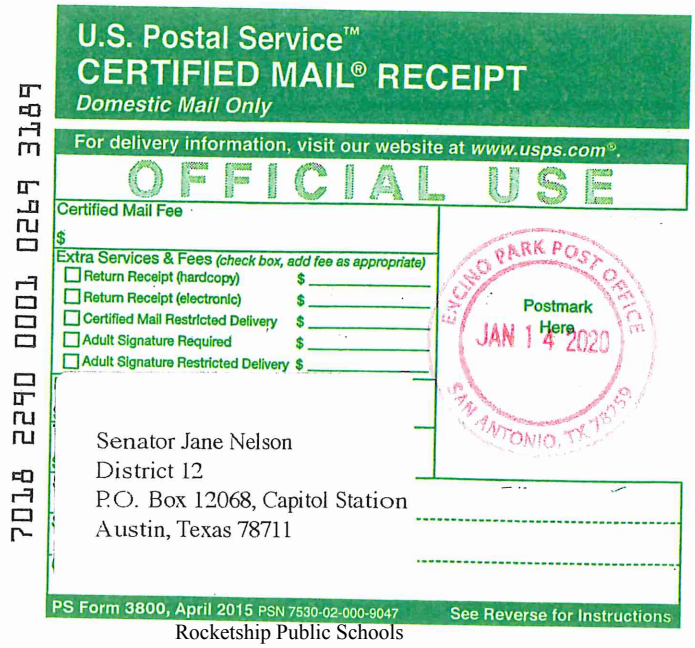

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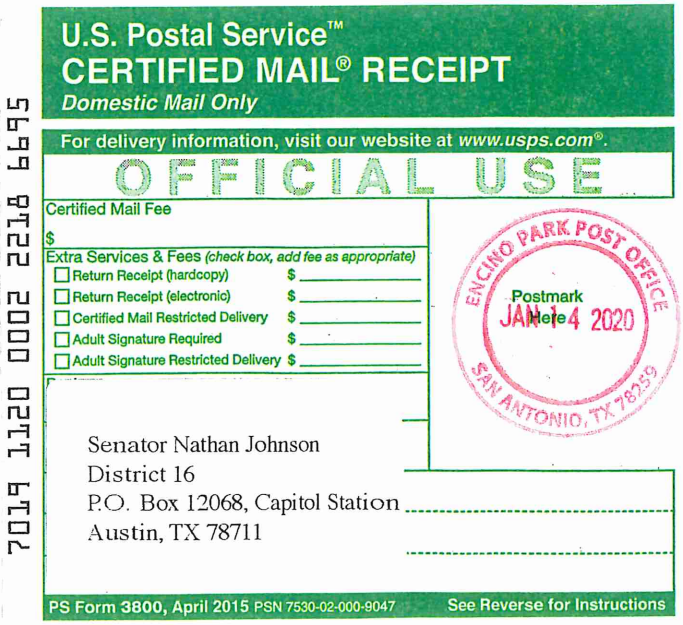

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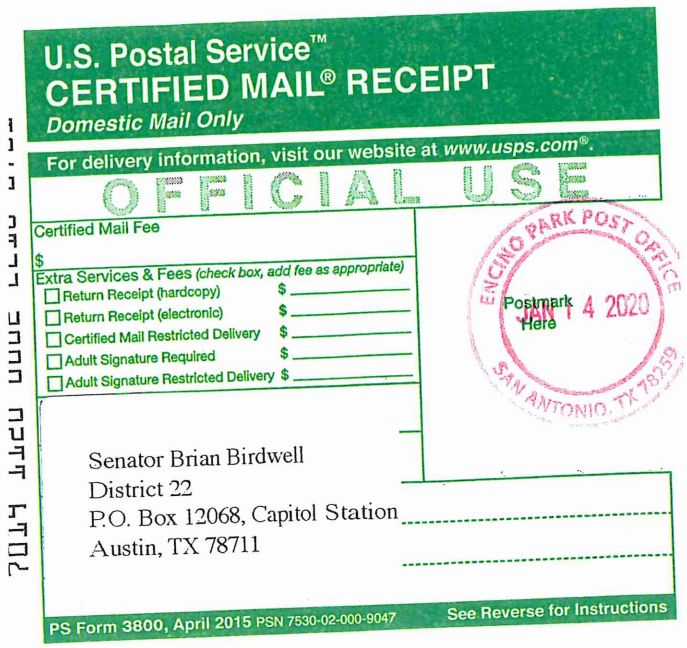

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Representative Julie Johnson
District 115
P.O. Box 2910
Austin, TX 78768
PS Form 3800, April 2015 PSN 7530-02-000-9047
See Reverse for Instructions
7019 1120 0002 2218 6640

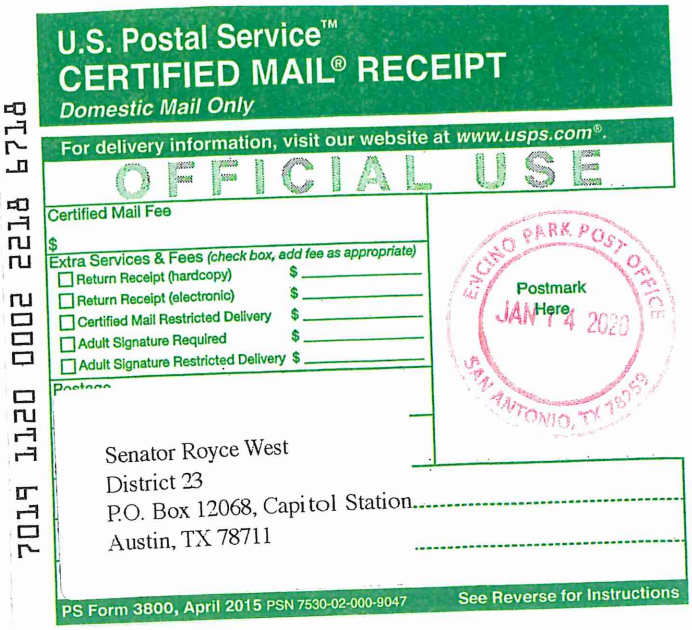

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Senator Kelly Hancock
District 9
P.O. Box 12068, Capitol Station
Austin, Texas 78711
PS Form 3800, April 2015 PSN 7530-02-000-9047
See Reverse for Instructions
7018 2290 0001 0269 3185

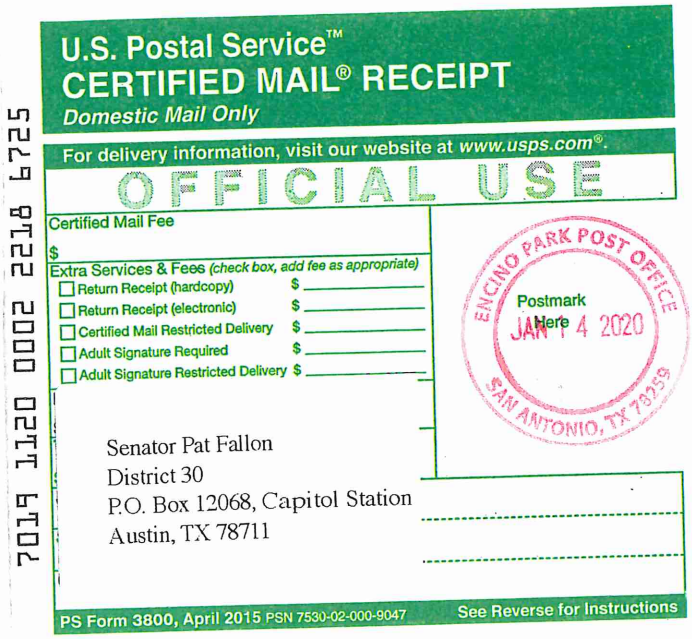

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Senator Beverly Powell
District 10
P.O. Box 12068, Capitol Station
Austin, Texas 78711
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JAN 14 2020
SAN ANTONIO, TX 78259
Senator Jane Nelson
District 12
P.O. Box 12068, Capitol Station
Austin, Texas 78711
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JAN 14 2020
SAN ANTONIO, TX 78259
Senator Nathan Johnson
District 16
P.O. Box 12068, Capitol Station
Austin, TX 78711
PS Form 3800, April 2015 PSN 7530-02-000-9047
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JAN 14 2020
ENCINO PARK POST OFFICE
SAN ANTONIO, TX 78259
Senator Brian Birdwell
District 22
P.O. Box 12068, Capitol Station
Austin, TX 78711
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
7019 1120 0002 2218 6702


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JAN 14 2020
ENCINO PARK POST OFFICE
SAN ANTONIO, TX 78259
Senator Royce West
District 23
P.O. Box 12068, Capitol Station
Austin, TX 78711
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
7019 1120 0002 2218 6718


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Postmark Here
JAN 14 2020
ENCINO PARK POST OFFICE
SAN ANTONIO, TX 78259
Senator Pat Fallon
District 30
P.O. Box 12068, Capitol Station
Austin, TX 78711
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
7019 1120 0002 2218 6725

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.

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 21, 2018** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

ATTENTION: All submitted notices must be dated prior to **January 21, 2020**.

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; and
- Names of all board members from the sponsoring entity.

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 circulation (*Greensheet, Dallas Observer, Austin Chronicle,* etc.) will be ineligible for consideration.

All public notices/advertisements must be published in a newspaper that is distributed in print format. Newspapers available only in digital format are not acceptable.

ADDITIONAL REQUIREMENT: Applicants must notify, 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; and
- Names of all board members from the sponsoring entity.

5 6

SPORTS

As disappointing season comes to a close, end likely near for Garrett 1C



SPORTS

Penn State earns Cotton Bowl win over Memphis in record shootout 1C



VOLUME 114, No. 248
STAY CONNECTED STAR-TELEGRAM.COM
FACEBOOK.COM/STARTELEGRAM
TWITTER.COM/STARTELEGRAM
'WHERE THE WEST BEGINS'
SUNDAY DECEMBER 29 2019
$3
Partly sunny 54°/33° See 6B

Fort Worth Star-Telegram

SUNDAY E1



KALEY JOHNSON kjohnson@star-telegram.com

A photo of Victor Garcia is seen at a makeshift memorial near where Garcia, 12, pushed his mother and nephew out of the way of a van which then struck and killed him.

Family: Boy died saving his mother, nephew from crash

BY KALEY JOHNSON
kjohnson@star-telegram.com

City lacks money to fix all dangerous flash flood spots



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announcements

personals

Thank you St. Jude for answering my prayers. -Juan

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auto/class and specialty

NO HASSLE PRICING ON:
Honda Certified Used Cars
855-902-9103
HugginsHonda.com

trucks & vans

01 F750 bucket truck w/cat. 3126 diesel. Good Cond. $15K. 817-629-7531

recreation

camping/motorhomes

1990 MH 27ft Bounder Onan Gen. good cond. $4500 817-733-3202

KennedaleCamperSales.com
BUY • SELL • TRADE
RECREATIONAL VEHICLES
150 USED RV'S
5th Whls, Travel Trlrs, Motor Homes
817-478-6071

trailers

2017 37 FTNAVAGATION TT. washer/dryer, mega slideout, loaded, clean must sell $17,000 OBO See in Ft Worth 863-604-9573

employment

admin/clerical

DATABASE ADMINISTRATOR (Plano, TX) Responsible for database creation, maintenance, configuration, migration, upgradation, performance tuning, database cloning, backup and recovery, RMAN, RAC, Standby database setup, DR Planning, and database administration utilizing Oracle 9i, 10g, 11g, MS SQL Server, Oracle Enterprise Manager, SQL*Plus, STATSPACK, DBMS Packages, Export/Import,

information technology

MSW CONSULTING CORP. seeks a Lead SAP Systems Integration Consultant to develop and review architecture plans and integration standards across customer requirements and design systems software. Position requires BS or equiv. and 5 yrs exp. Ft. Worth, TX. Periodic travel may be required to various unanticipated worksites.To apply, send resume to jeff.aquila@fusion-cons.com.

research

S&B INDUSTRY Inc seeks Operations Research Analyst Rqd Master's dgre + 12 mo exp. Mail resume w/ Job# ORA19 to 13301 Park Vista Blvd., #100, Ft. Worth, TX 76177. Attn: Jean Chang

transportation

END DUMP/FLAT BED DRIVERS NEED - S.A.T Trucking Azle TX $1,000+ per week, Direct deposit, Weekly pay, Medical, Dental, Vision, Aflac, $1500 sign on bonus. Call for further Details on how to apply. **817-444-7774**

legals classified

legals & public notices

BID NOTICE
THE DALLAS-FORT WORTH INTERNATIONAL AIRPORT is accepting separate sealed bids for the following items at the herein stated bid opening location until the bid due date and time stated below, when they will be publicly opened and read aloud.
SOLICITATION: 7006889 – Travel Agent Services
BID DUE DATE AND TIME: Thursday, January 30, 2020 @ 3:00 PM (Central Time)
SMALL BUSINESS ENTERPRISE (SBE) GOAL: 0%
BID OPENING LOCATION: DFW Airport Headquarters, Procurement Department, 2400 Aviation Drive, DFW Airport, TX 75261. Specifications may be obtained at the herein stated bid opening location or viewed /downloaded from DFW International Airport website at dfwairport.com or by calling 972-973-5600.

CITY OF BEDFORD
PUBLIC HEARING
The City of Bedford Zoning Board of Adjustment gives notice of a public hearing on Wednesday, January 15, 2020, at 6:00 p.m. at City Hall, Council Chamber, 2000 Forest Ridge Drive, Building A, Bedford, Texas:
Public hearing and action upon Variance Case PZ-ZBA Variance-2019-00050106, a request from Section 5.5.B of the City of Bedford Zoning Ordinance for

legals & public notices

DFW AIRPORT CONCESSIONS OPPORTUNITY
THE DALLAS FORT WORTH INTERNATIONAL AIRPORT has issued a Request for Qualifications (RFQ) and a Request for Proposals (RFP) for concession opportunities in Terminal A. To view these opportunities and related resources, visit www.dfwairport.com/concessions/solicitations.
These opportunities will be discussed at a Pre-Proposal Conference on Tuesday, January 14, 2020, at 2:00 pm CST at the Hyatt Regency DFW. RFQ responses are due by Monday, March 2, 2020, at 5:00 pm CDT, and final RFP responses are due by Monday, May 18, 2020, by 2:00 PM CDT.

LEGAL NOTICE
Pursuant to Chapter 62 (Article 62.03(f) C.C.P), this is to serve as notification of the following conviction:
Name: MICHAEL EDWARD KILPATRICK
Age & Gender: 63 Year Old Male
Offense: Aggravated Sexual Assault
Residence: 628 Palo Duro Dr, Hurst, TX 76054
Risk Level: 1 - Indicating that the person poses a low danger to the community and may continue to engage in criminal sexual conduct.
Website: Photo accessible free of charge at http://records.txdps.state.tx.us
(Spanish Translation)
AVISO Legal
De acuerdo con Capitulo 62 (Articulo 62.03(f) C.C.P.), este es para servir como notificasion de el siguiente conviccion:
Nombre: MICHAEL EDWARD KILPATRICK
Edad & Genero: 63 Anos de edad / Hombre
Ofensa: Agresion Asalto Sexual
Residencia: 628 Palo Duro Dr, Hurst TX 76054
Nivel de Riesgo: 1 por el nomero designado de puntos en la herramienta de analisis de delincuentes sexuales, es bases para creer que la persona propone un peligro bajo a la comunidad o que continuara involucrandose en conductas sexuales criminales.
De internet web: La fotografía de este sujeto puede obtenerse gratis, en la pagina
en la red de la DPS http://records.txdps.state.tx.us

Notice is hereby given that a Public Hearing will be held by the Zoning Commission on January 8, 2020 at 2:00 p.m. and City Council on January 14, 2020 at 7:00 p.m. in the Council Chamber, Second Floor of the Municipal Building, 200 Texas Street, Fort Worth, Tarrant County, Texas,

legals & public notices

tance of 155.80 feet to a 5/8" iron rod with plastic cap stamped "KHA" set for corner;
South 65°02'19" West, a distance of 108.80 feet to a 5/8" iron rod with plastic cap stamped "KHA" set for corner;
South 80°59'48" West, a distance of 87.08 feet to a 5/8" iron rod found at the southeast corner of a called 3.387 acre tract of land described in the Warranty Deed with Vendor's Lien, recorded in Instrument No. D216245905, Official Public Records of Tarrant County, Texas;
THENCE departing said north line and with the east line of said 3.387 acre tract, North 0°07'12" West, a distance of 713.85 feet to the POINT OF BEGINNING and containing 7.273 acres or 316,832 square feet of land.

Notice of Finding of No Significant Impact (FONSI) issued by Federal Aviation Administration
The Federal Aviation Administration (FAA), Southwest Region, after careful and thorough consideration of all facts and after coordination with appropriate local, state, and Federal agencies approved on December 17, 2019, an environmental Finding of No Significant Impact (FONSI) for the proposed Runway 18R/36L Rehabilitation Project at Dallas Fort Worth International Airport, DFW Airport, TX75261. The FONSI is available at the Airports Division, Texas Airports District Office, FAA Southwest Region, 10101Hillwood Parkway, Fort Worth, Texas 76177. Copies of the FONSI are also available at DFW International Airport, 3003 South Service Rd, EAD Annex Building A, DFW Airport, Texas 75261-9428.

NOTICE OF REQUIREMENT TO COMPLY WITH THE SUBDIVISION AND SERVICE EXTENSION POLICY OF BETHESDA WATER SUPPLY CORPORATION
Pursuant to Chapter 13.2502 of the Texas Water Code, Bethesda Water Supply Corporation hereby gives notice that any person who subdivides land by dividing any lot, tract or parcel of land, within the service area of Bethesda Water Supply Corporation, Certificate of Convenience and Necessity No.10089 & No. 2200068, in Johnson and Tarrant Counties, into two or more lots or sites for the purpose of sale or development, whether immediate or future, including re-subdivision of land for which a plat has been filed and recorded or requests more than two water or sewer service connections on a single contiguous tract of land must comply with Section F, Developer, Subdivision and Non-Standard Service Requirements (the "Subdivision Policy") contained in Bethesda Water Supply Corporation's tariff.
Bethesda Water Supply Corporation is not required to extend retail water or sewer utility service to a service applicant in a subdivision where the developer of the subdivision has

legals & public notices

NOTICE
The Dallas Fort Worth International Airport Board will receive sealed bids for the following items at the location stated below until the due date and time stated:
SOLICITATION: 9500646 – Terminal D Revolving Exit Door Removal
PRE-BID CONFERENCE: Wednesday, January 8, 2020 @ 10:00 AM
BID DUE DATE AND TIME: Friday, January 31, 2020 @ 2:00 PM
MINORITY BUSINESS ENTERPRISE (MBE) GOAL: 15%
CONTACT: Contract Administrator, Scioscia Flowers 972-973-1744
SOLICITATION: 9500695 – Terminal A and C Skylink Restroom Improvements
PRE-BID QUALIFICATIONS CONFERENCE: Friday, January 17, 2020 @ 2:30 PM
STATEMENT OF QUALIFICATIONS BID DUE DATE AND TIME: Tuesday, February 4, 2020 @ 11:00 AM
MINORITY BUSINESS ENTERPRISE (MBE) GOAL: 20%
MINORITY/WOMEN-OWNED BUSINESS ENTERPISE (M/WBE) GOAL: 35%
CONTACT: Contract Administrator, Debbie Daniels 972-973-1733
LOCATION: DFW International Airport Board, Design, Code and Construction Offices, 3003 South Service Road, DFW Airport, TX 75261.
Additional information is available on the DFW International Airport website at www.dfwairport.com/business/solicitations.
The DFW Airport, in accordance with the provisions of Title VI of the Civil Rights Act of 1964 (78 Stat. 252, 42 U.S.C. §§ 2000d to 2000d-4) and the Regulations, hereby notifies all bidders that it will affirmatively ensure that any contract entered into pursuant to this advertisement, disadvantaged business enterprises will be afforded full and fair opportunity to submit bids in response to this invitation and will not be discriminated against on the grounds of race, color, or national origin in consideration for an award.

NOTICE
The Dallas Fort Worth International Airport Board will receive sealed bids for the following items at the location stated below until the due date and time stated:
SOLICITATION: 9500646 – Terminal D Revolving Exit Door Removal
PRE-BID CONFERENCE: Wednesday, January 8, 2020 @ 10:00 AM
BID DUE DATE AND TIME: Friday, January 31, 2020 @ 2:00 PM
MINORITY BUSINESS ENTERPRISE (MBE) GOAL: 15%
CONTACT: Contract Administrator, Scioscia Flowers 972-973-1744
SOLICITATION: 9500695 – Terminal A and C Skylink Restroom Improvements
PRE-QUALIFICATIONS CONFERENCE: Friday, January 17, 2020 @ 2:30 PM
STATEMENT OF QUALIFICATIONS

legals & public notices

200-6543 and may be picked up after 9:00 a.m. Monday, December 16, 2019.
Copies of the Contract Documents on USB flash drive may be secured from the Owner for a $25.00 non-refundable fee.
The OWNER reserves the right to reject any or all bids and to waive informalities or irregularities in bidding in case of lack of clarity in stating prices. The OWNER reserves the right to consider the most advantageous construction thereof, or reject the bid.
Viridian Municipal Management District.
Advertisement Date:
Sunday, December 15, 2019
Sunday, December 29, 2019

PROPOSAL NOTICE
THE DALLAS-FORT WORTH INTERNATIONAL AIRPORT is accepting separate sealed proposals for the following items at the herein stated location until the proposal due date and time stated below.
SOLICITATION: 7006903 – Aviation Fueling Services
BID DUE DATE AND TIME: Monday, January 27, 2020 @ 10:00 AM (Central Time)
SMALL BUSINESS ENTERPRISE (SBE) GOAL: 0%
LOCATION TO SUBMIT PROPOSALS: DFW Airport Headquarters, Procurement Department, 2400 Aviation Drive, DFW Airport, TX 75261. Specifications may be obtained at the herein stated proposal submittal location or viewed / downloaded from DFW International Airport website at dfwairport.com or by

PUBLIC MEETING ON PROPOSED PUBLIC CHARTER SCHOOL
Rocketship Public Schools will hold two public informational meetings on (1) Tuesday, January 14, 2020 at Mary Lou Reddick Public Library 7005 Charbonneau Rd Lake Worth, TX 76135 at 6 PM and (2) Wednesday, January 15, 2020 at Rising Star Baptist Church 4216 Avenue M Fort Worth, Texas 76105 at 6 PM. The meetings will provide information about Rocketship Public Schools, a proposed open-enrollment public charter school for grades PK-5th in Fort Worth. Attendees will be provided the opportunity to ask questions about the school. If approved, Rocketship Public Schools plans to begin serving students in Fall 2021. SaJade Miller will serve as Regional Superintendent of Rocketship Public Schools in Fort Worth. Mr. Miller previously served as Chief of Schools for DeSoto Independent School District and Assistant Superintendent of Innovation for Fort Worth ISD. Members of the Rocketship Fort Worth board of directors include Peter Philpott, Rev. Ralph Emerson, Alex Jimenez, Loretta Burns, and Walter Dansby.

Invitation to Bid No. 19-105
Imperial Construction, Inc. hereby invites the submission of competitive bids for:
ITB# 19-105 – Fort Worth ISD Southwest High School Package 3
Bids are due Thursday, January 16,

Star-Telegram MEDIA

Arlington Citizen-Journal | The Keller Citizen | La Estrella
Mansfield News-Mirror | Star-Telegram Northeast | Weatherford Star-Telegram
star-telegram.com | 808 Throckmorton St. | Ft Worth, Tx. 76102-6315

AFFIDAVIT OF PUBLICATION

Account #	Ad Number	Identification	PO	Amount	Cols	Depth
762448	0004501709	Public Meeting on Proposed Public Charter Schoo		$300.00	1	36.00 Li

Attention: Angela McCutcheon-Jones

ROCKETSHIP PUBLIC SCHOOLS
4257 ALDRIDGE LN
CROWLEY, TX 76036

PUBLIC MEETING ON PROPOSED PUBLIC CHARTER SCHOOL
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THE STATE OF TEXAS

County of Tarrant

Before me, a Notary Public in and for said County and State, this day personally appeared AMBAR LIZARRAGA, Bid and Legal Coordinator for the **Star-Telegram**, published by the Star-Telegram, Inc. at Fort Worth, in Tarrant County, Texas; and who, after being duly sworn, did depose and say that the attached clipping of an advertisement was published in the above named paper on the listed dates:

1 Insertion(s)

Published On:
December 29, 2019

(Principal Clerk)

SUBSCRIBED AND SWORN TO BEFORE ME, THIS 30th day of December in the year of 2019

Notary Public -

LIZBETH AILEEN CORDERO
My Notary ID # 131868068
Expires January 25, 2023

Extra charge for lost or duplicate affidavits.
Legal document please do not destroy!

Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org>
to Georgina Perez, Charterapplication

Mon, Dec 30, 2019, 2:38 PM

You are viewing an attached message. Rocketship Public Schools Mail can't verify the authenticity of attached messages.

Board Member Georgina C. Pérez ,

Rocketship Public Schools will hold two public informational meetings on (1) Tuesday, January 14, 2020 at Mary Lou Reddick Public Library 7005 Charbonneau Rd Lake Worth, TX 76135 at 6 PM and (2) Wednesday, January 15, 2020 at Rising Star Baptist Church 4216 Avenue M Fort Worth, Texas 76105 at 6 PM.

Campuses:
Rocketship - Northwest Tarrant County
Rocketship - Southeast Tarrant County

Sponsoring entity:
Rocketship Public Schools Texas

The meetings will provide information about Rocketship Public Schools, a proposed open-enrollment public charter school for grades PK-5th in Fort Worth. Attendees will be provided the opportunity to ask questions about the school. If approved, Rocketship Public Schools plans to begin serving students in Fall 2021. I will have the privilege to serve the respective communities as the Regional Superintendent of Rocketship Public Schools in Fort Worth. I previously worked as Chief of Schools for DeSoto Independent School District and Assistant Superintendent of Innovation for Fort Worth ISD. Members of the Rocketship Fort Worth board of directors include Peter Philpott, Rev. Ralph Emerson, Alex Jimenez, Loretta Burns, and Walter Dansby.

I will make myself available if you have any questions or would like to connect to hear more about Rocketship prior to the Public Meetings!

Sincerely,

SaJade Miller
Regional Superintendent, Fort Worth
p: 817-937-1677 | sjmiller@rsed.org

Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Rubencortezfortexas, Charterapplication

You are viewing an attached message. Rocketship Public Schools Mail can't verify the authenticity of attached messages.

Board Member Ruben Cortez, Jr.,

Rocketship Public Schools will hold two public informational meetings on (1) Tuesday, January 14, 2020 at Mary Lou Reddick Public Library 7005 Charbonneau Rd Lake Worth, TX 76135 at 6 PM and (2) Wednesday, January 15, 2020 at Rising Star Baptist Church 4216 Avenue M Fort Worth, Texas 76105 at 6 PM.

Campuses:
Rocketship - Northwest Tarrant County
Rocketship - Southeast Tarrant County

Sponsoring entity:
Rocketship Public Schools Texas

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I will make myself available if you have any questions or would like to connect to hear more about Rocketship prior to the Public Meetings!

Sincerely,

SaJade Miller
Regional Superintendent, Fort Worth
p: 817-937-1677 | sjmiller@rsed.org

Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Marisa Perez, Charterapplication

You are viewing an attached message. Rocketship Public Schools Mail can't verify the authenticity of attached messages.

Board Member Marisa B. Perez-Diaz,

Rocketship Public Schools will hold two public informational meetings on (1) Tuesday, January 14, 2020 at Mary Lou Reddick Public Library 7005 Charbonneau Rd Lake Worth, TX 76135 at 6 PM and (2) Wednesday, January 15, 2020 at Rising Star Baptist Church 4216 Avenue M Fort Worth, Texas 76105 at 6 PM.

Campuses:
Rocketship - Northwest Tarrant County
Rocketship - Southeast Tarrant County

Sponsoring entity:
Rocketship Public Schools Texas

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Sincerely,

SaJade Miller
Regional Superintendent, Fort Worth
p: 817-937-1677 | sjmiller@rsed.org

Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org>
to Sboesupport, Charterapplication

Mon, Dec 30, 2019, 2:38 PM

You are viewing an attached message. Rocketship Public Schools Mail can't verify the authenticity of attached messages.

Board Member Lawrence A. Allen Jr.,

Rocketship Public Schools will hold two public informational meetings on (1) Tuesday, January 14, 2020 at Mary Lou Reddick Public Library 7005 Charbonneau Rd Lake Worth, TX 76135 at 6 PM and (2) Wednesday, January 15, 2020 at Rising Star Baptist Church 4216 Avenue M Fort Worth, Texas 76105 at 6 PM.

Campuses:
Rocketship - Northwest Tarrant County
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to Sboesupport, Charterapplication

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Board Member Ken Mercer,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Donna Bahorich, Charterapplication

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Board Member Donna Bahorich,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org>
to Matt Robinson, Charterapplication

Mon, Dec 30, 2019, 2:38 PM

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Board Member Matt Robinson,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org>
to Sboecargill, Charterapplication

Mon, Dec 30, 2019, 2:38 PM

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Board Member Barbara Cargill,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org>
to EllisSBOE, Charterapplication

Mon, Dec 30, 2019, 2:38 PM

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Board Member Keven Ellis,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Tom, Charterapplication

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Board Member Tom Maynard,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Pat Hardy, Charterapplication

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Board Member Patricia Hardy,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Pam Little, Charterapplication

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Board Member Pam Little,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Aicha Davis, Charterapplication

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Board Member Aicha Davis,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Smelton, Charterapplication

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Board Member Sue Melton-Malone,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Marty, Charterapplication

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Board Member Marty Rowley,

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SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Rafael Anchia, Charterapplication

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Representative Rafael M. Anchia,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org>
to Brian Birdwell, Charterapplication

Mon, Dec 30, 2019, 2:31 PM

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Senator Brian Birdwell,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

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to Dewayne Burns, Charterapplication

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Representative DeWayne Burns,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Giovanni Capriglione, Charterapplication

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org>
to Nicole Collier, Charterapplication

Mon, Dec 30, 2019, 2:38 PM

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Yvonne Davis, Charterapplication

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Representative Yvonne Davis,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

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to Pat Fallon, Charterapplication

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Sincerely,

SaJade Miller
Regional Superintendent, Fort Worth
p: 817-937-1677 | sjmiller@rsed.org

Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Charlie Geren, Charterapplication

You are viewing an attached message. Rocketship Public Schools Mail can't verify the authenticity of attached messages.

Representative Charlie Geren,

Rocketship Public Schools will hold two public informational meetings on (1) Tuesday, January 14, 2020 at Mary Lou Reddick Public Library 7005 Charbonneau Rd Lake Worth, TX 76135 at 6 PM and (2) Wednesday, January 15, 2020 at Rising Star Baptist Church 4216 Avenue M Fort Worth, Texas 76105 at 6 PM.

Campuses:
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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org>
to Craig Goldman, Charterapplication

Mon, Dec 30, 2019, 2:38 PM

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Jessica Gonzalez, Charterapplication

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Representative Jessica González,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org>
to Kelly Hancock, Charterapplication

Mon, Dec 30, 2019, 2:31 PM

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Senator Kelly Hancock,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:31 PM
to Nathan Johnson, Charterapplication

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org>
to Julie Johnson, Charterapplication

Mon, Dec 30, 2019, 2:38 PM

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Phil King, Charterapplication

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org>
to Stephanie Klick, Charterapplication

Mon, Dec 30, 2019, 2:38 PM

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Matt Krause, Charterapplication

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Representative Matt Krause,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:31 PM
to Mike Lang, Charterapplication

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Representative Mike Lang,

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Regional Superintendent, Fort Worth
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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org>
to Thresa Meza, Charterapplication

Mon, Dec 30, 2019, 2:38 PM

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Representative Terry Meza,

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:31 PM
to Jane Nelson, Charterapplication

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Senator Jane Nelson,

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SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Tan Parker, Charterapplication

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org>
to Beverly Powell, Charterapplication

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SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Ramon Romero, Charterapplication

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Representative Ramon Romero Jr.,

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to Jonathan Stickland, Charterapplication

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

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to Tony Tinderholt, Charterapplication

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Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

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to Chris Turner, Charterapplication

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Sponsoring entity:
Rocketship Public Schools Texas

The meetings will provide information about Rocketship Public Schools, a proposed open-enrollment public charter school for grades PK-5th in Fort Worth. Attendees will be provided the opportunity to ask questions about the school. If approved, Rocketship Public Schools plans to begin serving students in Fall 2021. I will have the privilege to serve the respective communities as the Regional Superintendent of Rocketship Public Schools in Fort Worth. I previously worked as Chief of Schools for DeSoto Independent School District and Assistant Superintendent of Innovation for Fort Worth ISD. Members of the Rocketship Fort Worth board of directors include Peter Philpott, Rev. Ralph Emerson, Alex Jimenez, Loretta Burns, and Walter Dansby.

I will make myself available if you have any questions or would like to connect to hear more about Rocketship prior to the Public Meetings!

Sincerely,

SaJade Miller
Regional Superintendent, Fort Worth
p: 817-937-1677 | sjmiller@rsed.org

Subject: Rocketship Public Schools- Public Meeting on Proposed Public Charter School

SaJade Miller <sjmiller@rsed.org> Mon, Dec 30, 2019, 2:38 PM
to Bill Zedler, Charterapplication

You are viewing an attached message. Rocketship Public Schools Mail can't verify the authenticity of attached messages.

Representative Bill Zedler,

Rocketship Public Schools will hold two public informational meetings on (1) Tuesday, January 14, 2020 at Mary Lou Reddick Public Library 7005 Charbonneau Rd Lake Worth, TX 76135 at 6 PM and (2) Wednesday, January 15, 2020 at Rising Star Baptist Church 4216 Avenue M Fort Worth, Texas 76105 at 6 PM.

Campuses:
Rocketship - Northwest Tarrant County
Rocketship - Southeast Tarrant County

Sponsoring entity:
Rocketship Public Schools Texas

The meetings will provide information about Rocketship Public Schools, a proposed open-enrollment public charter school for grades PK-5th in Fort Worth. Attendees will be provided the opportunity to ask questions about the school. If approved, Rocketship Public Schools plans to begin serving students in Fall 2021. I will have the privilege to serve the respective communities as the Regional Superintendent of Rocketship Public Schools in Fort Worth. I previously worked as Chief of Schools for DeSoto Independent School District and Assistant Superintendent of Innovation for Fort Worth ISD. Members of the Rocketship Fort Worth board of directors include Peter Philpott, Rev. Ralph Emerson, Alex Jimenez, Loretta Burns, and Walter Dansby.

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Sincerely,

SaJade Miller
Regional Superintendent, Fort Worth
p: 817-937-1677 | sjmiller@rsed.org

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.

Reports included in this **Attachment 7** are all available online at the following websites:

- California Dashboard: https://www.caschooldashboard.org/
- D.C. School Quality Report: https://dcpcsb.org/families/school-quality-report
- D.C. School Report Card: https://dcschoolreportcard.org/
- Tennessee State Report Card: https://reportcard.tnk12.gov/
- Wisconsin School Report Card: https://apps2.dpi.wi.gov/reportcards/

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	Socioeconomically Disadvantaged	English Learners	Foster Youth
522	85.1%	39.8%	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

0 Red	0 Orange	0 Yellow
0 Green	3 Blue	

LEARN MORE

Mathematics



Blue

22.8 points above standard

Increased 33.6 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	3 Blue	

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



Orange

14.9% chronically absent

Maintained 0.1%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	3 Orange	2 Yellow
0 Green	0 Blue	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

ROCKETSHIP ALMA ACADEMY

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

0 Red	0 Orange	0 Yellow
0 Green	5 Blue	

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 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.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
586	76.8%	42%	0.5%

ROCKETSHIP ACADEMY BRILLIANT MINDS

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Orange

29.2 points below standard

Declined 4.4 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	3	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

Mathematics



Yellow

9.6 points below standard

Maintained 0.9 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	1	1
Red	Orange	Yellow
1	0	
Green	Blue	

LEARN MORE

English Learner Progress

36.4% making progress towards English language proficiency

Number of EL Students: 209

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 ACADEMY BRILLIANT MINDS

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Orange

12.1% chronically absent

Maintained -0.1%

EQUITY REPORT

Number of Student Groups in Each Color

0	3	1	1	0
Red	Orange	Yellow	Green	Blue

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

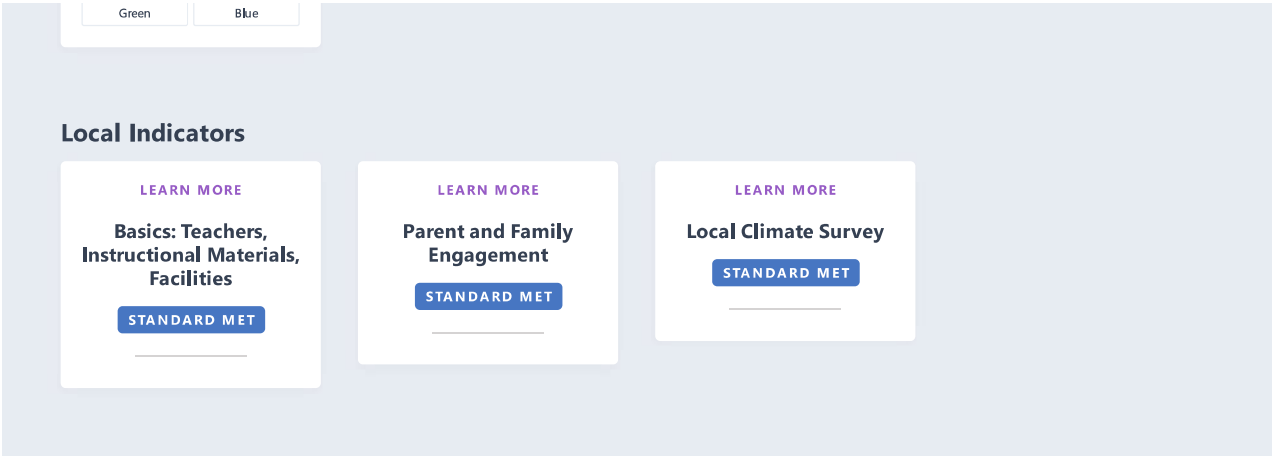
0.5% suspended at least once

Declined 3.5% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	1	4
Red	Orange	Yellow		


Green
Blue
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 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** 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	ADDRESS	WEBSITE	GRADES SERVED
Rocketship Delta Prep	1700 Cavallo Road Antioch, CA 94509-1930	http://www.rocketshipsc...	K-5

ROCKETSHIP DELTA PREP

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
422	76.8%	18.2%	0.5%

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

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics



No Performance Color

53.9 points below standard

No Data

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

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

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

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

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

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 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.

LEARN MORE

English Language Arts



Orange

24.2 points below standard

Maintained 2.9 Points

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	1 Orange	2 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics



Green

1.2 points above standard

Declined 8.5 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	2 Yellow
1 Green	0 Blue	

LEARN MORE

English Learner Progress

49.1% making progress towards English language proficiency

Number of EL Students: 230

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 DISCOVERY PREP

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Yellow

14.7% chronically absent

Declined 1% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	3 Orange	1 Yellow
0 Green	1 Blue	

Local Indicators

LEARN MORE

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.

LEARN MORE

Suspension Rate



Yellow

2% suspended at least once

Maintained -0.1%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	2 Orange	1 Yellow
1 Green	1 Blue	

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 Fuerza Community Prep

Explore the performance of Rocketship Fuerza Community Prep under California's Accountability System.

Chronic Absenteeism



Orange

Suspension Rate



Blue

English Learner Progress



No Performance Color

English Language Arts



Green

Mathematics



Green

School Details

NAME
Rocketship Fuerza Community Prep

ADDRESS
70 South Jackson Avenue
San Jose, CA 95116-2506

WEBSITE
http://08/18/2014

GRADES SERVED
K-5

ROCKETSHIP FUERZA COMMUNITY PREP

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
628	80.1%	47.8%	0.3%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Green

8.6 points above standard

Increased 4.3 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
2 Green	0 Blue	

LEARN MORE

Mathematics



Green

23.2 points above standard

Increased 9.4 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
3 Green	0 Blue	

LEARN MORE

English Learner Progress

43.8% making progress towards English language proficiency

Number of EL Students: 256

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%

ROCKETSHIP FUERZA COMMUNITY PREP

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Orange

8.8% chronically absent

Increased 1.3% ▲

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	3 Orange	0 Yellow
0 Green	1 Blue	

ROCKETSHIP FUERZA COMMUNITY PREP

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 -0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow
0	5	
Green	Blue	

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	Socioeconomically Disadvantaged	English Learners	Foster Youth
424	77.6%	54.7%	0.2%

ROCKETSHIP FUTURO ACADEMY (SBE)

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



No Performance Color

7.7 points below standard

Increased 34.8 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics



No Performance Color

24.2 points above standard

Increased 35.7 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

33.3% making progress towards English language proficiency

Number of EL Students: 159

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 FUTURO ACADEMY (SBE)

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Yellow

13% chronically absent

Declined 4.7% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	0	3
Red	Orange	Yellow
0	0	
Green	Blue	

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

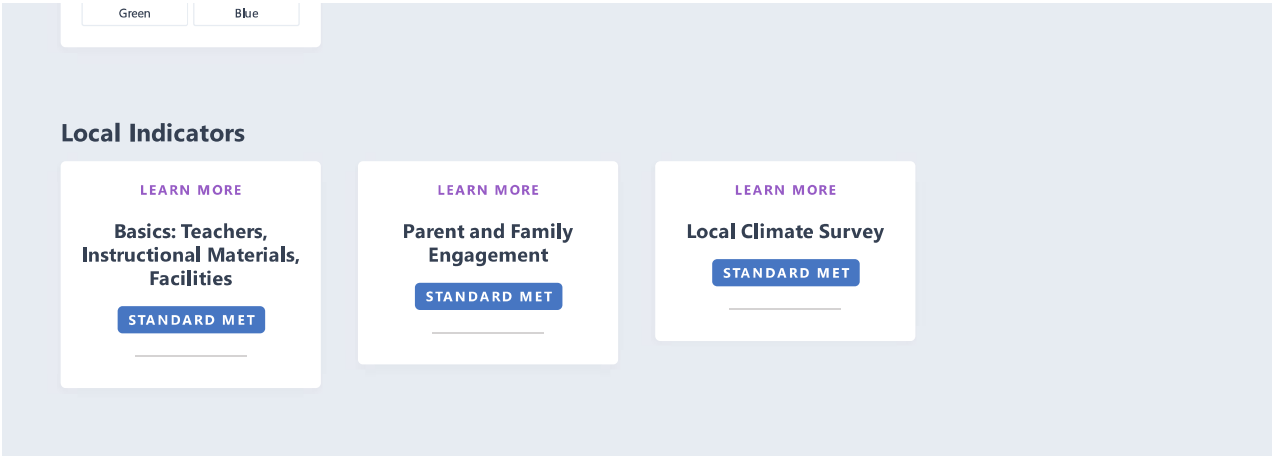
0.5% suspended at least once

Declined 1.3% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow
0	3	


Green
Blue
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 ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics



Green

13 points above standard

Increased 13.7 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	1 Blue	

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.

LEARN MORE

Chronic Absenteeism



Yellow

10.3% chronically absent

Declined 4.8% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	0	3
Red	Orange	Yellow

1	1
Green	Blue

Local Indicators

LEARN MORE

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

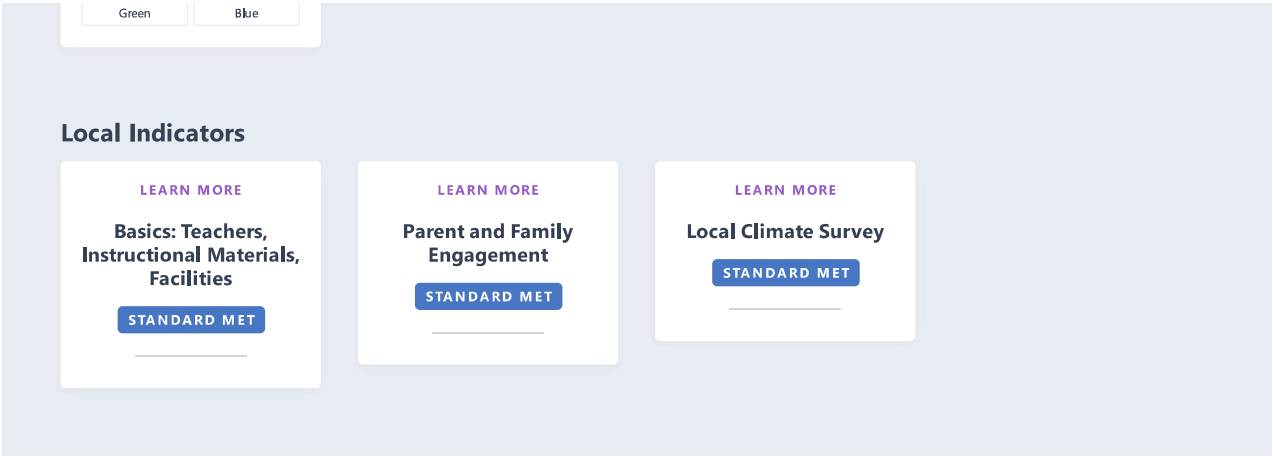
Declined 5.9% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	0	1
Red	Orange	Yellow

0	4


Green
Blue
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 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.

LEARN MORE

English Language Arts



Blue

18.3 points above standard

Increased 24.3 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	1	2
Red	Orange	Yellow	Green	Blue

LEARN MORE

Mathematics



Green

22.1 points above standard

Maintained 1.4 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	3	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

English Learner Progress

39.4% making progress towards English language proficiency

Number of EL Students: 218

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 MATEO SHEEDY ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Orange

8.7% chronically absent

Increased 1.4% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	3	0
Red	Orange	Yellow

2	0
Green	Blue

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

ROCKETSHIP MATEO SHEEDY ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



Green

1% suspended at least once

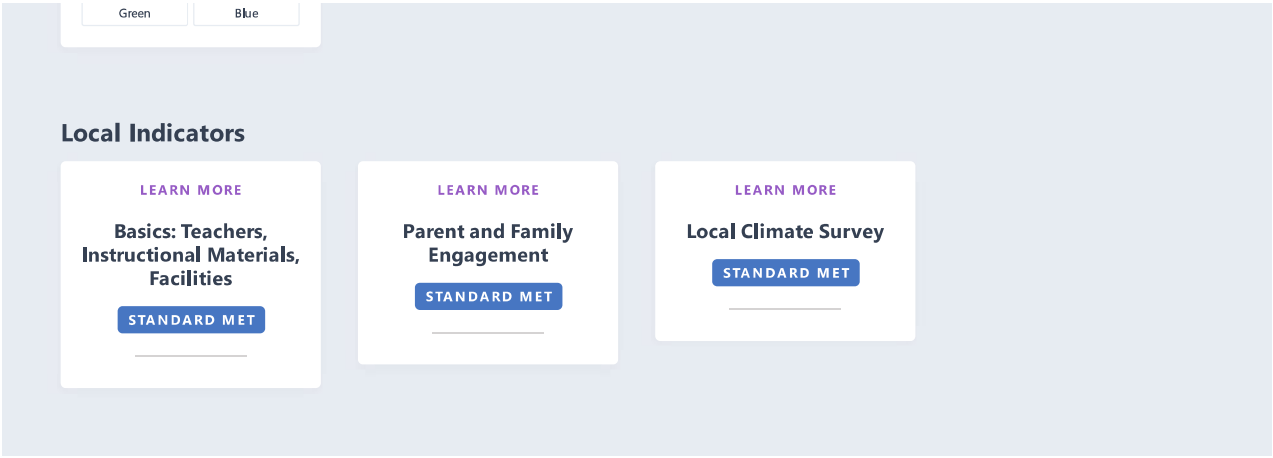
Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	3
Red	Orange	Yellow

1	1


Green
Blue
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 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

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
3 Green	0 Blue	

LEARN MORE

Mathematics



Blue

53.3 points above standard

Increased 11.9 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	3 Blue	

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 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 MOSAIC ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Green

3.9% chronically absent

Declined 1% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	1	1
Red	Orange	Yellow
2		1
Green		Blue

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

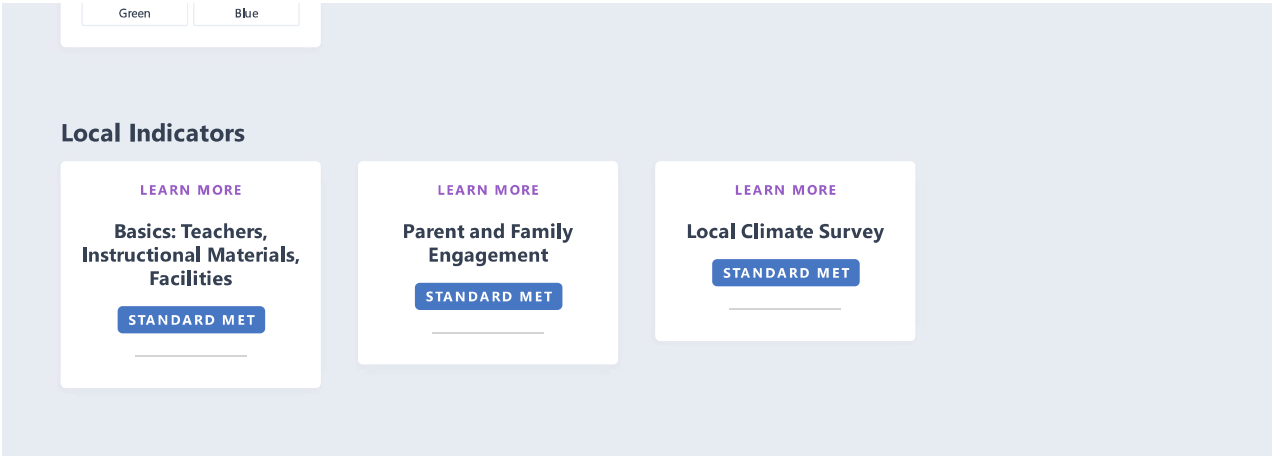
0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow
0		5


Green
Blue
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 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	Socioeconomically Disadvantaged	English Learners	Foster Youth
278	80.9%	45%	0%

ROCKETSHIP REDWOOD CITY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Orange

29.9 points below standard

Declined 15.5 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	3	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

Mathematics



Yellow

11.3 points below standard

Maintained 1 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	0	2
Red	Orange	Yellow
1	0	
Green	Blue	

LEARN MORE

English Learner Progress

39.2% making progress towards English language proficiency

Number of EL Students: 97

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 REDWOOD CITY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Orange

17.5% chronically absent

Increased 2% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
0 Green	0 Blue	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

ROCKETSHIP REDWOOD CITY

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

Declined 2.2% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	3 Blue	

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 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...

GRADES SERVED
K-5

ROCKETSHIP RISING STARS

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
631	74.3%	42%	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

0	0	0	2	1
Red	Orange	Yellow	Green	Blue

LEARN MORE

Mathematics



Blue

53.8 points above standard

Increased 24.6 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	3
Red	Orange	Yellow	Green	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% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	1 Orange	3 Yellow
0 Green	1 Blue	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

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

0 Red	0 Orange	1 Yellow
0 Green	4 Blue	

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 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

0 Red	0 Orange	3 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics



Green

15.1 points above standard

Increased 12.2 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	1 Blue	

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

0	3	1	1	0
Red	Orange	Yellow	Green	Blue

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

ROCKETSHIP SI SE PUEDE ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



Orange

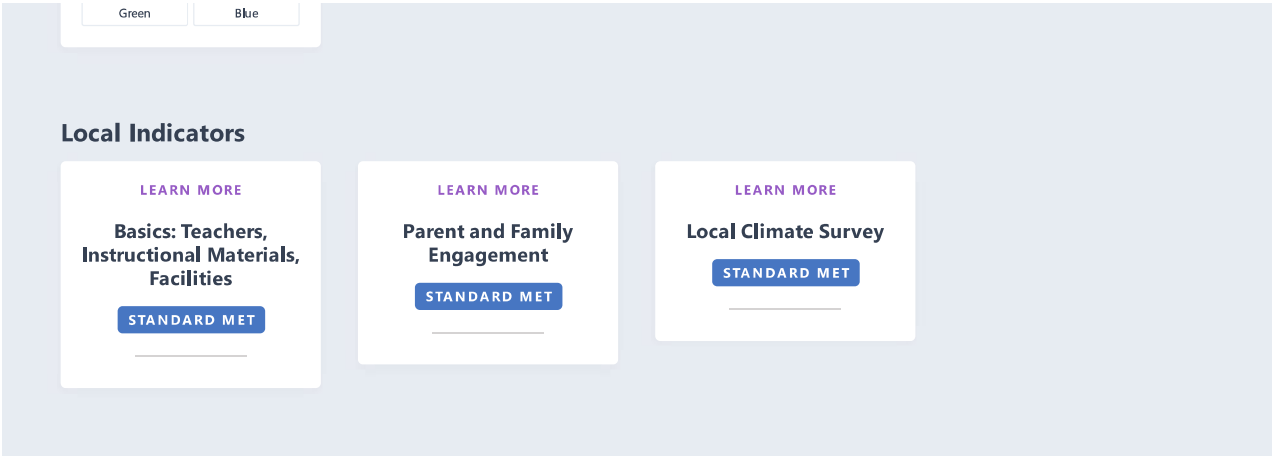
2.2% suspended at least once

Increased 1.6% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	4	0	0	1
Red	Orange	Yellow		


Green
Blue
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 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

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 Spark Academy

ADDRESS
683 Sylvandale Avenue
San Jose, CA 95111-1414

WEBSITE
https://www.rocketships...

GRADES SERVED
K-5

ROCKETSHIP SPARK ACADEMY

Student Population

Explore information about this school's student population.

Enrollment

608

Socioeconomically Disadvantaged

68.9%

English Learners

34.5%

Foster Youth

0%

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

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 SPARK ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Yellow

8% chronically absent

Maintained 0.3%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	2 Orange	2 Yellow
1 Green	0 Blue	

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

0 Red	0 Orange	0 Yellow
1 Green	4 Blue	

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

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Rocketship DC PCS - Legacy Prep

2019 Report Card | Star Rating ★★★☆☆ | 480.00 Students Enrolled | PK3 - Grade 4

Location
4250 Massachusetts Ave SE
Washington, DC 20020
Rocketship DC PCS
http://www.rocketshipschools.org/schools/legacy-prep

Principal
Michael Rabin

Parent Organization Representative
Not Provided

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.

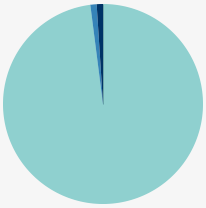
Message from the School

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



American Indian/Alaskan	0.00%
Asian	0.00%
Black/African-American	97.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	1.00%
Two or more races	1.00%
White	0.00%

At Risk	70.00%
Children in Foster Care	1.00%
English Learners	3.00%
Homeless Children and Youth	22.00%
Migrant students	0.00%
Military Connected	0.00%
Students with Disabilities	11.00%

Before/After School Care

Before School care	None
After School care	Sliding Scale/Voucher

Teacher Experience

	School	DC
2+ Years	60.00%	88.00%

Rocketship DC PCS - Legacy Prep

STAR Rating

Overall STAR Rating

Score

58.30%

Student Group Scores

All Students	56.54%
At Risk	77.68%
Black/African-American	65.35%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	37.77%	37.15%
Mathematics	36.36%	30.67%

Attendance

90% Attendance	70.64%	70.57%

Student Enrollment Changes

Re-enrollment	77.88%	82.33%

Early Childhood

Classroom Organization (out of 7.00)	6.11	5.78
Emotional Support (out of 7.00)	6.25	6.02
Instructional Support (out of 7.00)	4.11	3.18

Discipline

Out of school suspensions per 100 students	0.83	6.00

Rocketship DC PCS - Rise Academy

2019 Report Card | Star Rating ★★★☆☆ | 654.00 Students Enrolled | PK3 - Grade 5

Location
2335 Raynolds Pl SE
Washington, DC 20020
Rocketship DC PCS
http://www.rocketshipschools.org/schools/legacy-prep

Principal
Corey Lewis

Parent Organization Representative
Not Provided

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.

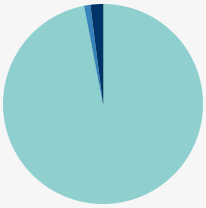
Message from the School

On August 22, 2016, Rocketship opened its first school on the East Coast in Southeast DC's Ward 8. Rocketship Rise Academy at the Ruth Rales Campus launched with 448 Rocketeers making it the single largest opening in DC's twenty year history of charter schools.

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
2+ Years	72.00%	88.00%

Rocketship DC PCS - Rise Academy

STAR Rating

Overall STAR Rating

Score

51.26%

Student Group Scores

All Students	51.93%
Students with Disabilities	39.21%
At Risk	59.92%
Black/African-American	56.57%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	31.75%	37.15%
Mathematics	20.94%	30.67%

Student Growth

Median growth percentile (1 to 99)		
English Language Arts	58.00	55.00
Mathematics	47.50	48.00
Growth to proficiency		
English Language Arts	69.88%	54.95%
Mathematics	41.07%	41.41%

Attendance

90% Attendance	81.97%	70.57%

Student Enrollment Changes

Re-enrollment	72.42%	82.33%

Early Childhood

Classroom Organization (out of 7.00)	5.43	5.78
Emotional Support (out of 7.00)	5.68	6.02
Instructional Support (out of 7.00)	3.16	3.18

Discipline

Out of school suspensions per 100 students	1.52	6.00

ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY

SCHOOL OVERALL

HOW IS ROCKETSHIP NASHVILLE NORTHEAST 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?

ACADEMIC ACHIEVEMENT

4

out of 4

STUDENT GROWTH

4

out of 4

CHRONICALLY OUT OF SCHOOL

1.5

out of 4

PROGRESS ON ENGLISH LANGUAGE PROFICIENCY

2.7

out of 4

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

ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY

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?

SUCCESS RATE

30.2%

↑ 13.5% increase from 2018

WHAT PERCENTAGE OF STUDENTS ARE AT OR ABOVE GRADE LEVEL IN SPECIFIC SUBJECTS?

MATHEMATICS

34.1%

↑ 22.2% increase from 2018

ENGLISH LANGUAGE ARTS

25.6%

↑ 8.3% increase from 2018

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

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

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ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY

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 5

HOW MUCH ARE STUDENTS IMPROVING IN SPECIFIC SUBJECTS?

ENGLISH LANGUAGE ARTS

Level 3

MATHEMATICS

Level 5

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

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

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

18.6%

↑ 6.5% 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

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

PROGRESS ON ENGLISH LANGUAGE PROFICIENCY

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.

HOW WELL ARE ENGLISH LEARNERS PROGRESSING OVERALL?

PROGRESS ON ENGLISH LANGUAGE PROFICIENCY

51.9%

HOW WELL ARE ENGLISH LEARNERS FROM SPECIFIC STUDENT GROUPS PROGRESSING OR IMPROVING AS A GROUP FROM YEAR TO YEAR?

Progress on English Language Proficiency 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

3.0

out of 4



RESULTS FOR SPECIFIC STUDENT GROUPS

2.3

out of 4



WHAT IS ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY'S OVERALL SCORE FOR PROGRESS ON ENGLISH LANGUAGE PROFICIENCY?

Scores range from 0-4, with 4 being the highest.

OVERALL PROGRESS ON ENGLISH LANGUAGE PROFICENCY SCORE

2.7

out of 4



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

ROCKETSHIP UNITED

SCHOOL OVERALL

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?

ACADEMIC ACHIEVEMENT

2.7

out of 4



STUDENT GROWTH

2.1

out of 4



CHRONICALLY OUT OF SCHOOL

1.3

out of 4



PROGRESS ON ENGLISH LANGUAGE PROFICIENCY

2.8

out of 4



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?

SUCCESS RATE

38.6%

↑ 1.7% increase from 2018

WHAT PERCENTAGE OF STUDENTS ARE AT OR ABOVE GRADE LEVEL IN SPECIFIC SUBJECTS?

MATHEMATICS

48%

↑ 8.2% increase from 2018

ENGLISH LANGUAGE ARTS

28.4%

↓ 3.8% decrease from 2018

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

3.0

out of 4



RESULTS FOR SPECIFIC STUDENT GROUPS

2.3

out of 4



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

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

PROGRESS ON ENGLISH LANGUAGE PROFICIENCY

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.

HOW WELL ARE ENGLISH LEARNERS PROGRESSING OVERALL?

PROGRESS ON ENGLISH LANGUAGE PROFICIENCY

50.0%

HOW WELL ARE ENGLISH LEARNERS FROM SPECIFIC STUDENT GROUPS PROGRESSING OR IMPROVING AS A GROUP FROM YEAR TO YEAR?

Progress on English Language Proficiency 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

3.0

out of 4



RESULTS FOR SPECIFIC STUDENT GROUPS

2.5

out of 4



WHAT IS ROCKETSHIP UNITED'S OVERALL SCORE FOR PROGRESS ON ENGLISH LANGUAGE PROFICIENCY?

Scores range from 0-4, with 4 being the highest.

OVERALL PROGRESS ON ENGLISH LANGUAGE PROFICENCY SCORE

2.8

out of 4



ADDITIONAL INDICATORS FOR ENGLISH LANGUAGE LEARNER SERVICES

LONG-TERM ENGLISH LEARNERS

Results unavailable due to rate < 5%

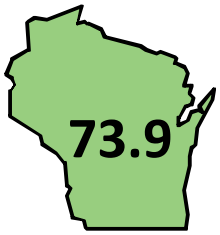
View the District Report for this school or the State Report

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Rocketship Southside Community Prep
Rocketship Education Wisconsin Inc | Public - All Students
School Report Card | 2018-19 | Summary

Overall Score



★★★★☆

Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

School Information

Grades	K4-5
School Type	Elementary School
Enrollment	493
Percent Open Enrollment	0.0%
Race/Ethnicity	
American Indian or Alaskan Native	0.2%
Asian	0.2%
Black or African American	1.8%
Hispanic/Latino	95.7%
Native Hawaiian or Other Pacific Islander	0.0%
White	1.8%
Two or More Races	0.2%
Student Groups	
Students with Disabilities	14.4%
Economically Disadvantaged	77.3%
English Learners	45.6%

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	**49.9/100**		**65.7/100**	
English Language Arts (ELA) Achievement	22.0/50		31.6/50	
Mathematics Achievement	27.9/50		34.1/50	
School Growth	**79.4/100**		**66.0/100**	
English Language Arts (ELA) Growth	43.5/50		33.0/50	
Mathematics Growth	35.9/50		33.0/50	
Closing Gaps	**60/100**		**73.9/100**	
English Language Arts (ELA) Achievement Gaps	28.8/50		37.9/50	
Mathematics Achievement Gaps	31.2/50		36.0/50	
Graduation Rate Gaps	NA/NA		NA/NA	
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 Mathematics Achievement	NA/NA		NA/NA	

Priority Area Weights	Percentage Weight
Student Achievement	5.0%
School Growth	45.0%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator: https://oea-dpi.shinyapps.io/overall_weighting_calculator/

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	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)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	96.6%	97.5%	96.6%	98.2%
Lowest Subgroup Rate: SwD	80.6%	92.5%	80.6%	92.5%

^ 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.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Rocketship Transformation Prep
Rocketship Education Wisconsin Inc | Public - All Students
School Report Card | 2018-19 | Summary

Overall Score



☆☆☆☆☆

Alternate Rating - Needs Improvement

This school participates in the Alternate Accountability Process:
http://dpi.wi.gov/accountability/alternate-accountability

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

School Information

Grades	K4-5
School Type	Elementary School
Enrollment	79
Percent Open Enrollment	0.0%
Race/Ethnicity	
American Indian or Alaskan Native	0.0%
Asian	2.5%
Black or African American	81.0%
Hispanic/Latino	11.4%
Native Hawaiian or Other Pacific Islander	0.0%
White	2.5%
Two or More Races	2.5%
Student Groups	
Students with Disabilities	13.9%
Economically Disadvantaged	72.2%
English Learners	1.3%

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	**NA/NA**		**65.7/100**	
English Language Arts (ELA) Achievement	NA/NA		31.6/50	
Mathematics Achievement	NA/NA		34.1/50	
School Growth	**NA/NA**		**66.0/100**	
English Language Arts (ELA) Growth	NA/NA		33.0/50	
Mathematics Growth	NA/NA		33.0/50	
Closing Gaps	**NA/NA**		**73.9/100**	
English Language Arts (ELA) Achievement Gaps	NA/NA		37.9/50	
Mathematics Achievement Gaps	NA/NA		36.0/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	**NA/NA**		**86.8/100**	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	NA/NA		74.5/80	
3rd Grade English Language Arts (ELA) Achievement	NA/NA		12.3/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Priority Area Weights	Percentage Weight
Student Achievement	NA
School Growth	NA
Closing Gaps	NA
On-Track and Postsecondary Readiness	NA

Note: For details about how weights are determined, see weighting calculator:
https://oea-dpi.shinyapps.io/overall_weighting_calculator/

Student Engagement Indicators	Total Deductions: NA
Absenteeism Rate (goal <13%)	NA
Dropout Rate (goal <6%)	NA

Test Participation Information

Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	<20	<20	<20	<20
NA	NA%	NA%	NA%	NA%

^ 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: Current or Past Litigation

Identify—by school—current or past litigation, including arbitration proceedings, from the last three years that have involved the operator or any charter schools it operates. If applicable, provide: 1) the complaint; 2) any response to the complaint; and 3) the results of the arbitration or litigation.

Attachment 8 is not applicable. As may be observed on Attachment 1, specifically, the Certificate of Filing of Rocketship Public Schools Texas (Rocketship Texas) issued by the Texas Secretary of State, Rocketship Texas was formed effective September 30, 2019, and has not operated any schools or otherwise conducted business.

Attachment 9: Proposed Discipline Policy

Provide the school's proposed discipline policy.

Student Discipline Policy[1]
Region(s): TX

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 my myself, others, and the environment
  I am responsible for my learning, actions, and achievements
  I have empathy of my world.
  And I am 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

[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:

a. the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and
b. the student knowingly: alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

16. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
17. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
18. Committed an obscene act or engaged in habitual profanity or vulgarity.
19. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
20. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
21. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
22. Committed sexual harassment. For the purposes of this section, the conduct described as sexual harassment must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
23. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This does not apply to students in grades K-3.
24. Engaged in an act of bullying, as described in T.E.C. 37.0832.

A student who is enrolled in a **grade level under grade 3** may only be suspended if it is determined that the student engages in:

1. conduct that contains the elements of an offense related to weapons under Section 46.02 or 46.05, Penal Code;
2. conduct that contains the elements of a violent offense under Section 22.01, 22.011, 22.02, or 22.021, Penal Code; or
3. selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount 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.;
    b. a dangerous drug, as defined by Chapter 483, Health and Safety Code; or
    c. an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code.

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 students'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 10: Evidence of Community Support

Provide evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Please see **Attachment 4** for letters of support from community members and organizations.

Please see **Attachment 34** for letters of philanthropic support.

Attachment 11: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

Pursuant to the instruction for Attachment 11, the amended and restated bylaws are provided herein. The original bylaws and subsequent amendments may be provided if so requested.

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 of 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 (10^{th}) 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.

2.16 Parliamentary Procedure. For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE THREE
MEMBERS

3.01 Membership. The sole member of the Corporation shall be Rocketship Education, Inc., the address of which is 350 Twin Dolphin Drive, Redwood City, California 94065.

3.02 Transfer. Membership in the Corporation shall not be transferable, but any successor to Rocketship Education, Inc., by merger or otherwise, shall automatically be substituted for Rocketship Education, Inc. as the member of the Corporation.

3.03 Rights of Member. The member of the Corporation named in the Certificate of Formation shall have the following rights:

(a) to elect the members of the Board of Directors in accordance with the relevant provisions of Article Four of these Bylaws, except that the corporate member may not change or remove a member of the Board of Directors without the express written approval of the Texas Commissioner of Education;

(b) to approve or disapprove amendments to the Certificate of Formation of the Corporation and these Bylaws, in accordance with the relevant provisions of Article Ten of the Bylaws;

(c) to inspect the financial records of the Corporation, upon written request, at the office of the Corporation during regular business hours;

(d) to approve, or to disapprove, with or without cause, the use by the Corporation of the name, symbol, emblem, insignia or other identifying feature of the member, or of any institution affiliated with the member, prior to the use thereof for any purpose; and

(g) to cause the dissolution of the Corporation and to receive upon such dissolution all of the assets of the Corporation which remain after payment of all debts and liabilities of the Corporation.

3.04 Voting. The member may, in lieu of its board directly voting and taking action under 3.03, by certified copy of a resolution of its Board of Directors, designate an officer, director or other person connected with the member, who shall have authority to act under 3.03 on behalf of

the member of the Corporation. The Corporation shall be entitled to treat any person so designated as the person entitled to take action under 3.03 on behalf of the member, and for all other purposes, and accordingly shall not be bound to recognize any equitable or other claim to or interest in such membership interest on the part of any other person, whether or not it shall have express or other notice thereof, except as otherwise provided by law.

ARTICLE FOUR
DIRECTORS

4.01 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.

4.02 Number and Qualifications. The Board of Directors will consist of no fewer than three (3) persons.

4.03 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.

4.04 Term. The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 4.03 and 4.06 herein.

4.05 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.

4.06 Resignation. Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

4.07 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.

4.08 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.

4.09 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 FIVE
OFFICERS

5.01 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.

5.02 Appointment. The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

5.03 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.

5.04 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.

5.05 Secretary/Treasurer. The Secretary/Treasurer 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/Treasurer will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman. The Secretary/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 Secretary/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 Secretary/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.

5.06 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 SIX
COMMITTEES

6.01 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.

6.02 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 SEVEN
DEPOSITS, CHECKS, LOANS AND CONTRACTS

7.01 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.

7.02 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.

7.03 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 EIGHT
CONTRACTS WITH DIRECTORS AND OFFICERS

8.01 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.

8.02 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 NINE
INDEMNIFICATION OF DIRECTORS AND OFFICERS

9.01 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.

9.02 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.

9.03 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 TEN
AMENDMENT OF BYLAWS

10.01 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 ELEVEN
MISCELLANOUS

11.01 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.

11.02 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.

11.03 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.

11.04 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.

11.05 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: 1·16·20

Rocketship Public Schools Texas

By: */s/ Peter Philpott*
Peter Philpott, Director

Attachment 12: Code of Ethics and Conflict of Interest Policy

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.

Proposed Rocketship Ethics and Conflicts of Interest Policy[1]

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 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.

[1] The proposed Ethics, Conflicts of Interest and Nepotism Policy provided as **Attachment 12** is copyrighted material made available for use as part of this application by Schulman, Lopez, Hoffer & Adelstein, LLP, which has authorized the use of said policy as part of this application.

COPYRIGHT MATERIAL

21 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

Attachment 13: 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, a template for which is available on the Subchapter D 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.**

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

BACKGROUND

Full Legal Name: Loretta Burns

Home Mailing Address: 663 Springhill Drive, Hurst, TX 76054

Phone Number: 817-614-6210

E-mail Address: lburns@abchrist.org

Business Name: lburns@abchrist.org

Business Mailing Address: P.O. Box 51078, Fort Worth, TX 76105

Business Phone Number: 817-457-3911

E-Mail Address: adb@abchrist.org

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?

At AB Christian Learning Center (ABCLC), one of our primary goals is to support parents and families, and assist them in creating an environment conducive to academic success for all 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 a 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 for engagement in their community. After attending 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. 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. I feel that as a member of Rocketship's Board of Directors, I can help bring equity in education to all children, and contribute to their academic success.

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, a Texas Public Charter School for three years.

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 tenue with ABCLC, I have developed an extensive grass roots 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 and North Fort Worth Texas.

3. What do you believe to be the characteristics of a successful school?

I believe the success of a school lies in the successful partnership of school, community, and families. I believe that lack of active engagement of anyone of the three component negatively impact academic success.

4. How will you know that the school is succeeding (or not) in its mission?

I feel that 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

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 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 the community, and that decisions made are culturally sensitive to the 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 unethical 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 thru 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.

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, owner, directors, or agents of that provider.

○ Yes

◉ No, I/we do not know any such persons

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.

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.

Board of Director East Fort Worth Montessori Charter School, President (February 2017 – Present)

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements 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 he 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?

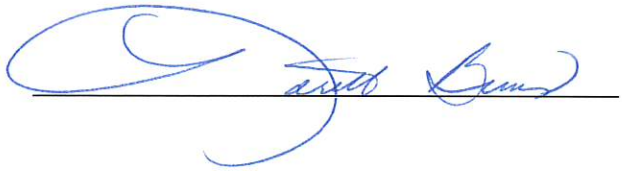
○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, LORETTA BURNS, 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 1-16-2020

State of TEXAS

County of TARRANT

On this day, LORETTA BURNS (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 16th day of January, 2020.

(Notary Public) Raymond Matteson (Seal)

My commission expires 9/21/2022

RAYMOND MATTESON
Notary Public, State of Texas
Comm. Expires 09-21-2022
Notary ID 131732623

5005 BRENTWOOD STAIR RD. SUITE 200 – FORT WORTH, TX 76112
CELL (817) 614-6210 • OFFICE (817) 457-3911 • E-MAIL: lburns@abchrist.org

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 2008 – Present **AB Christian Learning Center** Fort Worth, TX

Executive Director

- Founder and Executive Director of AB Christian Learning Center
- Responsible for development of academic enrichment after school programs for at-risk youth
- Responsible for development of parental involvement program for parents and at-risk youth
- Responsible for day-to-day operation of organization, Programs, Budget 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
- Member Early Learning Alliance Collaboration Parent Engagement Team
- President Board of Directors East Fort Worth Montessori 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
- Organization sponsors five Children's Defense Fund Freedom School® summer reading program sites
- Organization operates after school program for vulnerable youths in southeast Fort Worth

June 1999 – Jan 2008 U.S. Department of Housing Urban Development - Ft. Worth, TX
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 - Ft. Worth, TX

Senior Auditor – *Audit Major Defense Contractors and Investigate Contract Fraud*

May 1988 – June 2001 Tarrant County College - Hurst, TX

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 – Associate Degree Computer Science

MILITARY – U.S. AIR FORCE – HONORABLE DISCHARGE

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

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: WDANSBY@DIKITA.COM / WDANSBY@SBCGLOBAL.NET

Business Name: Dikita Enterprises

Business Mailing Address: 201 Main Street, Suite 600, Fort Worth, TX 76102

Business Phone Number: (817) 886 - 4429

E-Mail Address: WDANSBY@DIKITA.COM

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 underserved 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 it's 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, owner, directors, or agents of that provider.

- ( ) Yes
- (•) No, I/we do not know any such persons

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.

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 managements 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 he 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, Walter D. Dansby, 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 Walter D Dansby Date 1/13/20

State of Texas

County of Dallas

On this day, Walter D. Dansby (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 13th day of January, 2020.

(Notary Public) Sherri Leann Gerald (Seal)

My commission expires 05/21/2022

SHERRI LEANN GERALD
Notary Public, State of Texas
Comm. Expires 05-21-2022
Notary ID 12036851

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:
Directed the operation, planning, and development of non-instructional services including: Transportation, Child Nutrition Services, Maintenance, Energy Management, Capital Improvement Planning, Bond Project Management, Facilities Planning, Athletics, Equity and Advocacy, Custodial Services, Central Services/Warehouse, Environmental Management, Campus and District Safety, Emergency Preparedness, the Dunbar Area Community School, and established an Operations and Procedures Manual.

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

for all facilities.

- 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:
    - Evaluating facilities' conditions analysis;
    - Analyzing current maintenance practices, conducting demographic enrollment studies and identifying growth and development with District boundaries; and
    - 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:
    - Acted as the PCSS manager to develop the Scope of Services including:
        - Organizational Structure – Management & Reporting;
        - Architectural and Engineering Services Coordination/Management;
        - 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-wining 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:
    - Pre-consults with building-level administrators on their past results, goals, and perceived obstacles to reaching stated goals;
    - Extensive test results analysis, by test and by grade level;
    - Detailed question-by-question analysis of building-level student responses to specific questions in order to assist teachers in any needed instructional delivery adjustments;
    - 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

1994- 1995.

- 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
  Excellence Award – O.D. Wyatt High School
- 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

2014	**Honorary Degree of Doctor of Humane Letters**
	Southwestern Christian College
1978	**Master of Education**
	Tarleton State University, Stephenville, Texas
1974	**Bachelor of Arts**
	University of Texas at Arlington, Arlington, Texas
1969	**High School Diploma**
	Paul Laurence Dunbar High School, Fort Worth, Texas

CERTIFICATIONS

2011	**Superintendent**
1994	**Mid-Management Administrator**

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter	Rocketship Public Schools
School: Name of Sponsoring Entity:	Rocketship Public Schools Texas

BACKGROUND

Full Legal Name:	Ralph W. Emerson Jr.
Home Mailing Address:	5001 ConeFlower Rd
Phone Number:	817-980-5247
E-mail Address:	rev.ralph.emerson@risingstarbc.org
Business Name:	Rising Star B.C.
Business Mailing Address:	4216 Ave M Fort Worth TX 76105
Business Phone Number:	817-536-5461x17
E-Mail Address:	

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 underperforming 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?

1. I would address - one on one privately
2. Bring to chair
3. 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, owner, directors, or agents of that provider.

○ Yes

◉ No, I/we do not know any such persons

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.

N/A

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 managements 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 he 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.

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.

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 managements 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 he 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 Emerson, 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 Ralph Emerson Date 1-16-2020

State of TEXAS

County of TARRANT

On this day, RALPH EMERSON (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 16th day of January, 2020.

(Notary Public) Raymond Matteson (Seal)

My commission expires 9/21/2022

RAYMOND MATTESON
Notary Public, State of Texas
Comm. Expires 09-21-2022
Notary ID 131732623

Bio for
Reverend Ralph W. Emerson, Jr.

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.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

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:	aj52aj@gmail.com
Business Name:	Retired TXU Corp - Vice President
Business Mailing Address:	Retired
Business Phone Number:	NA
E-Mail Address:	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: Over last 15 years have served on boards for East Fort Worth Inc., Texas Ranger Hall of Fame Museum, Southeast Fort Worth Inc., Fort Worth Housing Authority

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 60year 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 "its 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. I know all of the fellow board member thru 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 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, owner, directors, or agents of that provider.

○ Yes

◉ No, I/we do not know any such persons

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 managements 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 he 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, 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 1-16-2020

State of TEXAS

County of TARRANT

On this day, ALEX JIMENEZ (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 16th day of January, 2020.

(Notary Public) _____ (Seal)

My commission expires 9/21/2022

RAYMOND MATTESON
Notary Public, State of Texas
Comm. Expires 09-21-2022
Notary ID 131732623

Alex Jimenez

245 Willow Ridge Rd., Fort Worth, Texas 76103 · 214-535-3535 · aj52aj@gmail.com

PRIOR WORK EXPERIENCE

TXU Corporation Texas (various offices)
Vice President of Administrative Services (Retired) *1970 - 2005*

- Responsible for TXU's Corporate Real Estate, Aviation, Right of Way, Land and Minerals, Corporate Facilities, and Transportation Operations divisions
- Accountable for a $50,000,000 annual operating budget and oversaw $300,000,000 in commercial real estate developments and transactions
- 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
- 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

CURRENT COMMUNITY LEADERSHIP

Tarrant County Civil Service Commission Tarrant County, TX
Commissioner *2010 - present*

- Appointed as one of three civil service Commissioners to hear cases of Tarrant County employees appealing discipline decisions by Tarrant County Judge
- Meet monthly to review appeals for employee disciplinary decision, as well as to review and approve certain administrative matters

East Fort Worth Inc. Fort Worth, TX
Chairman *2014 - present*

- Lead non-profit organization to support economic development and create jobs within low-income areas in East Fort Worth
- 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

Southeast Fort Worth Inc. Fort Worth, TX
Member of Board of Directors *2015 - present*

- Oversee promotion of economic development and job creation in Southeast Fort Worth and coordinate with East Fort Worth Inc. on shared opportunities

Leadership ISD Tarrant County, TX
Alumnus (Past Inaugural Fellow) *2015 - present*

- 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
- Currently serves as a member of Leadership ISD Alumni Association

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)
- Fort Worth Crime Commission (*Commission Member*, 1986-1989)
- Tarrant County Martin Luther King Holiday Committee (*Honorary Member*, 1987-1988)
- Greater Big Spring Rotary Club (*Member*, 1981-1983)

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

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: 817-705-5129

E-mail Address: pphilpott@charter.net

Business Name: Baird

Business Mailing Address: 550 Bailey Ave, ste 700, Fort Worth TX 76107

Business Phone Number: 817-339-3415

E-Mail Address: pphilpott@rwbaird.com

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.

(X) Yes

( ) No, does not apply to me

If Yes, state the name of the entity: i) Union Gospel Mission, ii) Cook Childrens Healthcare System, iii)ACH Child and Family Svc

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 K-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 should 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, childrens hospital and fostercare 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 each individual to keep developing.
This requires a highly skilled and committed educator who also maintains high expectations for thier 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 acoountability.

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.

(X) 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

(X) 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).

(X) 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 (REd.) will be the CMO for our entity. I met Preston Smith, CEO of REd. 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, owner, directors, or agents of that provider.

(X) Yes

( ) No, I/we do not know any such persons

If yes, describe the precise nature of your relationship. Professional, Preston Smith Rocketship CMO (above)

( ) 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

(X) 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 managements 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 he 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, PETER PHILPOTT, 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 Peter Philpott Date 1.16.20

State of TEXAS

County of TARRANT

On this day, PETER PHILPOTT (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 16th day of January, 2020.

(Notary Public) Raymond Matteson (Seal)

My commission expires 9/21/2022

RAYMOND MATTESON
Notary Public, State of Texas
Comm. Expires 09-21-2022
Notary ID 131732623

Peter Philpott Resume

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.
- Employed as a SVP/Financial Advisor at Robert W. Baird and Co. 2010-present, formerly with Morgan Stanley Smith Barney 2002-2010.
- 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)

Attachment 14: Organizational Charts for Year 1, Year 3, and Year 5

Submit three organizational charts that show the school's governance, management, and staffing structures in:

- Year 1 for the network as a whole (including both network management and schools within the network);
- Year 3 for the network as a whole; and
- Year 5 for the network as a whole.

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 23 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 24.

Rocketship Education National Org Chart (CMO)

Years 1, 3, and 5

Rocketship Education Board of Directors (*CMO Board*)

Chief Executive Officer
Preston Smith





Chief Financial Officer
Keysha Bailey

- Finance & Accounting
- Facilities & Capital Finance
- Legal



Chief Talent & Strategy Officer
Lynn Liao

- Talent Recruitment
- Talent Development
- Talent Operations
- HR/Culture
- **Strategy**
  - Strategy & Scalability
  - Analytics
  - Student Information Systems



Chief Growth & Community Engagement Officer
Cheye Calvo

- Regional Community Engagement
- Family Recruitment
- Parent Leadership



Chief Communications Officer
Chris Murphy

- Marketing & Communications
- Development



Chief Operating Officer
Carolyn Davies-Lynch

- National Operations
- IT Solutions
- Compliance

- **Achievement**
  - Humanities
  - STEM
  - Personalized Learning
  - Integrated Special Education
- School Leadership
- Regional Ops

Line of Reporting & Communication

Formal Line of Communication**

Rocketship Education (CMO)

Rocketship Public Schools Texas (Charter School)

Rocketship Public Schools Texas Regional Org Chart

Years 1, 3, and 5



Board of Rocketship Public Schools Texas (*Sponsoring Entity*)

Rocketship Education (*CMO*)

Superintendent
SaJade Miller

Director of Schools

Talent Recruiter

Family Recruitment Manager

PT Family Recruiters (2)

Regional Achievement Manager

Regional Director of Operations

Associate Director of ISE

Speech Therapist*

Psychologist*

Occupational Therapist

BCBA

Principals*

Education Organizers (2)

PEIMS Coordinator

Line of Reporting & Communication

Formal Line of Communication**

Rocketship Education (CMO)

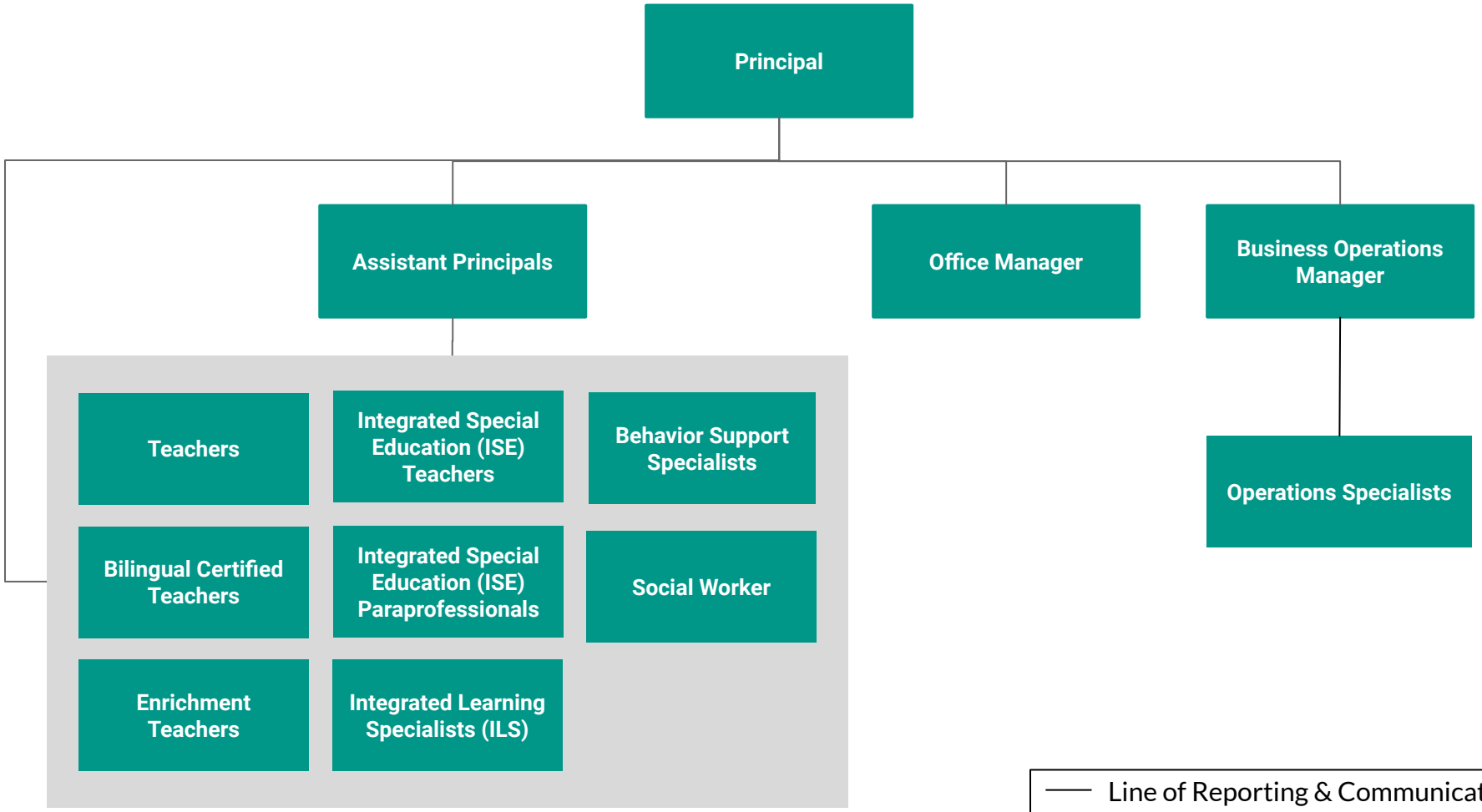
Rocketship Public Schools Texas (Charter School)

** While the positions remain constant from year 1-5, we add additional FTEs in these roles. Please see the **Attachment 23: Staffing Chart** for FTE counts by year.*

*** In addition to formal lines of communication, informal communications occur across the organization and CMO.*

Rocketship Public Schools Texas Campus Org Chart

Years 1, 3, and 5



** While the positions remain constant from year 1-5, we add additional FTEs in these roles. Please see the **Attachment 23: Staffing Chart** for FTE counts by year.*

*** In addition to formal lines of communication, informal communications occur across the organization and CMO.*

Attachment 15: Superintendent Evaluation Tool(s)

Provide any superintendent evaluation tool(s) that have been developed.

Performance area	Objective	Qualitative and quantitative measures
Governance and board relations	All board meetings are compliant with state law	100% of board meetings fully follow all applicable Texas open meeting laws
	Board meetings are efficient and effective	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"
Community relations	Rocketship Texas schools are fully enrolled	Student enrollment is no more than 5% below budgeted target at each school
	Families have a very positive experience with Rocketship	Annual family survey shows 75%+ of families are satisfied or very satisfied with their experience with their Rocketship school
	Strong relationships are in place with external stakeholders	Superintendent regularly meets with local community organizations, state and local officials, and other key groups
Staff management	Staff have a very positive experience with Rocketship	Annual staff survey shows an average score of 5+ out of 7 for staff satisfaction
	Diversity, Equity, and Inclusion program is in place	Rocketship's broader DEI work is tailored to the needs of Rocketship Texas and offered to staff
	High-performing staff stay at Rocketship	70%+ of high-performing staff return each year
Academic performance	Rocketship students achieve grade-level mastery on ELA	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
	Rocketship students achieve grade-level mastery on Mathematics	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
	Rocketship students meet or exceed growth targets	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
	English Learners make progress toward becoming proficient in English	40% of English Learners meet expectations of English Learner Progress Indicator (TELPAS)
	Schools achieve high average daily attendance	K-5th grade ADA rate is 95% or higher
Finance and operations	Financial position is regularly communicated to the board	Board receives in-depth financial report each quarter
	Rocketship Texas meets standards set forth in the Charter School Financial Integrity Rating System of Texas (Charter FIRST)	All required reports and payments are timely submitted All financial targets are met (net asset balance, cash on hand, debt service ratio, etc.)
	PEIMS reporting is complinant and timely	All PEIMS reporting requirements are timely met
	Rocketship Texas remains fully compliant	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 assessement administration
Instructional leadership	Staff receive high-quality coaching and development	All school staff receive regular coaching and participate in both summer and school-year professional development sessions
	Students receive standards-aligned instruction	A rigorous and standards-aligned curriculum is implemented across subjects

Attachment 16: Résumé and Qualifications for Proposed Superintendent

Complete **either** Attachment 16 or Attachment 17 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

SaJade J. Miller

48o4 Spicewood Lane
Arlington, Texas 76017
sajademiller@yahoo.com
817-937-1677

| EDUCATION & CREDENTIALS |

Doctor of Education, Texas Christian University, *2020 (Anticipated)*
Master of Education, Texas Wesleyan University, *2010*
Bachelor of Arts, University of Texas at Arlington, *2008*
Texas Standard Educators Certificates, Superintendent | Principal EC-12 | Science 4-8 & 8-12

| PROFESSIONAL EXPERIENCE |

Regional Superintendent – Rocketship Public Schools ***January 2020- Present***

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 ***December 2018- December 2020***

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 ***June 2018- December 2018***

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.

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

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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

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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 17: Job Description or Qualifications for Superintendent

Complete **either** Attachment 16 or Attachment 17 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

N/A

Attachment 18: 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 19 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 19.

MARICELA GUERRERO

San Jose, California | 408.506.4055 [redacted]

PROFESSIONAL EXPERIENCE

Vice President, Schools 2019- Current
Rocketship Public Schools 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 2016 - 2019
Rocketship Public Schools *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 2014 - 2016
Rocketship Fuerza Community Prep *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

- [redacted]
- 1993 Division III All-American Wide Receiver

MEGHAN PIERCE

55 River Oaks Place, #624 San Jose, CA 95134
917.903.2845 | [redacted]

Education

DARTMOUTH COLLEGE | Hanover, NH — Sep 2001 – June 2005
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.

MS 296 – THE SOUTH BRONX ACADEMY FOR APPLIED MEDIA | Bronx, NY Sep 2006 – June 2009

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 Sep 2005 – June 2006

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

TEACH FOR AMERICA | New York, NY June 2005 – June 2007

2005 Corps Member (June 2005 – June 2007)
- Selected from more than 17,000 applicants nationwide.
- Participated in intensive training program and engaged in a full schedule of professional development activities.

Personal
- Non-native fluency in Spanish.
- Enjoy traveling, cooking, hiking, and language study.

EESIR KAUR
(408) 833-9695
[redacted]

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; Supervisor: Elizabeth Babyatzky (Aug. 2011 – July 2012)
- 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

assessments.
- 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. McKesey (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
Research Scholar with Justin Woods and Ansgar Endress (2008 – 2009)
- 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.*

JORDAN BLANTON

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SCHOOL LEADER RELATED EXPERIENCE

Rocketship Public Schools, San Jose, CA August 2018-Present

Associate Director of Humanities

- School Leader Coaching: weekly support to multiple campuses, that includes co-observations, teacher feedback, data analysis and planning, co-planning of professional development, student work analysis, and modeling.
- 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, San Jose, CA 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.

JORDAN BLANTON

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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

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CREDENTIALS and EDUCATION

Preliminary Administrative Credential July 2017
CPACE–Content, Passed in June 2016
CPACE- Performance, June 2017

San Jose State University June 2015
Master's in Education (Curriculum and Instruction)
Literacy Across the Curriculum for an Equitable Society
Literacy Specialist Credential

Reach Institute for School Leadership
Clear Multiple Subject Teaching Credential, June 2013
Completion of BTSA

California Polytechnic State University, San Luis Obispo
Multiple Subject Teaching Credential, *June 2011*
English Learner Authorization
NCLB Compliant
Level I Technology Certified

California State University, Chico
Bachelor of Arts, Religious Studies, December 2008
Minor in Ethics

KYLIE ALSOFROM

698 Page St., San Francisco, CA 94117• [redacted] (209) 614-9790

I am a committed agent of change focused on the success of students and families who need it most. I have ten years experience working in mission-driven schools to ensure that all students are on the path to college. I am committed to scaling my impact as a leader and am committed to improving urban education.

Key Strengths:

- Time management and organizational skills
- Strategic planner
- Developing leadership
- Optimistic determination

EXPERIENCE

Rocketship Public Schools, *San Jose, CA* July 2018 - Present

Director of Schools and Development

- Manage and develop the principal of Rocketship Brilliant Minds in leading her SLs and staff to turn around the achievement on campus toward strong academic gains.
- Perform ongoing analyses of school-wide performance and culture data to create systems that target and support the varying needs of students throughout the school.
- Coach assistant principals of a few Rocketship schools and develop skill around data analysis, coaching, and instruction
- Manage our national approach to School Leader and Talent development

Rocketship Rising Stars Academy, *San Jose, CA* June 2016 - Present

Founding Principal

- Principal of an Innovate Bay Area Top School
- Manage and lead all instructional staff towards clearly defined outcomes determined based on student achievement data.
- Coach school leaders and develop skill around data analysis, coaching, and instruction
- Coach teachers and provide weekly professional development and collaborative meetings to lead teachers in successfully implementing Common Core State Standards and strengthen classroom instructional technique.
- Perform ongoing analyses of school-wide performance and culture data to create systems that target and support the varying needs of students throughout the school.

Silicon Schools Principal June 2016 - Present

- Participate as a member of the Silicon Schools portfolio setting meaningful benchmarks and well as gaining feedback and mentoring from the organization leaders.
- Opening my school to other innovative principals to work with and learn from their feedback as well as provide my own when visiting their campuses.

Rocketship Spark Academy, *San Jose, CA* June 2014 - June 2016

Assistant Principal

- Manage eleven teachers in Transitional Kinder, First Grade, Second Grade, and Third Grade to support their continued development as educators.
- Coach teachers and provide weekly professional development and collaborative meetings to lead teachers in successfully implementing Common Core State Standards and strengthen classroom instructional technique.
- Perform ongoing analyses of school-wide performance and culture data to create systems that target and support the varying needs of students throughout the school.

DC Preparatory Public Charter School

Innovative charter network driven to close the achievement gap in our lifetime.

The highest-performing charter network in Washington, DC

DC Prep Benning Elementary Campus, *Washington, DC* June 2013 - June 2014

Math and Science/Social Studies Coordinator

- Manage twelve teachers from Kindergarten through 3rd grade to support their continued development as educators
- Coach teachers and provide weekly professional development to lead teacher in successfully implementing Math and ELA Common Core State Standards.
- Develop Common Core aligned math, science, and social studies (nonfiction literacy) curriculum for Kindergarten through 3rd grade.
- Perform ongoing analyses of school-wide performance data to create systems that target and support the varying needs of students throughout the school.

Summer School Director May 2013 - August 2013

- Organize and facilitate an enriching and rigorous summer learning program.

DC Prep Edgewood Elementary Campus, *Washington, DC* August 2011 - June 2013

2nd Grade Level Lead August 2012 - June 2013

- Facilitate Grade Level Team meetings to analyze student culture and academic data to identify student needs and ensure success across the grade level.
- Act as an intermediary between Grade Level Team and campus administration.

2nd Grade Literacy Teacher August 2012 - June 2013

- Teach English Language Arts in an inclusive, departmentalized setting.
- Lead students from 50% proficient in reading to 91% by the end of the year, with 61% of students reading above grade-level.

2nd Grade Lead Teacher August 2011- June 2012

- Hire at DC Prep as 2nd grade lead teacher for all content areas.
- Lead students to grow from below 50% proficiency, to 95% proficient in reading and math.

DC Bilingual Public Charter School June 2009 - June 2011

- 1st and 2nd grade inclusion teacher in first year
- 3rd through 5th grade self-contained classroom teacher in second year.

Recognitions: Teacher of the Month in the 2009-2010 and 2010-2011 school years for my innovative and effective use of blended learning in my self-contained fourth and fifth grade Special Education classroom.

LEADERSHIP

DC Common Core Collaborative October 2012 - June 2014

Partnership between E.L. Haynes PCS and LearnZillion

Coach September 2013 - June 2014

- Develop Kindergarten and 1st grade teachers citywide in a professional learning community providing professional development to build expertise in pedagogical math content knowledge and to successfully implement Common Core State Standards in Mathematics.

Teacher October 2012 - June 2013

- Participate in a professional learning community to build expertise in content knowledge and transition to Common Core State Standards.
- Present and design units of study as professional development at DC's Common Core Collaborative.

CityBridge Foundation and NewSchools Venture Fund January 2013 - December 2013

Education Innovation Fellowship

- Founding participant in teacher/leader fellowship developing a background in best practices around blended learning and advancing the field through leadership and instructional innovation.

Teach Plus Network (T+ Network) January 2012 - June 2013

Founding DC Teaching Policy Fellow

- Participate in discussions with key education reform leaders, completed a course in education policy, research and best practices, and advocated for policies to retain teachers and improve resources for students.

Teach For America, Washington, DC

Content Team Leader June 2010 - June 2014

- Support professional development of fellow corps members in their specific content area.

Institute Student Achievement Toolkit Writer March 2012 - August 2012

- Write the TFA summer institute curriculum for reading and writing for preschool and pre-k corps members.

Workshop Facilitator August 2011 - August 2012

- Facilitate professional development sessions for Teach For America corps members.

Corps Member Adviser, Philadelphia Institute April 2011 - August 2011

- Facilitate the training and development of new Teach For America teaching candidates.

Edith Tatel Excellence in Teaching Award June 2011

- Received prestigious accolade for outstanding teaching quality presented to one 2009 DC corps member.

Transition Team Coordinator April 2010 - August 2010

- Manage group of Transition Team Leaders to welcome the new corps members of Teach For America.

2009 Corps Member June 2009 - June 2011

- Teach special education at an inner city school to narrow the achievement gap.
- Lead students in special education classroom as well as inclusive setting to outperform their grade-level peers.

EDUCATION

George Mason University, *Fairfax, VA* June 2011

Master's Degree in Special Education

Claremont McKenna College, *Claremont, CA* May 2009

Bachelor of Arts in Art History and American Studies

• REFERENCES AVAILABLE UPON REQUEST •

KANE KOLLER

299 Franklin Street, Unit 708 | Redwood City, CA 94063 ● 732.492.0942 ● [redacted]

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 Fall 2019 – Present
Rocketship Public Schools, Redwood City, CA

- 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 Summer 2017 – Summer 2019
Coney Island Prep Public Charter Schools, Brooklyn, NY

- 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) Summer 2008 – Summer 2010
Besteiro Middle School, Brownsville, TX

- 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)

Susan Paterson

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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 Politic 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* **($\phi\beta\kappa$)**, University of California, Davis — 2006

Kayla Morehead
1301 Jonathan St. #4 Santa Clara, CA 95050
720-940-5448 | [redacted]

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
- Coordinates major assessments for all schools throughout the year including, staying up-to-date on compliance and 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 and study strategy use. 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.
- Mentored undergraduate students from underrepresented backgrounds in the Department of Psychological Sciences

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 ▪ [redacted]

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

ARIZONA STATE UNIVERSITY — **Tempe, AZ**

Bachelor of Science, Political Science — *August 2003*

Attachment 19: 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 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 24). 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 24.

Job descriptions and qualifications provided in this **Attachment 19** were developed by Rocketship Education, and the same or similar job descriptions can be found online at https://www.rocketshipschools.org/join-our-team. These or similar job descriptions may have also been provided in Rocketship Education's previous charter and reauthorization applications in other states. *See, e.g.*, Rocketship Mateo Sheedy Elementary 2019 Renewal Petition (at https://www.sccoe.org/supoffice/charter-schools-office/Documents/petitions/RS%20Mateo%20Sheedy%20Renewal%20Petition%202020-25.pdf)

ROCKETSHIP
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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: 877-806-0920 ext. 115.

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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

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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.

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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

  - Build and execute Principal and Assistant Principal development
  - 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
  - Analyze and action plan around: student achievement data, observation and coaching data, and schools target data
  - Plan and conduct weekly 1:1 meetings, classroom observations, SL team meeting observations, and school strategic plan stepbacks
  - Work with principals to set teacher professional development priorities for the year and break them down to cycles aligned to data and school needs
  - Help design outstanding site-based and network-wide professional development
  - Problem-solve solutions to challenges common to all schools in network
  - Work with principals to design and implement excellent professional development for staff during Thursday PD, 1:1s, and any additional structure
  - Develop and conduct highly effective mid- and end-of-year performance evaluations
  - 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
  - Ensure that goals are met in regards to parent engagement, especially in parents realizing goals around volunteer hours, parent conferences, and home visits
  - Directly or indirectly support escalated school site issues

- Serve as lead staff for school-level hiring including:
  - 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
  - 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

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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:

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.

ROCKETSHIP
PUBLIC SCHOOLS

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

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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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Attachment 20: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been developed.

Overall Rating (Will automatically populate when evaluation is complete)					
Category	Weighting			**Key**	
Student Achievement	40%			Principal Completes	
Staff Culture and Management	15%			Director of Schools Completes	
Family Engagement	20%			Talent Team Provides Data	
Operations	5%				
Core Characteristics	10%				
Key Levers	10%				
Overall Score	**100%**				
Overall Rating **1.00 - 1.4: Below** **1.5 - 1.8: Approaching** **1.9 - 2.5: Meets** **2.6 - 3: Exceeds**					

Part 1: Student Achievement (40%)						
Data in blue cells will be provided by the Talent Team.						
	MOY Rating	**EOY Rating**				
Student Achievement						
OPTIONAL FOR MIDYEAR: Principals may use this space to comment on any metrics where additional supporting data provides context or a different picture.						
Part 2: Staff and Families (35%)						
Data in blue cells will be provided by the Talent Team.						
Category	**Metric**	**MOY Data**	**MOY Rating**	**EOY Data**	**EOY Rating**	
Staff Culture and Management (15%)	Teacher Retention (in network); Midyear: Projection from ITR					
	Manger Feedback Overall Rating					
	Staff Satisfaction - 2 School Culture Qs (Climate of trust, leadership communication; Rating on 7 point scale) Note: If below 90% completion, can only get meets; If below 70% completion, can only get below					
	Staff Engagement Overall					
Family Engagement (20%)	PPH Completion for grade levels					
	Home visits (% complete)					
	Overall: Overall, how satisfied are you with your Rocketship school? Parent Relationships: My child's teachers and school leaders listen to my concerns and help me find solutions (rating for the Principal) Academics: I have been provided with meaningful ways to support my child's learning at home and meet his/her academic goals Note: If below 90% completion, can only get meets; If below 70% completion, can only get below					
	Average Attendance					
	Family Engagement Overall					
OPTIONAL FOR MIDYEAR: Principals may use this space to comment on any metrics where additional supporting data provides context or a different picture.						

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Part 3: Operations (5%)						
Data in blue cells will be provided by the Talent Team.						
Category	**Metric**	**MOY Data**	**MOY Rating**		**EOY Rating**	
Financial Management	% Variance from Budget					
Part 3: Core Characteristics (10%)						
Directions:						
	Characteristic	**MOY Rating**	**EOY Rating**			
	Authenticity					
	Community					
	Innovation					
Core Characteristics (Based on School Leader Core Characteristics Rubric)	Tenacity					
	Pursuit of Excellence					
	Core Characteristics Overall					
Part 5: Key Levers (15%)						
Directions: **P:** **1. Please complete a brief written reflection on the coaching key lever in rows 65 below.** **DoS:** **1. Please add manager comments and then provide a rating for the coaching key lever in row 67.** **2. Provide an overall score in row 68. Reference the Scoring Guiden & Rubrics tab to determine what the overall rating should be.**						
	Percent with a 3+	**Rating**				
Percent of Teachers with a 3+ Proficiency on the TPR		**Below 70 = Below; 70-80 = Meets, 80+ = Exceeds**				
P Self Reflection	**MOY P Reflection**					
Coaching (Key Levers Rubric)						
Manager Assessment	**MOY Manager Rating**	**MOY Manager Comments Please com**	**EOY Manager Rating**			
Coaching						
Key Levers Overall						
Part 6: Summary Comments						
Directions: **Please 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.					

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Midyear Comments	
	Director of Schools 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
End of Year Comments	**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.
	Director of Schools Assessment
	Comments: 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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LEADERSHIP RUBRICS

School Leader Way of Operation
Soft Skills
Coaching

Instruction rubrics

Intellectual Prep
Focus on Mastery
Love of Reading

LEADERSHIP RUBRICS

School Leader Way of Operating

LEVELS		4 – EXCELLENT	3 - GOOD	2 - APPROACHING	1 – NEEDS IMPROVEMENT
School Leader Way of Operating	Demand and Feedback	School Leader is constantly testing the ceiling in the classroom because he/she deeply believes in the unlimited intellectual potential of all Rocketeers. School Leader takes instructional risks in the name of rigor. School Leader successfully invests and excites students and staff to take challenges and challenge one another. Teacher is maniacal about finding opportunities to provide Rocketeers transferrable feedback. School Leader expectations are unwavering and rigorous for all students and staff members. Period. No qualifiers. School Leader address needs of the school ASAP and doesn't rest until outcomes are met. School Leader models demand for his/her Rocketeers and staff. Holds herself/herself to the same high bar that she expects of his/her students. School Leader actively and frequently seeks feedback from others, and prior to that engages in critical self-reflection. School Leader uses every minute to improve his/her practice in the drive toward student outcomes.	School Leader believes every child and staff member can achieve, and it is up to him/her to make this happen. School Leader consistently demonstrates belief that rigorous work and cultural expectations are the only way to create excitement and investment. School Leader is not afraid and does not make any excuses in upholding or reinforcing these expectations at all times and all students. School Leader states a rigorous bar for students with excitement and builds investment in achieving the bar. School Leader consistently seeks most opportunities to provide whole group and individual feedback for behavior and academic for students and staff. Feedback is generally aligned to transferrable skills for students and staff. School Leader shows caring for students via unwavering high expectations and feedback and delivers feedback with generosity of spirit. School Leader has high expectations for themselves and their colleagues. School Leader seeks feedback actively, implements it right away without excuses. Constant growth inside the classrooms and/or school is felt day to day and week to week.	School Leader believes that most children and staff can achieve but has qualifiers about some Rocketeers or staff members. At times school leader makes excuses and does not consistently connect his own actions to student outcomes. At times school leader lowers the bar for some/all students. School leader often celebrates when students meet expectations, therefore reinforcing mediocrity vs. excellence. School leader inconsistently provides feedback to students or staff, or provides feedback on behavior only. Feedback is rarely transferable or aligned to the highest academic or behavioral bar. Further, School leader does not hold families accountable and the demand is low. Expectations for uniform, homework or other issues are made. Real conversations with staff or families are avoided and limited. School Leader rarely seeks feedback actively and waits for it to be given. Or doesn't act unless pushed to by someone else.	School Leader has little belief in the intellectual potential of Rocketeers and staff, as demonstrated by a consistently low bar for expectations of what both are able to do and what they hold people accountable to doing. School Leader consistently makes excuses for himself/herself, his/her students, and staff. SL inconsistently takes little to no ownership of outcomes or finds ways to put issues back on other people without owning their part. School Leader makes excuses for time, staffing and etc. as to why something is the way it is or an outcomes isn't reached instead of finding way to fix School Leader has the misconception that caring for students or staff means making excuses for them/lowering the bar. School Leader rarely provides feedback to students or staff or feedback is given loosely. Feedback isn't targeted at the highest bar and instead is watered down or overly general. School Leader does not proactively seek feedback, and receives feedback poorly - by making excuses and blaming others.
	Ownership and Reaction	SL demonstrates impeccable belief that student academic and cultural outcomes are a direct result of SL actions and inaction. SL deeply embodies the belief that s/he can impact the actions and mindset of his/her campus, and aligns actions at every moment to leverage students and teachers to close the gap. SL reflects independently about his/her effectiveness and pushes him/herself as a result more aggressively than anyone could push them. There is profound level of humility	SL demonstrates belief that student academic and cultural outcomes are a direct result of both SL and teacher actions or inaction. SL demonstrates belief that s/he can impact the actions and mindset of his/her teachers. SL approaches situations with solutions that are best for students. SL consistently shows high level agency, proactively pursuing what's best for students (vs. passively using provided resources)	SL inconsistently demonstrates belief that student and cultural outcomes are a direct result of SL actions or inaction. SL inconsistently demonstrates belief that s/he can impact the actions and mindset of his/her teachers. SL approaches situations with solutions but often limited or doesn't fully assume responsibility for outcomes. Subtle blaming of others appears in comments. SL has most systems in place to collect and identify student understandings and teacher trends, but	SL often cites reasons as to why classroom, student or any professional item is impacted because of something being done to them or makes comments that signal they are a victim to something they can't control. SL struggles to find solutions or solutions are limited in scope or vigor. SL's response to student data or actions is limited and often feels like they are going through the motions of being a SL rather than seizing every moment to lead their campus,

t i n g		and fire to the way they operate. SL approaches situations with a variety of solutions and ownership over problems and as a result changes and progress are seen rapidly both in their actions and those of their teachers and students. SL deeply personalizes each piece of their work and has a personalized style to how they do it. SLs collection of data is aggressive and so is their response to teacher actions and corresponding student outcomes. SLs proof points are grounded in varied and longitudinal data. The follow up is immediate and SL addresses the gap at a skill, content and mindset level with teachers and students.	SL personalizes work such that care and passion are evident in most of their systems and coaching of teachers. SL uses almost every moment to figure out what Rocketeers do and don't understand, and uses this understanding to coach his/her teachers. SL consistently figures out where students are relative to the cultural and academic bar. SL celebrates the bar when it's being met. When short of the bar, the SL responds immediately to close the gap and helps teacher reflect on how to close the gap him/herself in the future. SL follows up consistently with teacher to ensure s/he is meeting and exceeding goals, and has a "I do whatever it takes" mentality to support teachers and students.	often uses them inconsistently or shows inconsistent response to student and teacher trends/needs. Reaction is often limited in approach or lack of fire can be felt at times and as a result data improves inconsistently.	teachers and students to mastery. Expectations are often different for various subsets of teachers and students and/or teacher and/or students are referred to as being "low," "low skilled," "new," or having behavior/personal needs that set them apart from the same level of expectations (though supports to get there might vary).
	Inspired and Aspirations	SL has a deeply personalized and meaningful vision for his/her school, teachers, and students. Teachers and students are so proud of their collective identity that they thrive (academically and behaviorally) as result. SL reimagines what is possible and generates innovative vision and examples that are beyond the scope of what is currently in place. SL proactively shares innovative vision in order to strengthen the larger network. Authentic joy and energy are felt in every moment through challenge and rigor of academic and cultural expectations. SL has created a culture in which teachers and students inspire and challenge each other. SL is aware of threats that could compromise rigor (for teachers and students) and refuses to allow them in his/her school. SL is maniacal about maintaining a high bar for all stakeholders. SL has created a culture in which teachers, families and students eagerly and openly share their aspirations for the future and advocate for work and experiences that align to these aspirations.	SL has personalized vision for his/her school, teachers, and students and as a result creates a collective identity that teachers and students are inspired to achieve. SL does not wait for vision or examples to be provided, instead reimagining what is possible. SL creates culture in which teachers and students are authentically joyful and alive because of the challenge and rigor of academic and cultural expectations. The fierceness with which the SLr upholds the expectations sets students, staff, and families on fire. SL is constantly redefining excellence and striving to be better and more excellent for students and entire school. As a result, the SL maximizes all chances to develop or grow. SL builds on and continues to cultivate teachers', students' and families' aspirations for the future and communicates specific connections between aspirations and the current work being done.	SL has some level of personalized vision for classroom but doesn't encompass entire school.. As a result there are elements of a collective feel or pride to school but limited in scope or depth. SL may wait for vision or examples to be provided. SL at times create a culture of the joy or excitement of the school, but often placed around "activities" or things like brain breaks. Rather than messaging and cultivating a thirst for rigorous content or working on challenging work. The work is often watered down for students and withholds the challenge for them. The SL involves families and students in talks around thinking about aspirations. Daily verbiage and framing to students hints toward some aspiration but does not produce more inspired actions from student and teachers. SL rarely builds to cultivate teachers', students' and families' aspirations for the future and lacks communicates specific connections between aspirations and the current work being done.	SL shows inconsistent levels of personalization to work but it's limited and often is encouraged to do it versus viewing it as a necessary act. As a result, school often lacks a common identity or pride in who they are or their actions. Joy and excitement are limited and often relegated to non-instructional tasks or false positives around the connection between challenge and joy. Many scaffolds around work, language and writing are in place for students and the challenge is blocked and students have not cultivated the connection of hard work and their happiness + achievement. SL conversations with students and families are limited and/or do not realize anything beyond limited conversations of college or generalities. SL does not build to cultivate teachers', students' and families' aspirations for the future and lacks communicates specific connections between aspirations and the current work being done.

Coaching

LEVELS		4 – EXCELLENT	3 - GOOD	2 - APPROACHING	1 – NEEDS IMPROVEMENT
C o a c h	**Diagnosing**	SL always grounds conversation in data to provide evidence about the topic to improve on, therefore allowing the coachee to understand why they are discussing. SL coaches around the lever that will have the highest impact to improve. SL is able to translate the highest leverage focus into clear, bite sized, measurable, and rigorous goals.	Exhibits solid foundation of all characteristics in excellent. May need some support and coaching in certain areas to get to "exceeds" level.	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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i n g		Coachee always feels the conversation is effective and helpful Coachee is able to hear the information and understand why they are discussing this and the impact the change will have. Coachee is able to see the relevance the topic discussed will have on their classroom and students.			
	Skill Building	SL is able to coach around the demonstrated need that a teacher/staff needs. SL uses multiple levers to to develop and build skill with their staff member to coach at the root of the issue. SL models skill and provides practice based coaching to ensure that all skill building is transferable. SL is purposefully planned to maximize skill building during coaching time. Coachee is always able to learn a new skills from the session with their SL Coachee feels that the skill building and development is helpful and support their growth. Coachee always understands the impact the improvement in skill can have and internalizes what needs to happen to improve. Coachee build awareness of skill and the areas to develop and take ownership in that development.			
	Application and Outcomes	SL check for understanding to ensure that coaching and expected outcomes are clear. Discussion of application and outcomes are grounded in students outcomes by setting clear, and measurable goals grounded in data. 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. After coaching the is it always possible to see a change in practice.. The impact on the change in behavior due to coaching can be seen and measured			

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		through student outcomes and behaviors.			
	Follow up/Follow through	SL always follows up after coachee to ensure skil us developed and used. 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 that has a consistent use of data to measure and track progress toward goal. Coachee reports back to SL about changes in practices and any questions they have.			

Soft Skills

LEVELS		4 – EXCELLENT	3 - GOOD	2 - APPROACHING	1 – NEEDS IMPROVEMENT
Soft Skills	**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 done. 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.	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.
	Leading with your gut	SL uses exceptionally strong judgment to lead. When something doesn't sit right they are quick to dig deeper if needed or act. SL always determines the root cause effectively when something doesn't sit right. SL approaches the situation quickly and with urgency. SL effectively engages team in problem solving and next steps.			
	Accountability /Challenging Directly	SL holds a high bar for their staff and students. They communicate this vision and therefore keep students and staff accountable to expectations. SL build systems around expectations that builds 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 while keeping staff invested.			
	Communication	SL is always responsive to staff and communicates information in a timely and effective manner. SL provides channels for feedback in 1:1 or other areas to ensure perspectives are being heard and addressed SL is clear			
	Relationship Building	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 outside of work. SL takes the time to understand what motivates their staff and how to best communicate with them.			

Instruction Rubrics

Intellectual Prep

LEVELS		4 – EXCELLENT	3 - GOOD	2 - APPROACHING	1 – NEEDS IMPROVEMENT
Intellectual	**Intellectual Preparation**	SL demonstrates complete ownership of lesson preparation, planning, and feedback, such that teacher mirrors this and does what he/she needs to do to ensure lessons are personalized fully internalized at the deepest level. SL facilitates teacher engagement as an equal partner in all lesson preparation meetings (i.e., VOE, UP and rehearsals). SL brings novel ideas to improve the quality of network-provided materials, 95-	SL demonstrates ownership over preparation for all touch points with staff including professional development, 1:1s, VoEs, DAMs, etc. SL demonstrates ownership of lesson preparation, planning, and feedback such that teacher mirrors this ownership and internalizes/personalizes lessons. SL measures success of execution against bar set by intellectual preparation. SL engages deeply in all lesson preparation meetings (i.e., VOE, UP and rehearsals), and brings novel ideas to improve the quality of network-provided materials, 85%- 94% of the time. SL sets up teacher to engage as an	SL sometimes demonstrates ownership of lesson preparation, planning, and feedback but often approaches these at a superficial level. As a result of SL actions, teacher planning is often superficial as well. SL at times enables teacher to act as an active participant in all lesson preparation meetings (i.e. VOE, UP, and rehearsals). SL sometimes brings novel ideas to improve the quality of network-provided materials, 75%-84% of the time. SL reads texts in a given unit, but rarely goes deeper to make connections to other texts/units or think through how to invest teachers or students in the content.	SLr rarely or never demonstrates ownership of lesson preparation and planning. Teacher mirrors the lack of ownership. As a result of SL actions, teacher rarely participates in all lesson preparation meeting ((i.e. VOE, UP, and rehearsals). SL does not improve the quality of network-provided materials, such that teacher does not either. SL rarely or never reads texts in a given unit, therefore never goes deep to make connections to other text/uni and does not invest teachers or students in content.

Prep Sophistication		100% of the time, such that teacher does the same. SL always thoroughly studies the texts in a given unit, and makes connections to other texts/ units, inspiring teachers to always do the same.	equal partner in all lesson preparation meetings SL thoroughly studies 90% of texts in a given unit, and makes connections to other texts/units,inspiring teachers to do the same.		
	Personalize and Passion	SL's lesson delivery in touch points with teachers and students (PD, 1:1s, launch, etc.) is highly dynamic, motivational, and conveys the SL's passion for teaching the content. SL's engagement tactics keep students and staff on the edge of their seats *and* enhance their' understanding of the content. SL inspires teachers to match this in their lesson delivery. SL strategically personalizes content to enhance teacher development and evoke teacher and student passion/love of learning across interests and mastery levels. As a result of SL and teacher passion/personalization, Rocketeers are constantly passionately engaged in learning, and go above and beyond to evoke passion in one another. They can authentically articulate why the content is important and how it relates to them, and seek out additional opportunities to deepen their learning.	SL's delivery in touch points with teachers and students (PD, 1:1s, launch etc.) is dynamic, motivational, and passionate. SL inspires teachers to match this in their lesson delivery. SL consistently personalizes content and delivery to enhance teacher development and evoke teacher passion for learning. SL inspires teachers to do the same in their planning, and directs planning feedback to this. As a result of SL and teacher passion/personalization, Rocketeers are passionately engaged in learning. They can authentically articulate why the content is important and how it relates to them.	SL incorporates some engaging tactics into his/her touch points with teachers and students (PD, 1:1s, launch, etc.), but these tactics and the passion for the content are either lacking in some cases or not clearly tied to a clear objective. Teachers are similarly inconsistent with their engagement tactics and passion. SL sometimes personalizes content and delivery to both enhance student and staff learning or evoke passion/love of learning. As a result of inconsistent SL and teacher passion/personalization, Rocketeers show moments of passionate engagement, but at other times go through the motions. Students' understanding of why the content is important and how it relates them is generic or rooted in provided teacher language.	SL plans 1:1s, PD, launch, etc. with very little likelihood of motivating or involving teachers and students; implementation is boring. Teachers' implementation is similarly boring. SL rarely personalizes content and delivery, such that teachers rarely personalize either. As a result of lack of SL and teacher passion/personalization, Rocketeers are disengaged and do not show passion for their learning. Students struggle to articulate why the content is important or how it relates to them.
	Notices, Studies, and Analyzes Student Work	SL relentlessly and methodically uses Rocketeers' work and informal data to support teachers' plans for targeted and effective instruction. SL analyzes student work at every possible moment, including in the moment during instruction and outside of class.	SL consistently uses Rocketeers' work and informal data to support teachers' plans for targeted and effective instruction. SLs analyze student work both in the moment during instruction and outside of class. SL's noticings from student work are accurate and rooted in student understanding/misunderstanding.	SL regularly looks at Rocketeers' work and informal data, but may not use effectively to support teachers' plans' for instruction. SL analyzes student work but may miss opportunities to do so, leaning more heavily on either looking at work in class or outside of class. SL's noticings from student work are inconsistent in accuracy and are not always	SL sometimes looks at Rocketeers' work and informal data. SL's noticings from student work are often inaccurate or superficial. SL rarely adjusts instruction based on trends gleaned from student work. As a result of SL rarely analyzing student work, teacher also rarely adjusts instruction

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		SL's noticings from student work are detailed and accurate and demonstrate a deep understanding of student understanding/ misunderstanding. SL makes strategic instruction adjustments and changes based on trends gleaned from student work. By modeling these actions effectively for teachers, SL inspires teachers around analyzing student work such that teachers do the above with passion.. Rocketeers show pride in their work and take time to reflect on their own work + proactively seek feedback. When other student work is being displayed (Show Call, IP Review, etc.) they demonstrate high levels of curiosity - seeking opportunities to learn from their peers' work or support their fellow students academically.	SL makes appropriate instruction adjustments and changes based on trends gleaned from student work and directs teachers to do the same. By modeling these actions effectively for teachers, SL builds teacher habit around analyzing student work such that teachers do the above consistently.. Rocketeers consistently examine their work with a critical eye and proactively revise/add to improve. In addition, they show interest in analyzing the work of their peers.	rooted in student understandings/misunderstandings. SL attempts to adjust instruction based on trends gleaned from student work, but changes do not fully address student needs. By inconsistently modeling for teachers, SL builds inconsistent teacher habits around analyzing student work. Rocketeers don't have a clear understanding of how to analyze their own work so often appear to be going through the motions.	based on student work. Rocketeers don't have a clear understanding of how to analyze their own work and are disengaged when it comes to evaluating the work of their peers.
	Student Feedback (Ind/Whole Class)	SL is maniacal about finding opportunities to give Rocketeers feedback. SL has robust systems for giving Rocketeers transferable feedback on their work, and inspires teachers to use and create their own systems. Feedback is clear, precisely targeted to student needs, and prioritizes what is most important. Furthermore, feedback is "lean" in the sense that it still puts the thinking work on the students. SL models the above for teachers and inspires them to do consistently do the same. SL holds a high bar for teacher feedback to students and inspires teachers to reach the bar.	SL has systems for giving Rocketeers feedback on their work, Feedback is generally clear, targeted to Rocketeers' needs, but may not prioritize what is most important or may be overly scaffolded. SL consistently recognizes trends across the classroom and therefore knows when it is appropriate to give whole class feedback rather than individual feedback. SL has a system for closing the loop and ensuring that feedback is implemented until the bar is met. SL models the above for teachers and leads them to do the same. SL gives teachers feedback on their student feedback and holds a high bar. As a result of SL and teacher actions, Rocketeers are invested in taking feedback, yet the teacher may need to repeat or clarify feedback to see Rocketeer move toward	SL has some systems for giving Rocketeers feedback on their work, but these systems are cumbersome or inconsistent. Feedback is sometimes unclear, superficial non-transferrable or over scaffolded. SL often misses opportunities to address whole class gaps, and wastes time by giving individual feedback instead. As a result of SL inconsistently, teachers are also inconsistent in providing high quality feedback to students. As a result of SL and teacher actions, Rocketeers may attempt to incorporate feedback, but are not always successful. SL and teachers do not have strong systems in place for ensuring that revisions are implemented, and as such, students often do not reach mastery.	SLr is very inconsistent about giving Rocketeers feedback, or only gives feedback in one format (oral or written. SL does not seem to internalize it as a way of operating to make Rocketeers better. As a result of SL and teacher actions, Rocketeers are unsure of what they need to work on in order to improve and often make the same mistakes over and over without being corrected.

		As a result of SL and teacher actions, Rocketeers are invested in taking feedback such that they proactively seek it out until they reach mastery and the teacher rarely needs to give a student the same piece of feedback twice.	mastery.		
	Questioning	SL understands that the quality of his/her questions is absolutely critical and is constantly seeking opportunities to question both teachers and students. SL's questions engage teachers and students in deep critical thinking and are responsive to misconceptions and levels of understanding. SL's questions successfully drive teachers and students toward a desired outcome. SL strategically varies types of processing in order to maximize student learning and engagement across a variety of mastery levels. SL models the above for teachers and inspires them to do the same. SL gives feedback on teacher questioning and holds a high bar. As a result of SL and teacher actions, students strategically pose precise, rigorous questions to one another and to their teacher that foster deeper understanding and critical thinking. Students can ask and answer questions with no teacher support.	SL consistently poses precise, rigorous questions both to teachers (in PD, 1:1s, etc.) and to students.. SL considers questions to support teacher or student understanding as well as questions to push thinking further. SL's questions often engage staff or students in deep critical thinking. SL consistently uses a variety of types of processing for students (cold call, turn and talks, and everybody writes) and staff (processing in writing, discussion, etc.). The end goal for the SL is to determine who understands what and how they can address misconceptions to ensure mastery. SL models the above for teachers and leads them to do the same. SL gives feedback on teacher questioning and holds a high bar. As a result of SL and teacher actions, students consistently pose precise, rigorous questions to one another and to their teacher with little support from their teacher.	SL usually poses precise, rigorous questions to the teachers and students. SL is inconsistent with frequency of questioning, using it in some cases but not others. SL identifies one or two follow-up questions to ask, which are sometimes but not always aligned to the desired outcome. SL doesn't go into lessons with a clear roadmap for how to respond to teachers or students. Questions are inconsistent in their level of rigor and in the amount of critical thinking they demand. SL sometimes uses varied types of processing, including some cold call, turn and talks, and everybody writes. SL seems to be unsure at times of the purpose of questions - feelings of going through the motions rather the addressing misconception. Teachers mirror SL's inconsistency in the above actions. As a result of SL and teacher actions, students sometimes pose precise, rigorous questions to one another and to their teacher but require significant scaffolding/support from their teacher.	SL asks few questions or very basic questions that prevent students or teachers from thinking beyond basic recall of facts or uses the same questions repeatedly. SL relies on improvisation, rather than planning in advance, and may ask questions that are not aligned to a desired outcome. SL uses limited types of processing with students, relying primarily on hands. Teachers mirror SL's challenges with questioning. As a result of SL and teacher actions, students ask few questions to each other or of their teacher. When they do ask questions, they are factual and low rigor.
	Celebrates Academic Excellence	SL consistently uses variety of approaches to celebrate academic excellence at every possible moment (posting different types of student work, show call, peer shout-outs,	SL consistently uses variety of approaches to celebrate academic excellence for students (posting different types of student work, show call, peer shout-outs, communication to parents, etc.) as well as excellent practices for teachers.	SL celebrates academic excellence, but may rely on 1-2 approaches that lack variety. Sometimes communicates with parents about the achievement of students. SL usually maintains a high bar for academic	SL rarely celebrates academic excellence and relies heavily on one approach. Rarely to never communicates with parents about the achievement of students. SL has an inconsistent bar for excellence

		communication to parents, etc.) as well as excellent practices for teachers. SL maintains a relentlessly high bar for academic excellence from students and staff and does not celebrate mediocre work. SL models the above for teachers such that they are inspired to do the same for their students. Students and staff are deeply invested in celebrations of academic excellence and constantly adjust their work in pursuit of those celebrations. Students celebrate each other for high level accomplishments without teacher prompting.	SL maintains a high bar for excellence from both students and staff and does not celebrate mediocre work. SL models the above for teachers such that they do the same for their students. Students and staff are invested in celebrations of excellence and work hard to receive those celebrations. Students celebrate each other, but require teacher-led structures or prompts.	excellence, but sometimes celebrates work that is less than excellent or confuses students or staff with praises/highlighting of work that varies in quality. Some students and staff are invested in celebrations, but others are not. Students sometimes celebrate each other, but require teacher scaffolding/support and may celebrate each other for low level actions.	and celebrates mediocre work. Few students and staff are invested in the celebrations. Students struggle to celebrate each other, even with teacher prompting, and focus on celebrations of low level actions.

Focus on Mastery

LEVELS		4 – EXCELLENT	3 - GOOD	2 - APPROACHING	1 – NEEDS IMPROVEMENT
	Culture of Daily Mastery	SL is obsessed with achieving daily mastery for all students by coaching the teacher daily . SL has refined systems for informal assessment and is constantly collecting data on the spot and using that data to determine mastery and drive instruction. and PD SL is obsessed with achieving daily mastery and ensuring students are reaching their goals. SL proactively gives feedback to teachers and students so that they may learn more/correct their work so that they leave each day having mastered their goals.	SL has systems for setting rigorous goals for teachers that are grounded in student outcomes, as well as systems for collecting data on progress towards these goals. SL knows the ultimate bar for each grade level and knows what it will take to achieve those grade level benchmarks and goals. SL, teachers and students have a sense of urgency around achieving daily mastery and reaching their student achievement goals. SL almost always proactively gives feedback to teachers and students so that they may learn more/correct their work so that they leave each day having mastered their goals.	SL has inconsistent systems for setting rigorous goals for teachers that are grounded in student outcomes, at times they are rooted in teacher actions instead. Some systems for collecting data on progress towards these goals exist, but those systems are inconsistent and not fully comprehensive. SL is unclear of the ultimate bar for each grade level, and loosely able to articulate goals and corresponding coach, teacher and student actions it will take to achieve the ultimate bar. SL operates with very little urgency around all students achieving daily mastery and reaching their achievement goals. SL is vaguely able to speak to the daily-level data for his/her classrooms. SL sometimes proactively gives feedback to teachers and students, but because feedback is inconsistent, student and teacher actions take a very long time to change.	SL has no systems for setting rigorous goals for teachers, nearly all goals are rooted in teacher actions. No data collection is present. SL is unclear of the ultimate bar for each grade level and has no idea how to get there. SL has no urgency around students achieving daily mastery and reaching their achievement goals, and SL actions lack urgency. SL rarely ever proactively gives feedback to teachers and students. Feedback is sparse, inconsistent and/or misaligned, and as a result student and teacher actions rarely improve/ change.
F	**Checks for Understanding**	SL methodically checks for understanding of content to get an	SL checks for understanding of content at all key coaching moments. SL gets an	SL sometimes checks for understanding of content, but misses several key moments.	SL rarely checks for understanding of content, and when doing so misreads “pulse” or

Focus on		accurate "pulse" and can immediately make effective adjustments to coaching (1:1s, RTC, etc) and instruction to change the outcome of that day's lesson in order to benefit all Rocketeers and teaching practices. 96-100% of teachers seem deeply engaged and connected to the purpose of the coaching, and exhibit excitement when meeting with their coach.	accurate "pulse" of the teacher's understanding and makes some effective adjustments in the moment (in 1:1s RTC, etc.) 95%-100% of teachers seem deeply engaged and connected to the purpose of the coaching.	SL is unsuccessful at getting an accurate "pulse" and tries to make adjustments in 1:1s, RTC, etc., but struggles to do so. 80-90% of teachers seem engaged and connected to the purpose of coaching.	continues coaching moves, RTC, 1:1, DAM, etc without making any course changes to alleviate the misunderstandings. Less than 80% of teachers seem engaged and connected to the purpose of coaching.
Mastery	**Best Effort**	SL always completes all work within their skill level independently and at high quality and attempts new skills in multiple, creative ways before asking for help. SL manages time such that he/she is able to produce high quality work. SL encourages colleagues to exert their best effort by prompting them to generate solutions and make attempts independently and offers scaffolded support to colleagues in a way that builds skill. SL always brings solutions to the table and prompts others to do the same. There is considerable evidence that teacher has made attempts prior to asking for help. SL encourages students to exert their best by always refusing to accept subpar effort, by constantly offering students challenges, by requiring students to solve independently, and by offering expertly scaffolded supports when needed that leave as much of the cognitive load as possible on students. 98%+ of teachers and students completes all work within their skill level independently and at high quality and attempt all new skills in multiple ways before asking for help 98%+ of teachers and students refuse to accept less than their best and continuously revise and improve their work until it reaches the bar. Adults demand best effort from one another and support each other in reaching it.	SL completes all work within their skill level independently and at high quality and attempts all new skills in multiple, innovative ways before asking for help. SL manages time such that he/she is able to produce high quality work. SL brings solutions to the table, and there is evidence that he/she has made attempts prior to seeking help. SL encourages teachers to exert their best effort by refusing to accept subpar effort, by offering teachers challenges, by pushing teachers to attempt to solve independently, and by offering scaffolded supports when needed in a way that builds enduring skill. As a result of SL actions, 95% - 98% of teachers and students completes all work within their skill level independently and at high quality and attempt all new skills in multiple ways before asking for help 95-98% of teachers and students refuse to accept less than their best and continuously revise and improve their work until it reaches the bar. SL generally demands best effort from all stakeholders and supports the pursuit of best effort from others.	SL sometimes completes all work within their skill level independently and/or asks for help prematurely. SL sometimes attempts new skills before seeking help. SL exhibits partial effort due to poorly managed time. SL sometimes brings solutions proactively and sometimes requires prompting to seek out solutions, and there is limited evidence that teacher has made attempts to solve prior to seeking help. SL sometimes encourages students to exert their best effort but occasionally accepts subpar effort, withholds challenges, and does not push students to solve problems independently.SLr employs scaffolds and supports that shift an inappropriate amount of the cognitive load off of students 85% - 90% of teachers and students complete all work within their skill level independently and at high quality and attempt all new skills in multiple ways before asking for help. 85%-94% of teachers and students refuse to accept less than their best and revise and improve their work until it reaches the bar. SL sometimes demands best effort from all stakeholders and supports the pursuit of best effort from others.	SL does not complete work within their skill level or does so to low quality. SL fails to attempt new skills and does not proactively seek support. SL manages time poorly thus limiting ability to exert their best effort. SL does not bring their own solutions and struggles to generate solutions when prompted. There is little to no evidence that teacher has attempted to solve problems prior to seeking help. SLr rarely or never encourages students to exert their best effort but frequently accepts subpar effort, withholds challenges, and does not push students to solve problems independently. SL employs scaffolds and supports that shifts the majority of the cognitive load from students to teacher. Less than 85% of teacher and students complete all work within their skill level independently and at high quality and attempt all new skills in multiple ways before asking for help. Less than 85% of teachers and students refuse to accept less than their best and revise and improve their work until it reaches the bar. SL rarely demands best effort from all stakeholders and supports the pursuit of best effort from others.

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	Smart Discussion	SL assumes all Rocketeers are smart (because they are, exceedingly) and speaks to them in a normal conversational tone and pace using rigorous vocabulary words – in a way that deeply respects their intelligence. Rocketeers automatically respond smartly due to schoolwide culture and classroom habit. SL believes all adults should speak to Rocketeers in normal, conversational tone and pace, with rigorous vocabulary words, and models this behavior in conversation w ith all adults. As a result, adults in the building have a deep love of words, and are always engaged in high-level discourse.	SLs talk to students in a way that respects and reflects the Rocketeers' intelligence and requires Rocketeers to respond smartly without awkward phrases. SL has strong level of intentionality when holding a discussion (both with adults and students) and does not allow it to get off track or allow it to go on just for the sake of talk. As a result of SL modeling, teachers engage in a sophisticated way, using academic vocabulary, and also talk their kids in equally sophisticated language. SLs can adapt their language based on audience or context. SL believes all adults should speak to Rocketeers in normal, conversational tone and pace, with rigorous vocabulary words, and models this behavior in conversation with almost all adults. At times, SL may engage in more colloquial conversation at the expense of a rigorous, elevated conversation. Almost all adults in the building have a deep love of words, and are nearly always engaged in high-level discourse.	SL usually talks to Rocketeers in a way that respects and reflects the Rocketeers' intelligence but does not require Rocketeers to always respond in a smart way (awkward phrases). At times, SL uses a singsong voice rather than speaking in a conversational tone. As a result of SL modeling, teachers sometimes engage in a sophisticated way, using academic vocabulary, and also talk to their kids in equally sophisticated language. SLs can sometimes adapt their language based on audience or context. SL believes adults should speak to Rocketeers in normal, conversational tone and pace, with rigorous vocabulary words, but does not always model this in his/her own interactions. At times, SL may engage in more colloquial conversation and/or may allow others to do so, at the expense of a rigorous, elevated conversation. Some adults in the building have a deep love of words, and are sometimes engaged in high-level discourse.	SL does not talk to Rocketeers in a way that demonstrates their respect for Rocketeers' intelligence. SL often uses a singsong voice and allows Rocketeers to get away with responding in awkward phrases. As a result of SL modeling, teachers rarely engage with Rocketeers in a sophisticated way, lack academic vocabulary, and also talk to their kids in awkward phrases, intonation, etc. SLs can rarely adapt their language based on audience or context. SL occasionally believes adults should speak to Rocketeers in normal, conversational tone and pace, with rigorous vocabulary words, but does not model this in his/her own interactions. SL engages in more colloquial conversation and/or allows others to do so, at the expense of a rigorous, elevated conversation. Some adults in the building have a deep love of words, and are sometimes engaged in high-level discourse.
	Thinking Work	SL strategically gets Teacher and Rocketeers to do the heavy lifting of thinking and speaking, and listens carefully to scholar talk and teacher talk. Rocketeers demonstrate a high level of ownership for doing the thinking and talking work, and SL has sophisticated systems to celebrate the ownership of thinking work. SL coaches teacher to press Rocketeers for mastery, working urgently throughout the entire period. As a result of SL coaching, the class is permeated with the overwhelming sense that Rocketeers are working their hardest to meet the lesson objective. SL presses teacher toward content mastery, and exhibits their belief in teachers by pressing for urgent, thoughtful, reflective conversations that are fluidly led by the teacher in coaching structures, such as 1:1s, CPTs, DAMs, VOEs, etc.	SL mostly lets teachers do the thinking and talking work, listening carefully to teacher talk and responding in a way that gets teachers to refine and elaborate on their thinking. If a leading question is posed, SL catches him/herself in the moment. SL presses teachers to master the objective of their time together and drives toward closing the deal. The SL works urgently throughout the period to ensure that teachers demonstrate mastery. As a result of the SL emphasis on adult thinking work, teachers prioritize student thinking work in their classrooms and Rocketeers do 98% of the thinking work. SL almost always presses teacher toward content mastery, and exhibits their belief in teachers by pressing for urgent, thoughtful, reflective conversations. SL to teacher thinking ratio is 50:50 in coaching structures, such as 1:1s, CPTs, DAMs, VOEs, etc.	Sl tries to get teachers to do the thinking work, but struggles to truly listen to teacher and often winds up asking leading questions or doing too much of the talking and thinking. Teacher passively engages in the thinking work, and minimal evidence exists to suggest the teacher is mastering content and/or key teaching practices. SL presses teacher for mastery at times, but inconsistently. As a result, the teacher's class lacks a sense of momentum toward closing the gap. As a result of the SL emphasis on adult thinking work, teacher sometimes prioritizes student thinking work in their classrooms and Rocketeers do 95-97% of the thinking work. SL sometimes presses teacher toward content mastery, and generally exhibits their belief in teachers by pressing for urgent, thoughtful, reflective conversations. SL to teacher thinking ratio is 60:40 in coaching structures, such as 1:1s, CPTs, DAMs, VOEs,	SL rarely allows teacher to do the thinking work, talks too much, and asks leading questions. SL does not recognize when he/she is asking leading questions and does not listen carefully to teacher. SL does not press teachers. As a result, both teacher and students lack investment and there is not a clear sense of progress toward closing the gap. As a result of the SL beliefs and actions on adult thinking work, teacher rarely prioritizes student thinking work in their classrooms and Rocketeers do less than 95% of the thinking work. SL rarely presses teacher toward content mastery, and generally exhibits their lack of belief in teachers by rarely pressing for urgent, thoughtful, reflective conversations. SL to teacher thinking ratio is 70:30 in coaching structures, such as 1:1s, CPTs, DAMs, VOEs, etc.

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				etc.	

Love of Reading

LEVELS		4 – EXCELLENT	3 - GOOD	2 - APPROACHING	1 – NEEDS IMPROVEMENT
Love Of Reading	**Identify as a Fervent Reader** (Dedicated Time + Self-Selecting)	Teacher is fervent reader and has an intense passion for what they read and what their students are reading. They share books with students, recommend new books to students and find ways to infuse reading, understandings of genres and authors. Ss seek new authors or genres to explore while also appreciating favorites. Further, they can discuss at a high level difference/similarities between authors, texts, genres and etc. Ss are almost obsessive about reading and finding minutes to read or talk about books. This is promoted and honored by all peers. Ss are able to connect reading to their personal identity and future aspirations.	Teacher models for students what it means to identify as a passionate reader - sharing favorite books, genres, and authors with students in an authentic way at every opportunity. T's physical space reflects his/her passions for reading. Ss consistently name independent reading as one of their favorite parts of the day and can speak with precision and clarity about books of all genres. Ss have a diversity of favorite authors. Ss use every opportunity to read more - both at school and in the classroom. Ss can articulate how reading connects to their longer term aspirations.	Teacher at times models what it mean to identify as a passionate reader - sharing things they like about reading. A love of literature waivers or feels less present at different points. Not yet fully embedded into the culture of the classroom or students' belief systems. Ss like reading and know its value but don't crave it and/or seek it out as a way of operating. There is a range of habits inside the classroom and being in love with reading depends mostly on the interests of the student. Ss will read when directed to or know they should. Some students will seek opportunities to read independently but it's not a culture of the classroom or way of operating that is true of everyone (regardless of level). Ss can articulate that they should read but have superficial understanding of why.	Teacher only sometimes models what it means to identify as a passionate reader. There are elements of books and authors around the classroom but seem generic or basic. A love of reading and literature is not a culture of the class and only relegated to those who seek it out. Books and literature are not a part of the classroom culture. Ss will read when necessary but it feels like a task or thing they have to do. Some students seem to really value it and/or seek it out but the rest have not internalized the idea that they are fervent readers and reading is everything. Students struggle to identify favorite authors or genres.
	Patterned Behaviors as a Reader (Sharing Books + Reading Preferences)	Teacher not only upholds all structures that allow students to demonstrate strong reading habits, but develops and personalizes additional structures to make them their own. The teacher personalizes systems to increase in depth for his/her students. Teachers lives the habits of a fervent reader throughout all parts of the day/year. Ss review books formally and informally and have robust opinions and preferences, guided by their identity as a reader. Ss seek out books in various genres, authors and topics, and provide book recommendations to their peers. They talk about books naturally, and utilize additional resources (such as local libraries, online research) to further their genre and/or author study. If students abandon books, they can articulate the reasons why, and the reasons are grounded in compelling	Teacher creates and upholds structures that allow students to demonstrate strong reader habits. Teacher models the reader habits for below for students. Ss review books formally and informally and can articulate their opinions on them. Ss share books with one another formally and informally. Ss seek out books in genres or by authors they enjoy. Ss seek book recommendations from one another. If students abandon books, they can articulate the reasons why. Students plan for future reading by keeping track of books they want to read. Students select books that match their reading levels and interests.	Teachers creates and somewhat consistently upholds structures that attempt to allow students to demonstrate reading habits. Teacher has solid moments where he/she demonstrates the habits of a fervent reader but they don't endure always throughout the class. Ss review books either formally or informally and students have general opinions or preferences but remain generic.	Teacher has unclear structures and systems to allow students to demonstrate reading habits. Structures that do exist are not personalized/ customized, and/or upheld with inconsistency, leading to a lack of overall purpose. Teacher has few, isolated moments where students demonstrate the habits of a fervent reader, and these habits don't endure throughout the class. Ss rarely review books either formally or informally and students either have general opinions/preferences or no opinions/preferences at all. .

		reasons vs. simply giving up. Ss plan for future reading by keeping track of books they want to read. This list includes book recommendations from their peers, topics they are interested in, authors/genres they would like to explore, and is carefully curated and revisited frequently. Ss select books that match their reading levels and interests, and seek to enhance their reading experience through other sources (local library, magazines, newspaper, online readings, etc)			
	Ownership and Freq of Reading (Reading Plans)	T deeply understands that the culture of reading in classroom is a direct result of his/her own actions. As a result, T makes reading the heart of the classroom's culture by creating ample opportunities for all stakeholders (students, teachers, families) to engage in reading. Teacher customizes opportunities for all stakeholders to read, and may host reading nights, weekend reading fests, etc. to build a collective identity of scholars as readers. Ss read voraciously each day for at least: K: 20 1: 30 2: 40 3: 40 4 :45 5: 45 and oftentimes read significantly more than the required floor of minutes listed above. Rocketeers use every free opportunity to engage in reading and talking about books, and these conversations help students identify what they'd like to read and why. Rocketeers treat books with high levels of respect, and always have their materials in pristine condition. Rocketeers have multiple books, and have a bookmark to indicate where	T understand that the culture of reading in classroom is a direct result of his/her own actions. T makes reading the heart of the classroom's culture by creating frequent opportunities for all stakeholders (students, teachers, families) to engage in reading. Ss read voraciously each day: K: 20 1: 30 2: 40 3: 40 4 :45 5: 45 Rocketeers use every free opportunity to engage in reading and talking about books. Rocketeers treat books with high levels of respect. Ss consistently manage their reading logs. Ss bookshop with excitement and purpose. Ss know their reading goals and can articulate specific skills they are working on.	T promotes reading consistently but might often promotes it in isolation of core instruction or pieces throughout the day. Reading is largely promoted wirth students but mostly discussed and promoted with student and other stakeholders have less engagement of connectedness to the frequency of reading Ss read each day: K: 20 1: 30 2: 40 3: 40 4 :45 5: 45 Some Rocketeers take advantage of chances to read and/share books. However, there is also a healthy amount of students who don't. Ss have reading logs and complete them when asked to. Ss bookshop and there is varied amount of excitement and/or purpose. Ss have large goals and some have specific goals that aligned to more focused skills.	T promotes reading inconsistently and when promoted, is often done in isolation of core instruction or in pieces throughout the day. Reading is largely teacher-centered and when discussing books/ love of reading, students and other stakeholders have less engagement and connectedness to the frequency of reading Ss are forced to read each day: K: 20 1: 30 2: 40 3: 40 4 :45 5: 45 Many Rocketeers do not take advantage of chances to read and/share books and/or are apathetic towards reading. Ss have reading logs but the logs are sloppy, incomplete or otherwise incomprehensible. Ss inconsistently bookshop and there is limited variety, number of books and amount of excitement and/or purpose. Ss may or may not be able to speak to goals, and oftentimes cite EOY grade level goals, as opposed to specific goals that are aligned to specific microskills.

		they are in any given book. Ss always manage their reading logs, and the logs indicate a voracious love of reading. Ss bookshop with excitement and purpose, use their reading list to help guide their shopping decisions, and have ways to self-regulate and monitor their identity as a reader. Ss know their reading goals and can articulate specific skills they are working on and action steps they need to take to achieve those skills.			
	Structures for Reading (T Only)	T creates personalized structures and systems and upholds strong, easily implementable structures that bring a love of reading to life in their classroom. T always holds independent reading time as sacred across all spaces and maniacally circulates and confers with students during this time to ensure that Rocketeers are developing excellent reading habits. T provides quick, specific feedback when conferring with students, and as a result, students are clear on their goals and action steps to take to become a better reader. Teacher has a sophisticated conferring template, in which s/he is capturing longitudinal data on students' reading habits, content, and overall love of reading. Teacher is able to speak with clarity and conviction about what each student is reading and why, and can identify trends in his/her students as readers. Non-negotiables in place: -Timer on the board during independent reading -Tight systems for book checkout across all classrooms -Classroom libraries are consistently beautiful and robust and new books are ordered when necessary. -Every student has a reading log	T creates and upholds strong, easily implementable structures that bring a love of reading to life in their classroom. T hold independent reading time as sacred across all campuses and maniacally circulates and confers with students during this time to ensure that Rocketeers are developing excellent reading habits. Non-negotiables in place: -Timer on the board during independent reading -Tight systems for book checkout across all classrooms -Classroom libraries are consistently beautiful and robust and new books are ordered when necessary. -Every student has a reading log -	T has structures that promote a love of reading and/or importance of reading inside their classroom. T upholds independent reading time for students most of the time. Teacher largely circulates but does find it hard at times to consistently do it because of other distractions. During conferring they engage with students and have a sense of each student as a reader. Most non-negotiables in place 90% of the time. -Timer on the board during independent reading -Tight systems for book checkout across all classrooms -Classroom libraries are consistently beautiful and robust and new books are ordered when necessary. -Every student has a reading log	T has inconsistent structures that promote a love of reading and/or importance of reading inside their classroom. T inconsistently upholds independent reading time for students, and at times may sacrifice the independent reading block of other priorities. Teacher infrequently circulates and is easily distracted with other things. During conferring teacher superficially engages with students, does not have a clear sense of students as readers, and has no clear way to capture trends/ conference notes.. Non-negotiables in place less than 90% of the time. -Timer on the board during independent reading -Tight systems for book checkout across all classrooms -Classroom libraries are consistently beautiful and robust and new books are ordered when necessary. -Every student has a reading log
	Reinforcement Systems	T has strong customized systems for fostering a love of reading in the	T has strong systems for fostering a love of reading in the classroom. These include	T has systems for fostering a love of reading the classroom. These include book	T has inconsistent systems for fostering a love of reading in the classroom. These include

	for Reading and Interests in Reading (T Only)	classroom. These include systems for library book checkout, books at their table/desk, take home books (HW/pleasure), books of interest, sharing books, genre/author of the month exploration, book clubs and other systems that are created with the teacher's specific students in mind. 100% of classroom library books are labeled by STEP Level, Lexile level, and/or genres fiction/non fiction which makes it easy and enjoyable for students to identify a book at their level and liking. The library is warm and inviting, and showcases pictures and elements that are specific the to the Rocketeers in that class. Teachers has a highly effective system to check out books that are specifically used to take home for homework or classwork, and books never go missing. Every student always has 2 to 3 books in their book bag, and students are hungry to read and continue their journey as a reader. Teacher has a specific and/or special book shelf for favorite books recommended by students and teachers. Therefore, Rocketeers are always eager to read and recommend books. Teacher updates this special book shelf frequently, and Rocketeers are always excited to see what is being spotlight/ showcased. Bookmarks are always present inside students' books which ignite interest and joy for reading, and students use the bookmarks diligently when reading.	systems for library book checkout, books at their table/desk, and take home books (HW/pleasure) 100% of classroom library books are labeled by STEP Level, Lexile level, and/or genres fiction/non fiction which makes it easy and interested for students to identify a book at their level and liking Teachers has a very effective system to check out books that are specific use to take home for homework or classwork. Every student always have 2 to 3 books in their book bag. Teacher has a specific and/or special book shelf for favorite books recommended by students and teachers. Therefore, Rocketeers are always eager to read and recommend books. Bookmarks are always present inside students' books which ignite interest and joy for reading.	shopping, checking levels of books, and etc. ~90% of classroom library books are labeled and classroom library feels warm and inviting. Teachers has mostly effective system to check out books that are specific use to take home for homework or classwork. Every student always have 2 to 3 books in their book bag. Teacher sometimes has favorite books recommended by students and teachers. Rocketeers enjoy when they have time to recommend books. Bookmarks are mostly present inside students' books but not core to reading.	book shopping, checking levels of books, etc. but the structures are simply lifted from the school and/or network vision, and show little to no intention and customization OR the systems are customized in a very superficial way (i.e., themed posters around the library). Less than 90% of classroom library books are labeled and classroom library feels uninviting, isolated, an afterthought and not integral to the culture of the classroom. Teacher has an ineffective system to check out books that are specifically used to take home for homework or classwork. Most students always have 2 to 3 books in their book bag, but some students are occasionally missing books and/or don't have any books at all. Teacher infrequently has favorite books recommended by students and teachers. As a result, Rocketeers don't take recommendations from their teachers/ peers seriously, and are not invested in the spotlight author/ genre. Bookmarks are infrequently present inside students' books but not core to reading, and/or students do not utilize bookmarks authentically while reading.
	Developing Knowledge of Literature	Students are always able to name systems that they elect to use to determine what books to read next and why, demonstrating a growing love of literature. Students have read, or plan on reading in the near future, a variety of genres and subjects. Students catalogue their reading, and can speak with conviction about the similarities and differences between authors, genres, and topics. Students explore genres and subjects	Students are able to name systems that they elect to use to determine what books to read next and why, demonstrating a growing love of literature. Students have read, or plan on reading in the near future, a variety of genres and subjects. Students catalogue their reading, and can speak with conviction about the similarities and differences between authors, genres, and topics. Students can articulate the similarities and	Most students are able to name systems that they elect to use to determine what books to read next and why, demonstrating a growing love of literature. ~90% Students have read, or plan on reading in the near future, a variety of genres and subjects. Most students catalogue their reading, and can speak about authors or genres they enjoy. Students can articulate some similarities and differences between word choice, mood,	Few students are able to name systems that they elect to use to determine what books to read next and why, demonstrating a culture of compliance and/or lack of love of reading. Fewer than 90% of students have read, or plan on reading in the near future, a variety of genres and subjects. Students infrequently catalogue their reading, and can only speak in limited ways about authors or genres, drawing primarily from texts in a unit. Students can superficially articulate some

* Tools and frameworks described in this Attachment 20 were developed by Rocketship Education, and may have been used in other charter applications.

		that they may not have initially been interested in, showing a love of reading. Students can always articulate the similaritles and differences between word choice, mood, tone and other craft decisions, across multiple texts. Students can cite their favorite types of writing and provide an in-depth explanation, citing craft and content in their reasons, while expanding their horizons and interests. Teacher always cultivates a love of literature and commitment to developing knowledge of literature by creating and maintaining systems that support a love of literature, such as genre walls, author of the month, book club, etc., in addition to other customized systems, structures and routines. Teacher exhibits a thirst to deepen his/her understanding of literature in VoEs and Unit Planning meetings, and speaks with clarity and precision about author's craft and choice, themes, and connections to larger skills and essential understandings. Teacher brings these elements alive in each and every single lesson. Teacher expands students' knowledge of literature by bringing in texts that extend beyond provided units, and enhance students' overall understanding of both craft and content. As a result, students voraciously seek out additional reading materials and share with their teacher/ peers.	differences between word choice, mood, tone and other craft decisions, across multiple texts. Students can cite their favorite types of writing and provide an in-depth explanation, citing craft and content in their reasons. Teacher cultivates a love of literature and commitment to developing knowledge of literature by creating and maintaining systems that support a love of literature, such as genre walls, author of the month, book club, etc. Teacher exhibits a thirst to deepen his/her understanding of literature in VoEs and Unit Planning meetings, and speaks with clarity and precision about author's craft and choice. Teacher expands students' knowledge of literature by bringing in texts that extend beyond provided units, and enhance students' overall understanding of both craft and content.	tone and other craft decisions, across multiple texts. Teacher has fostered a like or interest for literature by creating and maintaining systems that support an interest in literature with 1-2 personalized systems. . Teacher exhibits an understanding of literature in VoEs and Unit Planning meetings, and speaks with clarity and precision about author's craft and choice. At times teacher works to expands students' knowledge of literature by bringing in texts that connect to other texts read in the classroom	similaritles and differences between and across texts, relying almost entirely on STORY elements to draw comparisons. Teacher has not fostered and/or fostered a limited like or interest for literature by infrequently maintaining systems that are primarily implemented with little customization/ personalization Teacher exhibits a limited understanding of literature in VoEs and Unit Planning meetings, and speaks vaguely about author's craft and choice. SL does a majority of talking during DDI meetings, and teacher interjects infrequently, with limited value add. Teacher rarely and/or infrequently works to expand students' knowledge of literature by bringing in texts that connect to other texts read in the classroom
	Noticing and Addressing	T is obsessive about noticing reading habits and content. Teacher enthusiastically celebrates excellent habits and variety of genres and authors that students are reading. T always notices and addresses poor reading habits (including posture and frequent book switching, when a book is too easy or challenging etc.). Teacher gives quick, actionable	T is obsessive about noticing and both exceptional reading behaviors to celebrate and noticing and addressing poor reading habits (including posture and frequent book switching, when a book is too easy or challenging etc.).	T notices student reading habits and takes notes on individual students habits. Teacher has a strong idea of what habits look like at a range.	T infrequently and/or rarely notices student reading habits and randomly takes notes on low leverage student habits. Teacher has a vague dea of what habits look like at a range.

		feedback to students, so that they can immediately correct their habits, and can engage in authentic dialogue about the books that students are reading.			

Assistant Principal Evaluation 2018-19

Directions (for APs):
(1) Please share your document with your principal and jboles@rsed.org. Your evaluation will be kept confidential but sharing is critical so that Directors of Schools and the Talent Team are able to check for completion and ensure that we are calibrated across the network.
(2) Complete your sections in the "Evaluation" tab and let your principal know it is complete by end of day 3/12

Questions? Reach out to Julie Boles (JBoles@rsed.org)

Midyear	
Action	**Date**
Evaluation is open for APs to begin working on it.	
Talent Team provides AP with supporting data sheet.*	
AP completes all green sections and submits to principal.	
Principal completes scoring draft form for review by Dir. of Schools.	
Network norming with Directors of Schools	
Evaluation conversations.	
Final version submitted to Talent and HR.	
*Note: Some data will be unavailable at midyear.	

End of Year	
Action	**Date**
Evaluation is open for APs to begin working on it.	
Talent Team provides AP with supporting data sheet.*	
AP completes all green sections and submits to principal.	
Principal completes his/ her sections for review by Dir. of Schools.	
Network norming with Directors of Schools	
Evaluation conversations.	
Final version submitted to Talent and HR.	

Performance Evaluation Overview

Overall Rating (Will automatically populate when evaluation is complete) - DO NOT EDIT GREY CELLS		
Category	**MOY**	**EOY**
Student Achievement (40%)		
Staff Culture and Management (15%)		
Family Engagement (20%)		
Core Characteristics (10%)		
Key Levers (15%)		
Overall Score (Weighted Average)		
Overall Rating **1.00 - 1.4: Below** **1.5 - 1.8: Approaching** **1.9 - 2.5: Meets** **2.6 - 3: Exceeds**		

Key
AP Completes
Principal Completes
Note: APs will be provided with a summary of their student achievement and other data in a spreadsheet that they can use to fill in the "supporting data" categories.

Part 1: Student Achievement						
AP Directions:						
	Grade, Subject, or other area of ownership	**Metrics (will automatically populate when grade/subject is selected)**	**MOY Rating Score**	**MOY Rating Level**	**EOY Rating Score**	**EOY Rating**
Student Achievement (40%)	<Select Grade, Subject, or Other Area>					
	<Select Grade, Subject, or Other Area>					
	<Select Grade, Subject, or Other Area>					
	<Select Grade, Subject, or Other Area>					
	<Select Grade, Subject, or Other Area>					
	<Select Grade, Subject, or Other Area>					
	<Select Grade, Subject, or Other Area>					
	<Select Grade, Subject, or Other Area>					
	<Select Grade, Subject, or Other Area>					
	<Select Grade, Subject, or Other Area>					
	<Select Grade, Subject, or Other Area>					
	Student Achievement Overall	**n/a**				
Midyear Student Achievement Reflection -						

Part 2: Staff and Family Engagement					
AP Directions:					
Category	**Metric**	**MOY Supporting Data (if available)**	**MOY Rating**	**EOY Supporting Data**	**EOY Rating**
	Teacher Retention in grade levels as of 7/1 (in network)				
	Manger Feedback Overall Rating				
	Staff Satisfaction / Manager Feedback - 2 School Culture Qs (Climate of trust, leadership communication; Rating on 7 point scale)				
Staff Culture and Management (15%)	**Staff Culture and Management Overall**				
	PPH Completion for grade levels				
	Home visits for grade levels (% complete)				
	Average Attendance				
Family Engagement (20%)	**Family Engagement Overall**				

Part 3: Core Characteristics (10%)			
Directions:			
	Characteristic	**MOY Rating**	**EOY Rating**
	Authenticity		
	Community		
	Innovation		
Core Characteristics (Based on School Leader Core Characteristics Rubric)	Tenacity		
	Pursuit of Excellence		
	Core Characteristics Overall		

Part 4: Key Levers (15%)						
Directions:						
	Percent with a 3+	**Rating**				
Percent of Teachers with a 3+ Proficiency on the TPR		**Below 70 = Below; 70-80 = Meets, 80+ = Exceeds**				
AP Self Reflection	**MOY AP Reflection**					
Coaching						
Manager Assessment	**MOY Manager Rating**	**MOY Manager Comments** *Please comment on the 1-2 levers that are most critical for the AP to develop.*	**EOY Manager Rating**	**EOY Manager Comments** *Please comment on the 1-2 levers that are most critical for the AP to develop.*		
Coaching						
Key Levers Overall		n/a		n/a		

Part 5: Summary Comments	
Directions:	
Midyear Comments	**AP 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.
	Manager 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
End of Year Comments	**AP 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.
	Manager Assessment
	Comments: Provide an overall reflection on performance during this period including most significant 1-2 contributions and 1-2 areas for improvement/growth.



BOM NAME - Evaluation SY19-20

Absolute scores					
Component	*Weighting*	storical: EOY 201	Fall	Winter	Spring
Common Space Systems	0.5	0.0	0.0	0.0	0.0
Deliverables & Stakeholder Feedback	0.25	0.0	0.0	0.0	0.0
Core Characteristics	0.25	0.0	0.0	0.0	0.0
OVERALL SCORE	1 - 3	**0.0**	**0.0**	**0.0**	**0.0**
OVERALL RATING					
Please see here for the full definition of Below, Meets, Exceeds.					

BOM Name -- Evaluation Dashboard SY19-20

Common Space Systems	Fall Score	Fall RDO and/or Principal comments	Winter Score	Winter RDO and/or Principal comments	Spring Score	Spring RDO and/or Principal comments
Arrival	0.0		0.0		0.0	
Dismissal	0.0		0.0		0.0	
Recess	0.0		0.0		0.0	
Lunch	0.0		0.0		0.0	
Physical Space	0.0		0.0		0.0	
Overall	**0.0**		**0.0**		**0.0**	

Deliverables & Stakeholder Feedback	Fall Score	Fall RDO and/or Principal comments	Winter Score	Winter RDO and/or Principal comments	Spring Score	Spring RDO and/or Principal comments
RocketCAT 1: <89% 2. 90 - 95% 3. 96%+ 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.	0.0		0.0		0.0	
Meal Finances (Region Specific)	0.0		0.0		0.0	
Manager Feedback Survey 1: Average 4.9 or below 2: Average 5.0 - 5.9 3: Average 6+ Fall and Spring data pulls depend on HR timelines in getting us the data, you will be informed.	n/a		0.0		0.0	
Parent Survey 1: 74% or lower "agree" 1.5: 75%-79% 2: 80-85% "agree" 3: 86%+ "agree" Spring ONLY data is provided via Schoolzilla.	n/a		n/a		0.0	
	0.0		**0.0**		**0.0**	

Core Characteristics	Fall BOM self-score	Fall Principal & RDO joint score	Winter BOM self-score	Winter Principal & RDO joint score	Spring BOM self-score	Spring Principal & RDO joint score
Authenticity	0.0	0.0	0.0	0.0	0.0	0.0
Community	0.0	0.0	0.0	0.0	0.0	0.0
Innovation	0.0	0.0	0.0	0.0	0.0	0.0
Tenacity	0.0	0.0	0.0	0.0	0.0	0.0
Pursuit of Excellence	0.0	0.0	0.0	0.0	0.0	0.0
Average *Principal/RDO score is rolled into overall score on first tab*	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Reviews	Fall	Winter	Spring
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	**BOM self-review**	**BOM self-review**	**BOM self-review**
	Principal review	**Principal review**	**Principal review**
	RDO review	**RDO review**	**RDO review**

Core Characteristic	1 – Does Not Meet Expectations	2 - Meets Expectations	3 - Exceeds Expectations
Pursuit of Excellence"Give the best and nothing less" We continuously improve our results in response to data and feedback. We strategically prioritize to maximize short and long term solutions. We believe that all children can succeed and continue to courageously work to eliminate the achievement gap within our lifetimes.	• Delivers on High Expectations:Does not set ambitious enough goals or exhibits pattern of not meeting goals	• Delivers on High Expectations:Sets and takes most of the necessary action steps to achieve ambitious goals for most students	• Delivers on High Expectations: Proactively sets extremely ambitious goals for all students and self-directs to meet these goals
	• Rocketeers First Does not make decisions grounded in what's best for our Rocketeers	• Rocketeers First: Makes most decisions grounded in what's best for students; may hesitate or lack confidence in pushing forward needed but contentious changes. Believes in the potential of every stakeholder to unlock that potential	• Rocketeers First:Makes all decisions grounded in what's best for our Rocketeers. Holds an unwavering belief in the potential of every single stakeholder to unlock that potential
	• Conscientious:Does not meet professional obligations (deadlines, meetings, notification around absences, preparation for Ops Systems & Ops Projects and meetings, start times, etc.) and/or may not communicate when changes come up and/or does not model professionalism	• Conscientious:Meets almost all professional obligations (deadlines, meetings, notification around absences, preparation for Ops Systems & Ops Projects meetings, start times, etc.) and communicates when changes come up; models professionalism most times	• Conscientious:Meets all professional obligations (deadlines, meetings, notification around absences, preparation for Ops Systems & Ops Projects meetings, start times, etc.) and proactively communicates when changes come up; models professionalism at all times; encourages and supports colleagues in this area
	• 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 invest others in the results	• Ownership of Results:Usually takes ownership over results, good or bad; rarely needs pushes to show ownership	• Ownership of Results: Owns results, good or bad and aims to broaden sphere of influence to school and community and foster ownership in others (i.e. parents, colleagues)
	• Response to Feedback:May become defensive when given feedback or take feedback in moment and not implement it	• Response to Feedback:Effectively responds to and, with coaching, implements constructive feedback; may occasionally "overcorrect" based on feedback or struggle to implement it effectively	• Response to Feedback:Effectively responds to and implements constructive feedback
Authenticity"Live our values" We deliver transparency in our work, assessing how we are doing, growing, and learning with honesty and humility. We bring our whole selves to our work, allowing that passion to resonate through our decisions, words, and actions. We value and adapt to diverse styles and approaches.	• Self-reflection:Does not engage in self-reflection or misses the most critical points in reflection	• Self-reflection: Engages in self-reflection but may have 1-2 blind spots where (s)he is not aware of his or her impact	• Self-reflection:Regularly and proactively self-reflects; exhibits a high level of honest and humble self-reflection in their work
	• Constructive Communication: Does not address issues constructively; may allow issues to boil under the surface, or talk behind backs of colleagues; has multiple instances of conflicts with colleagues that extend beyond misunderstandings	• Constructive Communication: Contributes to an environment of open dialogue and solves problems in a constructive way, especially when prompted	• Constructive Communication: Creates an environment of open dialogue, assumes positive intentions in others, and demonstrates constructive problem-solving
	• Seeking Help:Does not seek help when needed and does not make good use of presented learning opportunities	• Seeking Help:Usually seeks help when needed, takes advantage of learning opportunities when presented	• Seeking Help:Seeks help when needed, always looks for ways to improve; proactively and independently seeks out opportunities to learn
	• Engaging Fully: Does not engage fully; may attend but does not actively participate in Launch, PD, or other required events.	• Engaging Fully:Contributes to a culture of joy and celebration of good work (Examples: full engagement in Launch, recognizing others publicly, supporting peers).	• Engaging Fully:Leads in creating a culture of joy and celebration of good work (Examples: full engagement in Launch, recognizing others publicly, helps peers see opportunities in their challenges)
CommunityBroaden the circle and build" We seek a diverse set of perspectives to build understanding and expand our circle of impact as we work towards our greater purpose. We believe our community begins within our neighborhoods and deepens and expands within our classrooms. We value our professional community and its collective impact beyond our own individual roles and contributions.	• Engaging Families:Pattern of difficulties in engaging with families either through lack of communication or miscommunication	• Engaging Families:Communicates effectively and build relationships with most families; makes some attempts to engage them in decision making	• Engaging Families:Communicates effectively and builds relationships with all families by humbly listening and engaging them in decision-making
	• Ownership of All Students:Only focuses on the system of the moment	• Ownership of All Students:Implements school wide expectations in all spaces	• Ownership of All Students:Thinks beyond the systems; takes ownership in all spaces and works to impact entire school and broader community
	• Collaboration: Significant gaps in communication with colleagues and/or resistance to working with colleagues when opportunities are provided	• Collaboration: Communicates effectively with colleagues most of the time and contributes to collaboration within the school	• Collaboration: Communicates effectively with colleagues and contributes to collaboration within the school and network; encourages inclusivity and brings out authenticity in others
	• Diverse Perspectives:Demonstrates fixed viewpoints that make it hard for others to offer their perspectives	• Diverse Perspectives:Demonstrates openness to diverse perspectives; may not always seek them out	• 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
Tenacity"Blast through" We pursue our goals relentlessly until we achieve them, especially for our Rocketeers. We take courageous steps in our work that lead to excellent outcomes for students. We view each challenge as a hurdle to clear in order to reach our ultimate goal.	• Urgency:Does not take actions or approach work with enough urgency	• Urgency:Takes actions in the best interest of students; may need coaching to move forward if they are new, unfamiliar ,or uncomfortable	• Urgency:Urgently and courageously takes actions in the best interest of students, even if they may be new, unfamiliar ,or uncomfortable
	• Multiple Strategies:Does not try new strategies when initial attempts to support students or families do not work; may give up on particular students or families	• Multiple Strategies:With coaching, tries multiple strategies to supportallstudents and families when initial attempts do not work; may occasionally get stuck and need extra support to determine what to try next	• Multiple Strategies:Purposefully tries multiple strategies to supportallstudents and families when initial attempts do not work and never gives up
	• Learning from Mistakes: Responds negatively in face of challenges; does not recover after setbacks and/or repeatedly makes the same type of mistakes	• Learning from Mistakes: Usually remains positive; rebounds after setbacks and learns from mistakes	• Learning from Mistakes: Keeps a positive attitude at all times; rebounds quickly and learns from mistakes
	• Marathon, Not a Sprint:Does not take into account long term goals by only executing on immediate and daily needs	• Marathon, not a Sprint:Prioritizes both short term urgent needs and longer term needs (in instructional planning, execution, and personal sustainability), but may sometimes overweight short or long term or push self too close to burnout	• Marathon, not a Sprint:Prioritizes both short term urgent needs and longer term needs (in instructional planning, execution, and personal sustainability)
InnovationInnovation "Reach beyond" 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.	• Due Diligence:Does not do work required to understand root causes and find solutions	• Due Diligence: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	• Due Diligence:Asks questions, builds knowledge, leverages data, experience, and research to identify root causes and consistently implements strong solutions
	• Pace:Repeated instances where change is not made or made slowly when it is needed	• Pace:Implements needed changes but may occasionally move too fast or too slow	• 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:Resistant to make change and/or inflexible in implementing new strategies	• Responsible Risks:Open to taking risks and flexible in implementing new and better strategies; may sometime need extra coaching or support to take risks or take risks that are creative but not aligned with most important levers for operations	• Responsible Risks:Takes responsible and creative risks with operations, consistently pushes for and achieves new and better strategies
	• Working Smarter, Not Harder:Does not strategically prioritize or repeatedly prioritizes work that does not align with student needs	• Working Smarter, Not Harder: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	• Working Smarter, Not Harder:strategically prioritizes most important work for overall school success

* Tools and frameworks described in this Attachment 20 were developed by Rocketship Education, and may have been used in other charter applications.

CALCULATOR

Common Space Systems	Enter Predictions Here	
Arrival		**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).
Dismissal		
Recess		***Why?*** When a system receives a score of a 2+ on an indivudal 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.
Lunch		
Physical Space		
Overall	#DIV/0!	*<-- Calculates Automatically*

Deliverables & Stakeholder Feedback	Enter Predictions Here	
RocketCAT 1: <89% 2. 90 - 95% 3. 96%+		**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).
Meal Finances (Region Specific)		***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.
Manager Feedback Survey 1: Average 4.9 or below 2: Average 5.0 - 5.9 3: Average 6+		
Parent Survey 1: 74% or lower "agree" 1.5: 75%-79% 2: 80-85% "agree" 3: 86%+ "agree"		
Overall	#DIV/0!	*<-- Calculates Automatically*

Core Characteristics	Enter Predictions Here	
Authenticity		**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).
Community		
Innovation		***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.
Tenacity		
Pursuit of Excellence		
Average *Principal/RDO score is rolled into overall score on first tab*	#DIV/0!	*<-- Calculates Automatically*

DO NOT EDIT BELOW - AUTOMATIC CALCUATIONS

Component	*Weighting*	Calcuates Automatically	
Common Space Systems	0.5	#DIV/0!	
Deliverables & Stakeholder Feedback	0.25	#DIV/0!	
Core Characteristics	0.25	#DIV/0!	
OVERALL SCORE	1 - 3	**#DIV/0!**	*<- 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 Princpal about what you see here and understand that there is manager discretion involved (see NOTES below) if any individual scores are below a 2.*
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.*			*<-- Refer here for a breakdown of the definitions and talk to your RDO if you have questions!*

Predicted Raise % for End Of Year Evaluation - May/June

OVERALL SCORE	Raise %	Exceeds, Meets, Below	
1.9 or below	typically 0%	Below Expecations	*<- Here you will see a predicted raise % that you could be awarded based on your final end of year overall score. 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.*
2.0 - 2.3	typically 2%-4%	Meets	
2.4+	typically 5% - 7%	Exceeds	

* Tools and frameworks described in this Attachment 20 were developed by Rocketship Education, and may have been used in other charter applicationa

OM Evaluation 2018-19

OM Timeline

Midyear	
Action	**Date**
Evaluation is open for OMs to begin working on it.	
OM completes all green sections and submits to principal.	
Principal completes his/ her sections for review by Dir. of Schools.	
Network norming with Schools Team	
Evaluation conversations.	

End of Year	
Action	**Date**
Evaluation is open for OMs to begin working on it.	
OM completes all green sections and submits to principal.	
Principal completes his/ her sections for review by Dir. of Schools.	
Network norming with Directors of Schools	
Evaluation conversations.	
Final version submitted to Talent and HR.	

Performance Evaluation Overview

Overall Rating (Will automatically populate when evaluation is complete)				
Category	MOY (3=Exceeds, 2=Meets, 1=Below)		EOY (3=Exceeds, 2=Meets, 1=Below)	
Family Engagment (40%)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Operations (25%)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Customer Service (20%)	0	#N/A	0	#N/A
Core Characteristics (15%)	0	#N/A	0	#N/A
Overall Score		#DIV/0!		#DIV/0!
Overall Rating **<1,9 Below** **1,9-2,5 Meets** **>2,6 Exceeds**				

Key
Automatically Generate - DO NOT ENTER
OM Completes
Principal Completes

Part 1: Family Engagement					
OM Directions					
Category	Metric	MOY Supporting Data (i	MOY Rating	EOY Supporting Data	EOY Rating
Family Engagement	Parent Engagement				
	PPH				
	Parent Survey (EOY) Completion	n/a			
	Enrollment (EOY)	n/a			
	Family Engagement Overall		#DIV/0!		#DIV/0!

Part 2: Operations					
Category	Metric	MOY Supporting Data (i	MOY Rating	EOY Supporting Data	EOY Rating
Operations	Attendance Report				
	Attendance Binder				
	Suspensions				
	Truancy				
	Immunizations				
	Audits				
	Operations Overall		#DIV/0!		#DIV/0!

Part 3: Customer Service					
Category	Metric	MOY Self Reflection	MOY Principal Rating	EOY Self Reflection	EOY Principal Rating
Customer Service	EOY Parent Survey - OM question 1 (NeST enters)	N/a	N/a		
	EOY Parent Survey - OM question 2 (NeST enters)	N/a	N/a		
	Communication				
	Systems and Structures				
	Time Management and Organization				
	Collaboration & Managing Up				
	Customer Service Overall				

Part 4: Core Characteristics					
Category	Metric	MOY Self Reflection	MOY Principal Rating	EOY Self Reflection	EOY Principal Rating
Core Characteristics	Pursuit of Excellence				
	Tenacity				
	Authenticity				
	Innovation				
	Community				
	Core Characteristics Overall				

Part 5: Summary Comments	
Directions: Please provide summary comments in the sections below.	
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
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.

Characteristic	Below	Meets	Exceeds
Authenticity	• Self-reflection • Constructive Communication • Learning Orientation • Culture of Pride and Positivity	• Self-reflection • Constructive Communication • Learning Orientation • Culture of Pride and Positivity	• 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 • Ownership of All Students • Collaboration • Diverse Perspectives	• Engaging Families • Ownership of All Students • Collaboration • Diverse Perspectives	• Engaging Families: Serves as a true partner to families by building relationships, humbly listening, connecting the 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 • Pace • Responsible Risks • Working Smarter, Not Harder	• Due Diligence • Pace • Responsible Risks • Working Smarter, Not Harder	• 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 • Preparation and Practice • Learning from Mistakes • Marathon, not a Sprint	• Urgency and Productivity • Preparation and Practice • Learning from Mistakes • Marathon, not a Sprint	• 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 to excel. • 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)
Pursuit of Excellence	• Delivers on High Expectations • Students First • Organized Leadership • Ownership of Results • Response to Feedback	• Delivers on High Expectations • Students First • Organized Leadership • Ownership of Results • Response to Feedback	• Delivers on High Expectations:Proactively sets extremely ambitious goals for all students and work streams and self-directs to meet these goals. Inspires others to passionately work toward ambitious goals. • Students First:Makes decisions grounded in what's best for student learning. Holds an unwavering belief in the potential of every single student and capacity of staff to unlock that potential. Demonstrates courage on this issue when challenges arise. • Organized Leadership: Very effectively manages large amount of data, documents, and deadlines for self and staff. Meets all professional obligations including preparation for meetings, start times, and e-mail communications. Models Professionalism at all times. • Ownership of Results: Owns results, good or bad and aims to broaden sphere of influence to school, network, and community and foster ownership in others (i.e. staff and parents). • Response to Feedback:Effectively responds to and implements constructive feedback with maturity and professionalism. Seeks out feedback and builds an environment conducive to honest feedback.
Core	**More than 1 Below**	**No more than 1 Below; 3-5 Meets or Exceeds**	**3-5 Exceeds; none Below**

* Tools and frameworks described in this Attachment 20 were developed by Rocketship Education, and may have been used in other charter applications.

Attachment 21: Résumé(s) and/or Qualifications for Proposed Financial Team

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 are required for each position on the staffing chart (Attachment 24). 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 24.

KEYSHA BAILEY

415.694.1499 [redacted]

www.linkedin.com/in/keyshabailey

Results driven CFO focused on leading companies to accomplish mission, drive growth and manage risk. Creative and analytically minded, thriving in environments with complex challenge 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

JULIE SELE

www.linkedin.com/in/julie-sele

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 **Oct. 2019- present**

Director, Finance

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 **May 2019- Oct. 2019**

Senior FP&A Consultant

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 **2014-2018**

Senior Manager, Financial Planning/Analysis (FP&A), Global Marketing

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.

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

FARIBA BAGHERI

(510) 376-0789 (Cell) ~ [redacted]

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 Intaact, 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:

Lease Accounting ASC 842, Revenue Recognition ASC 985-605 (SOP 97-2) and ASC 606 (IFRS 15), SAB 101, SAB 104 - Audit Big 4 & Regional firms– Multicurrency Financial Consolidation ASC 830 (FAS 52)– Cost Accounting –- ERP Implementations (NetSuite, Microsoft Dynamics, SAP, Oracle) - Cap Table Maintenance – Stock Based Compensation ASC 718 (FAS 123R)- GL Period Close- Internal & External Financial Statements Reporting & Variance Analysis – Cash Flow Forecasting & Management – International Accounting/Transfer pricing – Revenue Contract Review – SOX Compliance – Merger & Acquisitions Preparation– Business Insurance Renewals – Banking Relationships – Private Equity Financing – Due Diligence – Income Tax Package & VAT Filing - Assistance with SEC Reporting- Annual Operating Plans Preparation-

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 Restoration Robotics, SAP Consolidation Module 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

Rocketshipship Education, ***CONTROLLER*** 10/2018-Present

- Responsible for overseeing all aspects of accounting and finance reporting directly to CFO

Accounting & Financial Services, ***FINANCIAL CONSULTANT*** 05/2018-08/2018

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+

ROKU Inc., - ***REVENUE CONSULTANT*** 10/2017-03/2018

A Public Company in Entertainment Industry – Annual Revenue $500M

ASC 606 Year-End Audit Preparation and Compliance, ASC 606 Revenue Models preparation, Standard (20%) and Non Standard (80%) Contract Review, Preparation of Quarterly & Year-End Revenue Share Reporting Multiple Platforms

- 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

Robert Half International, Inc. ***EXEC. FINANCIAL CONSULTANT- SALARIED PROFESSIONAL SERVICES***

Clients I assisted: 04/2007-07/2016

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 1098-T Annual Filing

Protivity, Inc., ***SOX AUDIT/COMPLIANCE*** 11/2013– 05/2016

Clients: Netgear, Inc., Fire Eye, Inc., Yelp, Inc., Exponent, Inc., Fly Jet Leasing Corp
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-S99 (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 $40M

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*** 09/2008

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*** 11/2007-08/2008

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*** 04/2007-11/2007

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* 03/2005-04/2007

Private Company Annual Revenue $40M

A leading provider of VOD content & IPTV application over Broadband Networks

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. Financial Reporting & Analysis including Monthly trend analysis, Budget Compliance & status reporting to executive management, GAAP application, Assistance with Annual Budgeting, Forecast updates & Analysis, Cash Flow Reporting, Coordination & Preparation of Corporation Income Tax package. Preparation & Coordination of Year-end audit. Administration & Accounting of Stock Options & reporting FAS123R, Software Revenue Recognition SOP 97-2, VSOE Analysis, Consolidation Accounting & Banking Liaison. Assistance with Financing, Capitalization table updates.

- Implemented FAS 123 (R) and SOX internal control requirements.
- Achieved Cost Saving thru appropriate Staffing, Training, and Process Automation.
- Implemented Consolidation Accounting Procedures for Intl Ops & reduced month-end close period.
- Consistently achieved favorable financial audit results while reducing audit time.

Lithotype Co., ***ACTING CONTROLLER/GENERAL ACCOUNTING MANAGER*** 12/2003-02/2005

Private Company Annual Revenue $80M

A leading manufacturing company of Flexible Packaging

A hands-on position reporting to CFO overseeing G/L, A/P, A/R, Payroll, Cost Accounting, Fixed Assets, 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.

Accounting & Financial Services, ***ACCOUNTING/FINANCIAL MANAGER*** 01/1998-11/2003

Provided Accounting & Financial Services including Consultation and Set up of accounting systems, G/L, Month-end close, Financial statements & Audit, Financial Analysis, Budgeting & Forecasting,

Preparation of income tax package, Development of business processes, creation of financial Policies & Procedures, Cash & Special Projects Mgt, Banking Liaison. Sarbanes Oxley Audit & database maintenance.

- Upgraded accounting systems & developed business processes achieving cost reduction.

Harmonic, Inc., ***SENIOR FINANCE MANAGER/CORP GENERAL ACCOUNTING MANAGER*** 08/1995-01/1998

Public Company Annual Revenue $300M

A leading Public Company provider of Digital Video, Broadband Optical Networking & IP delivery Systems

SENIOR FINANCE MANAGER *(1997-1998)*

Responsible for Corporate Budgeting, Administration & Accounting for Stock Options & Purchase Plans, Preparation of Corporate Income Tax package, Development of Financial Procedures, Financial Analysis, SEC Reporting (10-Q, 10-K, Proxy, Annual Report) and Acquisitions, Assistance to the CFO related to business insurances, Mgt. of Special projects.

- 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

Alza Corporation, ***GENERAL ACCOUNTING MANAGER*** 03/1993-11/1994
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

Proficient with Microsoft Excel, Word, PowerPoint, Crystal reports. System experience: NetSuite, Intaact, Microsoft Dynamics/GP, SAP, Oracle, ACCPAC, Equity Edge, ADP, TriNet, Solium/Shareworks/CapMx, Rev Pro, MAS, 4th Shift, Sage, ASK, CRC, QuickBooks, Kronos, FAS2000. Solid knowledge of GAAP. Effective networking, interpersonal, written and verbal communication skills. Foreign languages: Advanced German & Basic French.

KRISTARAE FLORES

110 Adobe Ct. San Pablo, CA 94806
[redacted] 909.254.3423

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

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 22: 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 are required for each position on the staffing chart (Attachment 24). 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 24.

Job descriptions and qualifications provided in this **Attachment 22** were developed by Rocketship Education, and the same or similar job descriptions can be found online at https://www.rocketshipschools.org/join-our-team. These or similar job descriptions may have also been provided in Rocketship Education's previous charter and reauthorization applications in other states. *See, e.g.*, Rocketship Mateo Sheedy Elementary 2019 Renewal Petition (at https://www.sccoe.org/supoffice/charter-schools-office/Documents/petitions/RS%20Mateo%20Sheedy%20Renewal%20Petition%202020-25.pdf)

ROCKETSHIP
PUBLIC SCHOOLS

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:

ROCKETSHIP
PUBLIC SCHOOLS

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.

ROCKETSHIP
PUBLIC SCHOOLS

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.

ROCKETSHIP
PUBLIC SCHOOLS

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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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.

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/

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 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 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.

ANGELA MCCUTCHEON-JONES

Fort Worth, TX
[redacted]

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 followup

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

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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

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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

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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 there 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

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

Preston Smith

4163 Partridge Drive
San Jose, CA 95121

(408) 313-0265
[redacted]

PROFESSIONAL EXPERIENCE

HIGHLIGHTS

- Over 18 years of experience in public education (public school districts and charter school systems). Co-founder of Rocketship Education, 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 our Rocketeers through a sustainable, scalable school model that combines personalized learning through technology, 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.
- 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 Education
Co-founder and Chief Executive Officer (CEO) *(May 2009 – Present)*
Team of 12 *Operating Budget: $102MM*

- Initiated growth from 160 students to over 8,000 students and subsequently, a budget that increased from $2 million to over $102 million annually.
- Designed the Rocketship model, which combines teacher development, parent engagement, and personalized learning via online learning to improve 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.
- Expanded impact in the Bay Area Region through partnerships with local school districts and other charter authorizing agencies, ensuring that Rocketship continues expansion of schools locally and nationally in the next five years.
- Established professional development of staff, resulting in over 80% of staff realizing at least 1.5 years of progress (significant gains) with their Rocketeers in one year of instruction.

Founding Principal, Rocketship Mateo Sheedy Elementary School *(July 2007 – May 2009)*
Team of 25 *Operating Budget: $4MM*

- Opened 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 growing 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: $3MM*

- 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.

Founding Design Team Leader *(October 2003– April 2004)*

- Recruited a team of parents and teachers to design L.U.C.H.A. Elementary school, leading to the successful opening of the school.
- Organized parents and community members in various activities, ensuring that the small schools were created within a low-performing school district and were able to overcome various forms of political pressures, while also initiating buy-in throughout the community.

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.

Teach for America Institute

Second Grade Teacher *(July 2001 – August 2001)*

- Selected from over 4,000 applicants to become a Teach for America corps member, participating in a five-week summer institute that was an intense professional development "boot-camp" for teachers.

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

Community: First Presbyterian Church of Santa Clara (2004-2011), Jubilee Christian Center (2011-Present)
Languages: Spanish (proficient), Portuguese (beginning)
Interests: Play basketball two times a week; enjoy snowboarding and reading; [redacted]

CHEYE M. CALVO

[redacted] | 301.789-5469

PROFESSIONAL EXPERIENCE

Rocketship Public Schools May 2015 to present
Chief Growth and Community Engagement Officer Redwood City, California

- Leads strategic growth and planning for nonprofit network of public elementary charter schools with 19 schools in four regions serving more than 9,500 students and families largely from socio-economically disadvantaged communities where access to excellent schools is limited.
- Manages regional teams in Bay Area, Milwaukee, Tennessee, Washington, D.C. responsible for regional community engagement, family recruitment, and parent leadership.
- Lead development of stakeholder relationships support community engagement and direct regional growth.
- Builds and sustains a strong base of parent advocacy and leadership.
- Serves as a senior-level contributor to national leadership team and help to maintain collective focus on overall performance of the organization.
- Influences state and federal policymakers to align them with the movement for charter school and educational equity and ensures that Rocketship and other high-performing charter school networks are authorized and supported to serve the best interest of students and families.

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:
  - Drafted, negotiated, and enacted legislative authorization;
  - Coordinated multi-agency funding plan to repurpose state and federal resources to provide additional funds to boarding program;
  - Established complicated corporate structure, secured site, submitted Miami-Dade charter application, and negotiated unique boarding school charter contract;
  - Secured legal revisions and state appropriations to fund the boarding program; and
  - Successfully negotiated operating contract and related agreements with Florida agencies.
- Established legal and political frameworks in on-going project to open SEED school in Ohio (originally centered in Cincinnati but transitioned to Cleveland).
  - Drafted, enacted, and subsequently amended state laws to authorize/fund and provide state capital assistance for SEED school.
  - Negotiated a state contract with the Ohio education department and project agreement and $16.1 million funding offer from the Ohio school facilities entity.
  - Negotiated cutting-edge agreement with Cincinnati Public Schools to share talent within CBA that retains School's authority over work rules and teacher selection/removal.
  - When Cincinnati donor pulled-out, successfully transitioned project to Cleveland and initiated partnership with Cleveland Metropolitan School District.
- Directed government relations for SEED Maryland. Led 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 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 2007 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 quarterly newsletter.

OTHER RELEVANT EXPERIENCE

Mayor May 2004 to June 2015
Town of Berwyn Heights Prince George's County, Maryland

Six-time elected leader of diverse, full-service Prince George's County 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.

Columnist and News Writer January 1997 to May 1998
The Branding Iron Laramie, Wyoming

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 Laramie, Wyoming

Bachelor of Arts in History May 1994
University of Wyoming Laramie, Wyoming

CAROLYN DAVIES LYNCH

877-806-0920 x212 [redacted]

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, lunchroom, 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.

THE BOSTON CONSULTING GROUP *(Project Leader; 2004-2006, 2008-2011)* *San Francisco, CA*

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.
- Aspen Institute Pahara Fellow 2017-19. Completed Broad Residency program 2011-13.
- Open water swimming. Home organization. Kitchen gadgets. DIY projects.

Christopher M. Murphy 2051 Ticonderoga Drive, San Mateo, CA 94402 [redacted]

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.
- Landed placements in The New York Times Sunday Review, The Economist, NBC World News, NPR, GOOD, Forbes, CNBC, and the Guardian, et al. Authored thought-leader editorials

published in the Stanford Social Innovation Review, Huffington Post, Next Billion, and the World Economic Forum blog, et al.
- 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.

Christopher M. Murphy 2051 Ticonderoga Drive, San Mateo, CA 94402 [redacted]

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
Bio and Resume

Current Address: 31023 N. 166th Drive, Surprise, AZ 85387, (602) 478-1789
[redacted]

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) Redwood City, CA
Prior Role - Interim CEO, President 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 Phoenix, AZ
Raza Development Fund, Inc. (Phoenix, AZ) 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 Phoenix, AZ
Charles R. Wilson and Assoc., (Pasadena, CA) 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 Phoenix, AZ
First Security Commercial Mortgage (Chicago, IL) 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 Phoenix, AZ
AM&G Asset Management, Inc. (fka Altschuler, Melvoin & Glasser; Chicago, IL) 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 — Glendale, AZ
MBA - International Management; Honors: *Phi Sigma Iota* — Graduated Jul '02

Western International University — Phoenix, AZ
Management / Finance Coursework — 1998-99

George Washington University — Washington, DC
School of Business & Public Management — 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
[redacted]

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

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
Litigation Counsel (contract)(May 2012-July 2015) **Nashville, TN**
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
- Co-authored *"HIPAA: Paper Law No More," in White Collar Law 360, Oct. 24, 2011 (www.law360.com).*
- 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.
- Co-authored "*Health IT Law Increases Enforcement Mechanisms Under HIPAA*," Compliance Today, April 2011.
- 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: Boards: 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

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Experience

Associate Counsel, Rocketship Public Schools **May 2015 - present**
Redwood City, CA

- 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 **August 2013 – May 2015**
San Francisco, CA

- 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 **October 2012 - July 2013**
New York, NY

- 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 **August 2007 - May 2009**
Las Vegas, NV

- 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

[redacted]

510-910-7639

ROCKETSHIP PUBLIC SCHOOLS, Redwood City, CA June 2012 – Present
Chief Talent and Strategy Officer
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 August 2000 to April 2001

Operations Manager

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

STANFORD GRADUATE SCHOOL OF BUSINESS, M.B.A and M.A. in Education, 2000
Club Leadership: Partnerships for Education, Board Fellows.

UNIVERSITY OF CALIFORNIA, BERKELEY, B.A. Political Economy with honors, 1994

MEG ROBINSON-LI

[redacted] • *(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

DAIANA LAMBRECHT, ED.M.

• 1930 W. Mulberry Ave, San Antonio, TX • [redacted] ■ 941-544-7197

Education

Ed.M. in Education Policy and Management. Harvard Graduate School of Education (HGSE) **8/2016-5/2017**

- *Relevant Coursework*: Family Engagement, Immigration Policy, Organizing: People, Power, and Change, Leadership, Evaluation & Improvement Science, and Politics & Education Policy
- *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

B.A. in Asian Studies and History. Pennsylvania State University (PSU) **9/2010- 5/2012**

- *Dean's List*: Spring 2011, Fall 2011, Spring 2012

A.A. in Humanities. State College of Florida **9/2008-5/2010**

- *Dean's List*: Summer 2009, Fall 2009, Spring 2010

Professional Experience

Director of Parent Leadership & Organizing for Rocketship Public Schools **San Antonio, Texas**
Support & manage Education Organizers across regions (CA, TX, DC, TN) **7/2019-Current**

Organizing Leadership Coach for Rocketship Public Schools **Remotely**
Support the work and development of RPS' Education Organizers across regions (EB,SB, DC) **8/2018-6/2019**

- 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**
Trained, coached, and developed organizers in several social change organizations **8/2018-Current**

- 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**
Coached 10 public narrative and organizing workshops using Dr. Ganz's framework **6/2017-Current**

- 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**
Lead organizing work with grass tops and grassroots partners for educational equity **8/2017-6/2018**

- 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**
Support Professor Ganz in teaching and development of 90 students in his organizing course **1/2018-5/2018**

- 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

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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**
Instructional Coach and organizer for Chinese and American Teaching Fellows **8/2014-5/2015**

- 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

DAIANA LAMBRECHT, ED.M.

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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 ● [redacted]

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

Campus Campaign Coordinator – Oxford, OH — Jul 2013 – May 2014

- 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

Operations Coordinator – Atlanta, GA — Summer 2013

- 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

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
[redacted]

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

Leydi Cottrill

650-722-8354 [redacted]

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 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 23: 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 14 and the Supplemental Human Resources Information Forms submitted in Attachment 24.

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 24 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, provide teacher-student ratios in the final row of the table.

Positions	**Staffing Chart**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Central Office						
Superintendent/CEO	1.0	1.0	1.0	1.0	1.0	1.0
Chief Financial Officer	*N/A - Centralized service provided by the CMO*					
Chief Operating Officer	*N/A Centralized service provided by the CMO*					

PEIMS Coordinator	1.0	1.0	1.0	1.0	1.0	1.0
Education Organizers	2.0	2.0	2.0	2.0	2.0	2.0
Speech and Language Pathologists	1.0	1.0	1.0	2.0	2.0	2.0
Psychologists	1.0	2.0	2.0	2.0	2.0	2.0
Occupational Therapist	1.0	1.0	1.0	1.0	1.0	1.0
BCBA	1.0	1.0	1.0	1.0	1.0	1.0
Total central office FTEs	**8.0**	**9.0**	**9.0**	**10.0**	**10.0**	**10.0**
Elementary School Campus Staff						
Principals	2.5	3.5	4.0	4.0	4.0	4.0
Assistant Principals	6.0	9.0	12.0	12.0	12.0	12.0
Business Operations Managers	2.0	3.0	4.0	4.0	4.0	4.0
Office Managers	2.5	3.5	4.0	4.0	4.0	4.0
Teachers, PK	2.0	3.0	4.0	6.0	7.0	8.0
Teachers, PK - Bilingual	4.0	6.0	8.0	8.0	8.0	8.0
Teachers, K - Bilingual	6.0	9.0	12.0	12.0	12.0	12.0
Teachers, 1st - Bilingual	6.0	9.0	12.0	12.0	12.0	12.0
Teachers, 2nd	6.0	9.0	12.0	12.0	12.0	12.0
Teachers, 3rd	2.0	6.0	9.0	12.0	12.0	12.0
Teachers, 4th	0.0	2.0	6.0	9.0	12.0	12.0
Teachers, 5th	0.0	0.0	2.0	6.0	9.0	12.0
ISE Teachers	4.0	7.0	10.0	11.0	12.0	12.0
ISE Paraprofessional	2.0	5.0	7.0	8.0	8.0	8.0
Integrated Learning Specialists	8.0	14.0	21.0	27.0	30.0	32.0
Enrichment Teachers	4.0	8.0	11.0	12.0	12.0	12.0
Operations Specialists	10.0	15.0	20.0	20.0	20.0	20.0
Behavior Support Specialists	2.0	3.0	4.0	4.0	4.0	4.0
Social Workers	2.0	3.0	4.0	4.0	4.0	4.0
Total elementary FTEs	**71**	**118**	**166**	**187**	**198**	**204**
Total charter school staff	**79.0**	**127.0**	**175.0**	**197.0**	**208.0**	**214.0**
Teacher-student ratio[76]	**24:1**	**24:1**	**24:1**	**25:1**	**25:1**	**25:1**

[76] Includes Teachers, Bilingual Certified Teachers, ISE Teachers, and Enrichment Teachers.

Middle School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						
Teachers (separate line for each grade or core subject)						
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						
Total middle school FTEs						
High School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						
Teachers (separate line for each grade or core subject)						
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						
Total high school FTEs						
Total charter school staff						
Teacher-student ratio						

Attachment 24: Supplemental Human Resources Information Forms

Using the template provided on the Subchapter D 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 23).

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 14 and on the staffing chart submitted in Attachment 23.

Qualifications and Job Duties provided in this **Attachment 24** may have been used in job descriptions developed and posted by Rocketship Education, which are available online at https://www.rocketshipschools.org/join-our-team. Similar descriptions may have also been provided in Rocketship Education's previous charter and reauthorization applications in other states. *See, e.g.*, Rocketship Mateo Sheedy Elementary 2019 Renewal Petition (at https://www.sccoe.org/supoffice/charter-schools-office/Documents/petitions/RS%20Mateo%20Sheedy%20Renewal%20Petition%202020-25.pdf)

GENERATION 25 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: CEO/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 per month

Proposed Location (City and County): Fort Worth, Texas (Tarrant County)

Number of Students anticipated in year one: 824 In year five: 2,776

Minimum Qualifications Required:

Education Required: Bachelor's Degree required; Master's degree preferred

Experience Required: 5+ years of managerial experience through multiple projects preferred; experience as teacher and administrator in Texas (highliy preferred)

Certification Required: Certification as Superintendent by Texas State Board of Education

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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$342,000
Lake Worth ISD	220910	Lake Worth	3,371	$165,000
Arlington Clsasics Academy	220802	Arlington	1,550	$130,000

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: CEO/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 and plan school and community events that bring schools, families, and the broader community together in support of maximum parent engagement and education advocacy goals in Rocketship schools.

4. Collaborate with school leaders to ensure that parents are deeply engaged in the school community and are highly effective advocates for educational priorities throughout the region.

5. 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.

6. 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.

7.

8.

9.

10.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Principal

Reports to: Superintendent

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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$84,436 - $118,210
Lake Worth ISD	220910	Lake Worth	3,371	$75,099 - $108,069
Crowley ISD	220912	Crowley	15,728	$83,202 - $117,285

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Principal

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. 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.

GENERATION 25 SUPPLEMENTAL HR FORM

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 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 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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$65,961 - $89,485
Lake Worth ISD	220910	Lake Worth	3,371	$65,961 - $89,485
Crowley ISD	220912	Crowley	15,728	$65,961 - $89,485

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
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.
9.
10.

GENERATION 25 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: 2,662

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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$42,515 - $61,936
Lake Worth ISD	220910	Lake Worth	3,371	$72,506 - $104,335
Crowley ISD	220912	Crowley	15,728	$94,127 - $132,687

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 : 1 s.
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 ofRocketship's assessments, including NWEA MAP and state tests, and health screenings like hearing and vision.
10.

GENERATION 25 SUPPLEMENTAL HR FORM

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: 2,662

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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$48,160 - $70,134
Lake Worth ISD	220910	Lake Worth	3,371	$49,171 - $73,757
Crowley ISD	220912	Crowley	15,728	$32,508 - $46,791

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.

GENERATION 25 SUPPLEMENTAL HR FORM

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: $55,000 - $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 credentialing program during their first year at Rocketship. Rocketeship 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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$54,000 - $78,935
Lake Worth ISD	220910	Lake Worth	3,371	$51,019 - $61,100
Crowley ISD	220912	Crowley	15,728	$52,000 - $73,100

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.
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GENERATION 25 SUPPLEMENTAL HR FORM

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: $55,000 - $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; $3,000 stipend for bilingual certification

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: Valid teaching credential or enroll in an accredited credentialing program during their first year at Rocketship. Bilingual certification required. Rocketeship 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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$54,000 - $78,935
Lake Worth ISD	220910	Lake Worth	3,371	$51,019 - $61,100
Crowley ISD	220912	Crowley	15,728	$52,000 - $73,100

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.

GENERATION 25 SUPPLEMENTAL HR FORM

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: $55,000 - $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 credentialing program during their first year at Rocketship. Rocketeship 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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$54,000 - $78,935
Lake Worth ISD	220910	Lake Worth	3,371	$51,019 - $61,100
Crowley ISD	220912	Crowley	15,728	$52,000 - $73,100

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 25 SUPPLEMENTAL HR FORM

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

Salary Range: $55,000 - $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 credentialing program during their first year at Rocketship. Rocketeship 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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$54,000 - $78,935
Lake Worth ISD	220910	Lake Worth	3,371	$51,019 - $61,100
Crowley ISD	220912	Crowley	15,728	$52,000 - $73,100

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 Rocketeers 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.

GENERATION 25 SUPPLEMENTAL HR FORM

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: $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: 2,662

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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$17,524 - $25,034
Lake Worth ISD	220910	Lake Worth	3,371	$17,204 - $24,744
Crowley ISD	220912	Crowley	15,728	$18,206 - $26,195

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 needs 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.

GENERATION 25 SUPPLEMENTAL HR FORM

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:

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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$17,524 - $25,034
Lake Worth ISD	220910	Lake Worth	3,371	$17,204 - $24,744
Crowley ISD	220912	Crowley	15,728	$18,206 - $26,195

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 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.

GENERATION 25 SUPPLEMENTAL HR FORM

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 - $12.60 / 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: 2,662

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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	11.42/hr-$16.63/hr
Lake Worth ISD	220910	Lake Worth	3,371	$11.50/hr- $15.56/hr
Crowley ISD	220912	Crowley	15,728	$11.48/hr- $16.52/hr

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.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

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: 2,662

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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$17,524 - $25,034
Lake Worth ISD	220910	Lake Worth	3,371	$17,204 - $24,744
Crowley ISD	220912	Crowley	15,728	$18,206 - $26,195

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.

GENERATION 25 SUPPLEMENTAL HR FORM

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: 2,662

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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$58,354 - $85,006
Lake Worth ISD	220910	Lake Worth	3,371	$52,149 - $75,041
Crowley ISD	220912	Crowley	15,728	$57,594- $81,186

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

GENERATION 25 SUPPLEMENTAL HR FORM

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; Bachelor's 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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$75,607 - $106,214
Lake Worth ISD	220910	Lake Worth	3,371	$75,607 - $106,214
Crowley ISD	220912	Crowley	15,728	$41,150- $59,212

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 the topics needed for the role
7. Support Superintendent and other regional staff in other compliance-related work
8.
9.
10.

GENERATION 25 SUPPLEMENTAL HR FORM

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: 2,662

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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$37,356 - $54,394
Lake Worth ISD	220910	Lake Worth	3,371	$49,171 - $73,757
Crowley ISD	220912	Crowley	15,728	$29,290 - $42,163

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Speech and Language Pathologist

Reports to: Superintendent

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: 2,662

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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$62,709 - $90,446
Lake Worth ISD	220910	Lake Worth	3,371	$53,543 - $77,048
Crowley ISD	220912	Crowley	15,728	$57,594- $81,186

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Speech and Language Pathologist

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. 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 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Psychologist

Reports to: Superintendent

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: 2,662

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 students with a range of disabilities; Excellent written and oral communication skills

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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$65,192 - $94,028
Lake Worth ISD	220910	Lake Worth	3,371	$56,332 - $81 ,061
Crowley ISD	220912	Crowley	15,728	$57,784 - $81,456

Name of Proposed Charter School:	Rocketship Public Schools
Name of Sponsoring Entity:	Rocketship Public Schools Texas

Position Title:	Psychologist
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. 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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Occupational Therapist

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: 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 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$62,709 - $90,446
Lake Worth ISD	220910	Lake Worth	3,371	$52,149 - $75,041
Crowley ISD	220912	Crowley	15,728	$57,594- $81,186

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: Occupational Therapist

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. 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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: BCBA

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: Bachelors Degree

Experience Required: Advanced training in applied behavioral analysis and support (BCBA strongly preferred); 3+ years experience in education/therapeutic setting, supervising/working with ABA program development, behavior reduction, skill acquisition procedures, data collection, and Rtl models

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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Worth ISD	220905	Fort Worth	84,000	$58,354 - $85,006
Lake Worth ISD	220910	Lake Worth	3,371	$52,149 - $75,041
Crowley ISD	220912	Crowley	15,728	$57,594- $81,186

Name of Proposed Charter School: Rocketship Public Schools

Name of Sponsoring Entity: Rocketship Public Schools Texas

Position Title: BCBA

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. Conduct functional behavior assessments (FBAs) and developing behavior intervention plans (BIPs) for individual students
2. Facilitate staff and family team meetings to present data collection and assessment findings as well as individualized plan recommendations
3. Consult with Special Education teachers and school psychologist on IEP recommendations for appropriate goals, services and descriptions of present levels related to adaptive behavior
4. Participate in IEP meetings as a member of the IEP team
5. Provide staff with consultation, coaching and/or modeling to support the implementation of individualized BIPs at school sites
6. Conduct ongoing follow-up assessments, evaluations and observations on the progress of BIPs, reporting new information to staff and families
7. Collaborate with school leaders to create a school-wide vision of excellence on behavioral supports for students with intensive behavioral needs
8. Provide ongoing consultation to school leaders and and other staff in order to propel the evolution of Rocketship's model for supporting students with intensive behavioral needs
9. Design and implement professional development related to behavioral management strategies and/or implementation of BIPs for teams within schools
10.

Attachment 25: Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been developed.

Domain & Component (Year 1 Teacher)				
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	The teacher makes content errors. The teacher does not consider prerequisite relationships when planning. The teacher's plans use inappropriate strategies for the discipline. HUM: Teacher skips parts of the HUM block STEM: Teacher unable to execute all components of the STEM block with basic fidelity	The teacher's understanding of the discipline is rudimentary. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and are not suitable to the content. HUM: Teacher executes all parts of the HUM block w/ fidelity to structure (GR, Thematic Unit, RA, Phonics, CR, Lang) but may give too little / too much time on any give component. STEM: Teacher executes all components of the STEM block with basic fidelity (Spiral Review, Counting Routine or Number Story, Core Lesson, Targeted Instruction/SGI) though may struggle with pacing and spend too little/much time on any given component Teacher struggles to incorporate manipulatives into instruction and student worktime	The teacher can identify important concepts of the discipline and their relationships to one another. The teacher provides clear explanations of the content. . Instructional strategies in unit and lesson plans are entirely suitable to the content. HUM Block: Teacher internalizes and executes all parts of the HUM block w/ fidelity to structure (GR, Thematic Unit, RA, Phonics, CR, Lang) STEM Block: 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 Teacher incorporates manipulatives into instruction and student worktime	The teacher cites intra- and interdisciplinary content relationships. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. The teacher's plans reflect recent developments in content-related pedagogy. 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 Teacher models clarity around excellent reading, writing, thinking and speaking habits and skills that are then replicated by students Students always have a book at their independent level that they are reading and can articulate what is taking place in their book/ things they are learning 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 Teacher models clarity around excellent mathematical, scientific, writing, thinking and speaking habits and skills that are then replicated by nearly every student Teacher regularly incorporates manipulatives into instruction and student worktime, demonstrating an understanding of how manipulatives are connected to student understanding by capitalizing on key moments for their use.
1b: Demonstrating knowledge of students and MTSS	The teacher does not understand child development characteristics and has unrealistic expectations for students. The teacher does not try to ascertain varied ability levels among students in the class. The teacher is not aware of students' interests or cultural heritages. The teacher takes no responsibility to learn about students' medical or learning disabilities. The teacher fails to 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	The teacher cites developmental theory but does not seek to integrate it into lesson planning. The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. 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 dentifies some students who may need additional academic and/or behavior support and inconsistently refers students to team huddles and SST The teacher knows which students are receiving tiered academic and behavioral support and but only sometimes provides appropriate differentiated support in the classroom	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class. T is generally aware of the data of his/her students, and as a result, can capitalize on key teaching moments (e.g., using reading data to create guided reading groups, small group math, etc.) Knows which students are receiving tiered academic and behavioral support and regularly provides appropriate differentiated support in the classroom (RPS MTSS)	The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information from all students about their cultural heritage. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. The teacher appropriately identifies students who may need additional academic and/or behavior support, proactively provides interventions within their classroom, consistently refers students to team huddles and SST, and helps generate appropriate individually targeted interventions 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)
1f: Data Driven Instruction	Teacher is unaware of assessments, purpose, and ways to leverage student data Assessment results do not affect future plans. Teacher does not give assessments on schedule and does not review data. Teacher does not review the assessment before teaching the unit. Teacher does not have clear systems to ensure students are aware of their data, strengths, and areas of growth	Plans refer to the use of formative assessment data but are not fully utilized Assessment results are used to design lesson plans for the whole class, not individual students. Teacher has some systems to ensure students are aware of their data, but they are not consistently followed	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 Specilists to ensure any assessment modifications are made for students with special needs as appropriate Plans include formative assessments to use during instruction (e.g., Teachers use exit tickets, STEP error analysis, unit assessment data analysis forms to add in specific areas of need to plans including Guided Reading planning, small groups, and whole class trends for reteach) Lesson plans indicate possible adjustments based on formative data. Teacher has systems where students can articulate thier data, strenghts, and areas of growth.	Students are actively involved in collecting information from formative assessments and provide input. Teacher has done analysis of final unit and end of year assessment and leverages ongoing data to adjust course to ensure mastery of goals. Teacher has systems where students can articulate thier data, strenghts, and areas of growth.

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (https://danielsongroup.org/framework). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Rocketship Instructional Priority: Supporting all Students (Adapted from TPR ISE and EL rows)	Does not always provide a welcoming classroom environment for students Often does not know students' disability or language proficiency status Unaware of students with disabilities' academic performance Rarely co-plans with ISE teachers Poorly supports Individualized Education Plan (IEP) development process and IEP meetings Inconsistently implements designated English language development (ELD) and poorly targeted language instruction during designated instruction	Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students disability and language proficiency status but implements their accommodations and modifications only half of the time in the general education classroom. Has reviewed student academic data to determine progress of ISE and EL students to inform planning and sometimes adjust instruction Inconsistently co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities. Inconsistently supports IEP development process and IEP meetings Implements designated ELD a majority of days during the week and often provides targeted language instruction during designated instruction using scaffolded questions.	Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability The teacher knows students' disability and language proficiency status and implements appropriate instructional interventions for students (e.g., ISE accommodations and modifications, consistently groups students accordingly for designated instruction) The teacher regularly reviews student academic data and unit performance to determine progress of ISE and EL students to inform planning and and regularly adjusts instruction The teacher regularly co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities Consistently provides appropriately targeted language instruction during designated instruction using scaffolded questions every day of the week	Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students' disability and language proficiency status and implements implements them pervasively in general education classroom (e.g., ISE accommodations and modifications) Always reviews student academic data and performance to determine progress of ISE and EL students and constantly adjusts planning and instruction Always co-plans with ISE teacher to determine accommodations and is a leader in the IEP development process and during IEP meetings Consistently implements designated ELD every day of the week Always provides appropriately targeted language instruction during designated instruction and occasionally throughout the rest of the block.
	Domain 2: Classroom Environment			
2a: Creating an environment of respect and rapport	The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Student body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or caring about, individual students. The teacher disregards disrespectful interactions among students. Provides SEL lessons at least 3 times per week.	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 attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. Provides SEL lessons at least 3 times per week.	Talk between teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students and exercises appropriate judgement when redirecting, correcting and consequencing students with Arts of the Consequences. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students. Students exhibit respect for the teacher. Provides daily 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)	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. There is no disrespectful behavior among students. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts. Personalizes SEL lessons that are targeted to the current needs of their classroom and provides opportunities throughout the day for students to apply those skills
2b: Establish culture for Learning	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher does not correct them.	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. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." The teacher's primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for student abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students.	The teacher communicates passion for the subject. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand the content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work. Students correct one another in their use of language.
2c: Managing Classroom Procedures	Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. Teacher rarely or does not use clear WTD instructions and the top 5 TLAC skills to manage student behaviors	Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly. T often, but not always uses clear WTD instructions and the top 5 TLAC skills to manage student behaviors	Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. Teacher always uses clear WTD instructions the top 5 TLAC skills to manage student behaviors Fluidly employs 3-5 additional TLAC skills to create a highly productive, safe and joyful student environment (additional TLAC skills include: sweat details, warm strict, no warnings, dia, precise praise)	With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (https://danielsongroup.org/framework). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

2d: Managing student behavior	The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. Tracks most behavior data using BDFs. Inconsistent use of classroom incentive system and sometimes inappropriately moves students up/down the clip chart	The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. Tracks most behavior data using BDFs. Has incentive system but sometimes inappropriately moves students up/down the clip chart	Standards of conduct appear to have been established and implemented successfully Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior The teacher's response to student misbehavior is effective. 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. Sometimes tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle.	Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. Tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle. Always uses the clip chart to communicate behaviors to students, and fluidly deploys it in conjunction w/ the TLAC skills. A healthy balance of redirection and celebration exists in the classroom.
2e Organizing Physical Space	There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or see the board. Available technology is not being used even if it is available and its use would enhance the lesson. Lights are not always turned on	The physical environment is safe, and most students can see and hear the teacher or see the board. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources. Lights are not always turned on	The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board. The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. Students know how to organize their material and know where access all materials. Carpets/floors are always clean and free of any food and trash. Lights are always turned on	Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the learning activities and the physical environment. Students take the initiative to adjust the physical environment. The teacher and students make extensive and imaginative use of available technology. Lights are always turned on
	Domain 3: Instruction			
3a: Communicating with students	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through their questions that they are confused about the learning task. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. The teacher's vocabulary is inappropriate to the age or culture of the students. Skills are not transferable and are only specific to that question/ problem	The teacher provides little elaboration or explanation about what the students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher makes no serious content errors but may make minor ones. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. The teacher must clarify the learning task so students can complete it. The teacher's vocabulary and usage are correct but unimaginative. When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher's vocabulary is too advanced, or too juvenile, for students. 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 understandings	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. Students engage with the learning task, indicating that they understand what they are to do. If appropriate, the teacher models the process to be followed in the task. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. The teacher's vocabulary is appropriate to students' ages and levels of development. Teacher is actively circulating during all parts of the block to collect data and provide feedback to students The feedback given to students is always actionable/ sticky/ transferable	If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher points out possible areas for misunderstanding. The teacher invites students to explain the content to their classmates. Students suggest other strategies they might use in approaching a challenge or analysis. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. Students use academic language correctly. Teacher capitalizes on every moment to make it a learning opportunity - goes above and beyond what is called for in the lesson plan Teacher always makes skills transferable
3b: Using Questions and Discussion Techniques	Questions are rapid-fire and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between the teacher and students; students are not invited to speak directly to one another. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion. Teacher does not demonstrate TLAC strategies for questioning (e.g., ratio, wait time, cold call). Students are generally not engaged.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number actually participate in the discussion. The teacher asks students to explain their reasoning, but only some students attempt to do so. Teachers use some TLAC strategies for questioning and discussion (e.g., of ratio, wait time, cold call). Teachers attempt to use universal prompts and habits of discussion to push engagement	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. Discussions enable students to talk to one another without ongoing mediation by teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. The teacher asks students to justify their reasoning, and most attempt to do so. Teachers use a variety TLAC strategies of ratio, wait time, cold call. Teachers use universal prompts and habits of discussion to push engagement	Students initiate higher-order questions. The teacher builds on and uses student responses to questions in order to deepen student understanding. Students extend the discussion, enriching it, and provide evidence for their thinking Students invite comments from their classmates during a discussion and challenge one another's thinking. Virtually all students are engaged in the discussion.

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (https://danielsongroup.org/framework). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

3c: Engaging students in learning	Few students are intellectually engaged in the lesson. Learning tasks/activities and materials require only recall or have a single correct response or method. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. The materials and resources are partially aligned to the lesson objectives. Few of the materials and 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 instructional groupings used are partially appropriate to the activities.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. The teacher uses groupings that are suitable to the lesson activities.	Virtually all students are intellectually engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. 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 or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
	Domain 4: Professional Responsibilities			
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 has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.	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.	The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher's suggestions for improvement draw on an extensive repertoire.
4b: Maintain accurate records	There is no system for either instructional or noninstructional records. Record-keeping systems are in disarray and provide incorrect or confusing information.	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 tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, noninstructional information (e.g., home visits, parent partnership hours, BDFs), and it may contain some errors.	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. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non instructional information is both efficient and effective (e.g., home visits, parent partnership hours, BDFs)	Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining noninstructional records (e.g., home visits, parent partnership hours, BDFs) for the class.

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (https://danielsongroup.org/framework). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Domain & Component (Experienced Teacher)				
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	The teacher makes content errors. The teacher does not consider prerequisite relationships when planning. The teacher's plans use inappropriate strategies for the discipline. HUM: Teacher skips parts of the HUM block STEM: Teacher unable to execute all components of the STEM block with basic fidelity	The teacher's understanding of the discipline is rudimentary. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and are not suitable to the content. HUM: Teacher executes all parts of the HUM block w/ fidelity to structure (GR, Thematic Unit, RA, Phonics, CR, Lang) but may give too little / too much time on any give component. STEM: Teacher executes all components of the STEM block with basic fidelity (Spiral Review, Counting Routine or Number Story, Core Lesson, Targeted Instruction/SGI) though may struggle with pacing and spend too little/much time on any given component Teacher struggles to incorporate manipulatives into instruction and student worktime	The teacher can identify important concepts of the discipline and their relationships to one another. The teacher provides clear explanations of the content. . Instructional strategies in unit and lesson plans are entirely suitable to the content. HUM Block: Teacher internalizes and executes all parts of the HUM block w/ fidelity to structure (GR, Thematic Unit, RA, Phonics, CR, Lang) STEM Block: 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 Teacher incorporates manipulatives into instruction and student worktime	The teacher cites intra- and interdisciplinary content relationships. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. The teacher's plans reflect recent developments in content-related pedagogy. 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 Teacher models clarity around excellent reading, writing, thinking and speaking habits and skills that are then replicated by students Students always have a book at their independent level that they are reading and can articulate what is taking place in their book/ things they are learning 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 Teacher models clarity around excellent mathematical, scientific, writing, thinking and speaking habits and skills that are then replicated by nearly every student Teacher regularly incorporates manipulatives into instruction and student worktime, demonstrating an understanding of how manipulatives are connected to student understanding by capitalizing on key moments for their use.
1b: Demonstrating knowledge of students and MTSS	The teacher does not understand child development characteristics and has unrealistic expectations for students. The teacher does not try to ascertain varied ability levels among students in the class. The teacher is not aware of students' interests or cultural heritages. The teacher takes no responsibility to learn about students' medical or learning disabilities. The teacher fails to 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	The teacher cites developmental theory but does not seek to integrate it into lesson planning. The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. 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 dentifies some students who may need additional academic and/or behavior support and inconsistently refers students to team huddles and SST The teacher knows which students are receiving tiered academic and behavioral support and but only sometimes provides appropriate differentiated support in the classroom	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class. T is generally aware of the data of his/her students, and as a result, can capitalize on key teaching moments (e.g., using reading data to create guided reading groups, small group math, etc.) Knows which students are receiving tiered academic and behavioral support and regularly provides appropriate differentiated support in the classroom (RPS MTSS)	The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information from all students about their cultural heritage. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. The teacher appropriately identifies students who may need additional academic and/or behavior support, proactively provides interventions within their classroom, consistently refers students to team huddles and SST, and helps generate appropriate individually targeted interventions 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)
1c: Setting Instructional Outcomes	Outcomes lack rigor. Outcomes/objectitves do not represent important learning in the discipline. 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.	Outcomes /objectives represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.	Outcomes represent high expectations and rigor and yearly goals are posted in the classroom (such as Sight Words, STEP growth, class math goals, etc) Outcomes are related to the "big ideas" of the discipline. Outcomes / Objectives are written in terms of what students will learn rather than do and posted on the board. Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. Outcomes, differentiated where necessary, are suitable to groups of students in the class.	The teacher's plans reference curricular frameworks (unit plans / assessment analsyis) or blueprints to ensure accurate sequencing. The teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.
1e: Designing Coherent Instruction	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). Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random, or they only partially support objectives. Lesson structure is uneven or may be unrealistic about time expectations (pacing/timestamp of lessons are not strong).	Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. The teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. The plan for the lesson or unit is well structured, with reasonable time allocations and school-specific expectations.(e.g., includes timestamps, key takeaways, and saved in accurate folder).	Activities permit student choice. Learning experiences connect to other disciplines. The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs (including ISE, ELL, and general targeted small groups).
1f: Data Driven Instruction	Teacher is unaware of assessments, purpose, and ways to leverage student data Assessment results do not affect future plans. Teacher does not give assessments on schedule and does not review data. Teacher does not review the assessment before teaching the unit. Teacher does not have clear systems to ensure students are aware of their data, strengths, and areas of growth	Plans refer to the use of formative assessment data but are not fully utilized Assessment results are used to design lesson plans for the whole class, not individual students. Teacher has some systems to ensure students are aware of their data, but they are not consistently followed	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 Specilists to ensure any assessment modifications are made for students with special needs as appropriate Plans include formative assessments to use during instruction (e.g., Teachers use exit tickets, STEP error analysis, unit assessment data analysis forms to add in specific areas of need to plans including Guided Reading planning, small groups, and whole class trends for reteach) Lesson plans indicate possible adjustments based on formative data. Teacher has systems where students can articulate thier data, strenghts, and areas of growth.	Students are actively involved in collecting information from formative assessments and provide input. Teacher has done analysis of final unit and end of year assessment and leverages ongoing data to adjust course to ensure mastery of goals. Teacher has systems where students can articulate thier data, strenghts, and areas of growth.

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Rocketship Instructional Priority: Supporting all Students (Adapted from TPR ISE and EL rows)	Does not always provide a welcoming classroom environment for students Often does not know students' disability or language proficiency status Unaware of students with disabilities' academic performance Rarely co-plans with ISE teachers Poorly supports Individualized Education Plan (IEP) development process and IEP meetings Inconsistently implements designated English language development (ELD) and poorly targeted language instruction during designated instruction	Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students disability and language proficiency status but implements their accommodations and modifications only half of the time in the general education classroom. Has reviewed student academic data to determine progress of ISE and EL students to inform planning and sometimes adjust instruction Inconsistently co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities. Inconsistently supports IEP development process and IEP meetings Implements designated ELD a majority of days during the week and often provides targeted language instruction during designated instruction using scaffolded questions.	Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability The teacher knows students' disability and language proficiency status and implements appropriate instructional interventions for students (e.g., ISE accommodations and modifications, consistently groups students accordingly for designated instruction) The teacher regularly reviews student academic data and unit performance to determine progress of ISE and EL students to inform planning and and regularly adjusts instruction The teacher regularly co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities Consistently provides appropriately targeted language instruction during designated instruction using scaffolded questions every day of the week	Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students' disability and language proficiency status and implements implements them pervasively in general education classroom (e.g., ISE accommodations and modifications) Always reviews student academic data and performance to determine progress of ISE and EL students and constantly adjusts planning and instruction Always co-plans with ISE teacher to determine accommodations and is a leader in the IEP development process and during IEP meetings Consistently implements designated ELD every day of the week Always provides appropriately targeted language instruction during designated instruction and occasionally throughout the rest of the block.
	Domain 2: Classroom Environment			
2a: Creating an environment of respect and rapport	The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Student body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or caring about, individual students. The teacher disregards disrespectful interactions among students. Provides SEL lessons at least 3 times per week.	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 attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. Provides SEL lessons at least 3 times per week.	Talk between teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students and exercises appropriate judgement when redirecting, correcting and consequencing students with Arts of the Consequences. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students. Students exhibit respect for the teacher. Provides daily 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)	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. There is no disrespectful behavior among students. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts. Personalizes SEL lessons that are targeted to the current needs of their classroom and provides opportunities throughout the day for students to apply those skills
2b: Establish culture for Learning	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher does not correct them.	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. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." The teacher's primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for student abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students.	The teacher communicates passion for the subject. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand the content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work. Students correct one another in their use of language.
2c: Managing Classroom Procedures	Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. Teacher rarely or does not use clear WTD instructions and the top 5 TLAC skills to manage student behaviors	Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly. T often, but not always uses clear WTD instructions and the top 5 TLAC skills to manage student behaviors	Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. Teacher always uses clear WTD instructions the top 5 TLAC skills to manage student behaviors Fluidly employs 3-5 additional TLAC skills to create a highly productive, safe and joyful student environment (additional TLAC skills include: sweat details, warm strict, no warnings, dia, precise praise)	With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.
2d: Managing student behavior	The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. Tracks most behavior data using BDFs. Inconsistent use of classroom incentive system and sometimes inappropriately moves students up/down the clip chart	The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. Tracks most behavior data using BDFs. Has incentive system but sometimes inappropriately moves students up/down the clip chart	Standards of conduct appear to have been established and implemented successfully Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior The teacher's response to student misbehavior is effective. 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. Sometimes tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle.	Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. Tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle. Always uses the clip chart to communicate behaviors to students, and fluidly deploys it in conjunction w/ the TLAC skills. A healthy balance of redirection and celebration exists in the classroom.

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2e Organizing Physical Space	There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or see the board. Available technology is not being used even if it is available and its use would enhance the lesson. Lights are not always turned on	The physical environment is safe, and most students can see and hear the teacher or see the board. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources. Lights are not always turned on	The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board. The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. Students know how to organize their material and know where access all materials. Carpets/floors are always clean and free of any food and trash. Lights are always turned on	Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the learning activities and the physical environment. Students take the initiative to adjust the physical environment. The teacher and students make extensive and imaginative use of available technology. Lights are always turned on
	Domain 3: Instruction			
3a: Communicating with students	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through their questions that they are confused about the learning task. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. The teacher's vocabulary is inappropriate to the age or culture of the students. Skills are not transferable and are only specific to that question/ problem	The teacher provides little elaboration or explanation about what the students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher makes no serious content errors but may make minor ones. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. The teacher must clarify the learning task so students can complete it. The teacher's vocabulary and usage are correct but unimaginative. When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher's vocabulary is too advanced, or too juvenile, for students. 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 understandings	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. Students engage with the learning task, indicating that they understand what they are to do. If appropriate, the teacher models the process to be followed in the task. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. The teacher's vocabulary is appropriate to students' ages and levels of development. Teacher is actively circulating during all parts of the block to collect data and provide feedback to students The feedback given to students is always actionable/ sticky/ transferable	If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher points out possible areas for misunderstanding. The teacher invites students to explain the content to their classmates. Students suggest other strategies they might use in approaching a challenge or analysis. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. Students use academic language correctly. Teacher capitalizes on every moment to make it a learning opportunity - goes above and beyond what is called for in the lesson plan Teacher always makes skills transferable
3b: Using Questions and Discussion Techniques	Questions are rapid-fire and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between the teacher and students; students are not invited to speak directly to one another. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion. Teacher does not demonstrate TLAC strategies for questioning (e.g., ratio, wait time, cold call). Students are generally not engaged.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number actually participate in the discussion. The teacher asks students to explain their reasoning, but only some students attempt to do so. Teachers use some TLAC strategies for questioning and discussion (e.g., of ratio, wait time, cold call). Teachers attempt to use universal prompts and habits of discussion to push engagement	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. Discussions enable students to talk to one another without ongoing mediation by teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. The teacher asks students to justify their reasoning, and most attempt to do so. Teachers use a variety TLAC strategies of ratio, wait time, cold call. Teachers use universal prompts and habits of discussion to push engagement	Students initiate higher-order questions. The teacher builds on and uses student responses to questions in order to deepen student understanding. Students extend the discussion, enriching it, and provide evidence for their thinking Students invite comments from their classmates during a discussion and challenge one another's thinking. Virtually all students are engaged in the discussion.
3c: Engaging students in learning	Few students are intellectually engaged in the lesson. Learning tasks/activities and materials require only recall or have a single correct response or method. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. The materials and resources are partially aligned to the lesson objectives. Few of the materials and 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 instructional groupings used are partially appropriate to the activities.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. The teacher uses groupings that are suitable to the lesson activities.	Virtually all students are intellectually engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. 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 or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
3d: Using assessments in instruction (Defining Excellence with Exemplars)	The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to only one student. The teacher does not ask students to evaluate their own or classmates' work.	There is little evidence that the students understand how their work will be evaluated. The teacher monitors understanding through a single method (e.g., checks for understanding), or without eliciting evidence of understanding from students. Feedback to students is vague and not oriented toward future improvement of work. The teacher makes only minor attempts to engage students in self- or peer assessment.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements; most of them do so. Feedback includes specific and timely guidance, at least for groups of students. Teacher uses multiple methods to monitor student understanding (e.g., check for understanding (CFU), circulates to gather data) and adjusts instruction accordingly.	Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
3e: Demonstrating flexibility and responsiveness	The teacher ignores indications of student boredom or lack of understanding. The teacher brushes aside students' questions. The teacher conveys to students that when they have difficulty learning, it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students. The teacher makes no attempt to adjust the lesson in response to student confusion.	The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. The teacher's attempts to adjust the lesson are partially successful.	The teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that she has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. When improvising becomes necessary, the teacher makes adjustments to the lesson.	The teacher incorporates students' interests and questions into the heart of the lesson. The teacher seizes on a teachable moment to enhance a lesson. 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. In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
	Domain 4: Professional Responsibilities			

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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 has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.	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.	The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher's suggestions for improvement draw on an extensive repertoire.
4b: Maintain accurate records	There is no system for either instructional or noninstructional records. Record-keeping systems are in disarray and provide incorrect or confusing information.	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 tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, noninstructional information (e.g., home visits, parent partnership hours, BDFs), and it may contain some errors.	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. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non instructional information is both efficient and effective (e.g., home visits, parent partnership hours, BDFs)	Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining noninstructional records (e.g., home visits, parent partnership hours, BDFs) for the class.

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Domain & Component		New Specialist		
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	The teacher makes content errors. The teacher does not consider prerequisite relationships when planning. The teacher's plans use inappropriate strategies for the discipline.	The teacher's understanding of the discipline is rudimentary. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and are not suitable to the content.	The teacher can identify important concepts of the discipline and their relationships to one another. The teacher provides clear explanations of the content. . Instructional strategies in unit and lesson plans are entirely suitable to the content.	The teacher cites intra- and interdisciplinary content relationships. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. The teacher's plans reflect recent developments in content-related pedagogy.
1b: Demonstrating knowledge of students and MTSS	The teacher does not understand child development characteristics and has unrealistic expectations for students. The teacher does not try to ascertain varied ability levels among students in the class. The teacher is not aware of students' interests or cultural heritages. The teacher takes no responsibility to learn about students' medical or learning disabilities. The teacher fails to 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	The teacher cites developmental theory but does not seek to integrate it into lesson planning. The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. 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 dentifies some students who may need additional academic and/or behavior support and inconsistently refers students to team huddles and SST The teacher knows which students are receiving tiered academic and behavioral support and but only sometimes provides appropriate differentiated support in the classroom	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class. T is generally aware of the data of his/her students, and as a result, can capitalize on key teaching moments (e.g., using reading data to create guided reading groups, small group math, etc.) Knows which students are receiving tiered academic and behavioral support and regularly provides appropriate differentiated support in the classroom (RPS MTSS)	The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information from all students about their cultural heritage. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. The teacher appropriately identifies students who may need additional academic and/or behavior support, proactively provides interventions within their classroom, consistently refers students to team huddles and SST, and helps generate appropriate individually targeted interventions 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)
1d: Demonstrating knowledge of resources	The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although the teacher is aware of some student needs, the teacher does not inquire about possible resources.	The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	Texts are at varied levels (using F&P/STEP bottom lines to align wiht GR texts). Texts are supplemented by guest speakers and field experiences, where applicable (e.g., Los Dichos) The teacher facilitates the use of Internet resources (including leveraging OLP data to align to student needs) Resources are multidisciplinary. The teacher expands her knowledge through professional learning groups and organizations. The teacher pursues options offered by universities. (e.g. College Visits if applicable) The teacher provides lists of resources outside the class for students to draw on.	Texts are matched to student skill level and students have an appropiate independent reading book and aware of their reading strenghts and areas of growth. The teacher has ongoing relationship with their coach, principal, network support that support student learning. The teacher maintains a log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.

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1f: Data Driven Instruction	Teacher is unaware of assessments, purpose, and ways to leverage student data Assessment results do not affect future plans. Teacher does not give assessments on schedule and does not review data. Teacher does not review the assessment before teaching the unit. Teacher does not have clear systems to ensure students are aware of their data, strengths, and areas of growth	Plans refer to the use of formative assessment data but are not fully utilized Assessment results are used to design lesson plans for the whole class, not individual students. Teacher has some systems to ensure students are aware of their data, but they are not consistently followed	Teachers understand that all learning outcomes have a method for assessment and have taken / analyzed the assessment before teaching the unit. ISE Specilists connect with General education teachers to ensure any assessment modifications are made for students with special needs as appropriate Plans include formative assessments to use during instruction (e.g., Teachers use exit tickets, STEP error analysis, unit assessment data analysis forms to add in specific areas of need to plans including Guided Reading planning, small groups, and whole class trends for reteach) Lesson plans indicate possible adjustments based on formative data. Teacher has systems where students can articulate thier data, strenghts, and areas of growth.	Students are actively involved in collecting information from formative assessments and provide input. Teacher has done analysis of final unit and end of year assessment and leverages ongoing data to adjust course to ensure mastery of goals. Teacher has systems where students can articulate thier data, strenghts, and areas of growth.
Rocketship Instructional Priority: Supporting all Students (Adapted from TPR ISE and EL rows)	Does not always provide a welcoming classroom environment for students Often does not know students' disability or language proficiency status Unaware of students with disabilities' academic performance Rarely co-plans with ISE teachers Poorly supports Individualized Education Plan (IEP) development process and IEP meetings Inconsistently implements designated English language development (ELD) and poorly targeted language instruction during designated instruction	Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students disability and language proficiency status but implements their accommodations and modifications only half of the time in the general education classroom. Has reviewed student academic data to determine progress of ISE and EL students to inform planning and sometimes adjust instruction Inconsistently co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities. Inconsistently supports IEP development process and IEP meetings Implements designated ELD a majority of days during the week and often provides targeted language instruction during designated instruction using scaffolded questions.	Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability The teacher knows students' disability and language proficiency status and implements appropriate instructional interventions for students (e.g., ISE accommodations and modifications, consistently groups students accordingly for designated instruction) The teacher regularly reviews student academic data and unit performance to determine progress of ISE and EL students to inform planning and and regularly adjusts instruction The ISE teacher regularly co-plans with GE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities Consistently provides appropriately targeted language instruction during designated instruction using scaffolded questions every day of the week	Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students' disability and language proficiency status and implements implements them pervasively in general education classroom (e.g., ISE accommodations and modifications) Always reviews student academic data and performance to determine progress of ISE and EL students and constantly adjusts planning and instruction Always co-plans with ISE teacher to determine accommodations and is a leader in the IEP development process and during IEP meetings Consistently implements designated ELD every day of the week Always provides appropriately targeted language instruction during designated instruction and occasionally throughout the rest of the block.
	Domain 2: Classroom Environment			
2a: Creating an environment of respect and rapport	The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Student body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or caring about, individual students. The teacher disregards disrespectful interactions among students.	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 attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	Talk between teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students and exercises appropriate judgement when redirecting, correcting and consequencing students with Arts of the Consequences. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students. Students exhibit respect for the teacher. Provides opportunities throughout the day for students to apply the SEL skills (e.g, Kimochis or other program to build SEL skills)	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. There is no disrespectful behavior among students. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts. Personalizes SEL lessons that are targeted to the current needs of their classroom and provides opportunities throughout the day for students to apply those skills

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2b: Establish culture for Learning	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher does not correct them.	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. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." The teacher's primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for student abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students.	The teacher communicates passion for the subject. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand the content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work. Students correct one another in their use of language.
2c: Managing Classroom Procedures	Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. Teacher rarely or does not use clear WTD instructions and the top 5 TLAC skills to manage student behaviors	Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly. T often, but not always uses clear WTD instructions and the top 5 TLAC skills to manage student behaviors	Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. Teacher always uses clear WTD instructions the top 5 TLAC skills to manage student behaviors Fluidly employs 3-5 additional TLAC skills to create a highly productive, safe and joyful student environment (additional TLAC skills include: sweat details, warm strict, no warnings, dia, precise praise)	With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.
2d: Managing student behavior	The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. Tracks most behavior data using BDFs. Inconsistent use of classroom incentive system and sometimes inappropriately moves students up/down the clip chart	The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. Tracks most behavior data using BDFs. Has incentive system but sometimes inappropriately moves students up/down the clip chart	Standards of conduct appear to have been established and implemented successfully Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior The teacher's response to student misbehavior is effective. Has a incentive system (e.g., clip chart or class dojo) that is used consistently so that ALL students have received recognition in the last 4 weeks. Sometimes tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle.	Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. Tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle. Always uses the clip chart to communicate behaviors to students, and fluidly deploys it in conjunction w/ the TLAC skills. A healthy balance of redirection and celebration exists in the classroom.
2e Organizing Physical Space	There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or see the board. Available technology is not being used even if it is available and its use would enhance the lesson. Lights are not always turned on	The physical environment is safe, and most students can see and hear the teacher or see the board. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources. Lights are not always turned on	The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board. The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. Students know how to organize their material and know where access all materials. Carpets/floors are always clean and free of any food and trash. Lights are always turned on	Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the learning activities and the physical environment. Students take the initiative to adjust the physical environment. The teacher and students make extensive and imaginative use of available technology. Lights are always turned on
	Domain 3: Instruction			

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3a: Communicating with students	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through their questions that they are confused about the learning task. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. The teacher's vocabulary is inappropriate to the age or culture of the students. Skills are not transferable and are only specific to that question/ problem	The teacher provides little elaboration or explanation about what the students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher makes no serious content errors but may make minor ones. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. The teacher must clarify the learning task so students can complete it. The teacher's vocabulary and usage are correct but unimaginative. When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher's vocabulary is too advanced, or too juvenile, for students. 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 understandings	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. Students engage with the learning task, indicating that they understand what they are to do. If appropriate, the teacher models the process to be followed in the task. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. The teacher's vocabulary is appropriate to students' ages and levels of development. Teacher is actively circulating during all parts of the block to collect data and provide feedback to students The feedback given to students is always actionable/ sticky/ transferable	If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher points out possible areas for misunderstanding. The teacher invites students to explain the content to their classmates. Students suggest other strategies they might use in approaching a challenge or analysis. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. Students use academic language correctly. Teacher capitalizes on every moment to make it a learning opportunity - goes above and beyond what is called for in the lesson plan Teacher always makes skills transferable
3b: Using Questions and Discussion Techniques	Questions are rapid-fire and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between the teacher and students; students are not invited to speak directly to one another. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion. Teacher does not demonstrate TLAC strategies for questioning (e.g., ratio, wait time, cold call). Students are generally not engaged.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number actually participate in the discussion. The teacher asks students to explain their reasoning, but only some students attempt to do so. Teachers use some TLAC strategies for questioning and discussion (e.g., of ratio, wait time, cold call). Teachers attempt to use universal prompts and habits of discussion to push engagement	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. Discussions enable students to talk to one another without ongoing mediation by teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. The teacher asks students to justify their reasoning, and most attempt to do so. Teachers use a variety TLAC strategies of ratio, wait time, cold call. Teachers use universal prompts and habits of discussion to push engagement	Students initiate higher-order questions. The teacher builds on and uses student responses to questions in order to deepen student understanding. Students extend the discussion, enriching it, and provide evidence for their thinking Students invite comments from their classmates during a discussion and challenge one another's thinking. Virtually all students are engaged in the discussion.
3c: Engaging students in learning	Few students are intellectually engaged in the lesson. Learning tasks/activities and materials require only recall or have a single correct response or method. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. The materials and resources are partially aligned to the lesson objectives. Few of the materials and 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 instructional groupings used are partially appropriate to the activities.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. The teacher uses groupings that are suitable to the lesson activities.	Virtually all students are intellectually engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. 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 or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

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Meaningful Student Inclusion (ISE Only)	Students are not included in the GE classrooms in a meaningful way and specialist does not collaborate with stakeholders to support student 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. Specialist attempts collaboration with multiple stakeholders, but it might be inconsistent.	Students are 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 fiercely advocates for meaningful inclusion. Inclusion opportunities increase throughout the span of the year for all students on caseload . Specialists thoroughly develop and monitor inclusion plans and opportunities for students over the course of the school year. Specialists collaborate with stakeholders to promote generalization of skills across all settings (i.e use of AAC) and promote student Independence. Specialist serves as exemplar for other Specialists and teams on campus.
	Domain 4: Professional Responsibilities			
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 has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.	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.	The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher's suggestions for improvement draw on an extensive repertoire.
4b: Maintain accurate records	There is no system for either instructional or noninstructional records. Record-keeping systems are in disarray and provide incorrect or confusing information.	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 tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, noninstructional information (e.g., home visits, parent partnership hours, BDFs), and it may contain some errors.	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. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non instructional information is both efficient and effective (e.g., home visits, parent partnership hours, BDFs)	Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining noninstructional records (e.g., home visits, parent partnership hours, BDFs) for the class.
Case Management (ISE Only)	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. Teacher does not consistently advocate for the students on his or her caseload.	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 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.	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 creates a service schedule for self and paras which meets all IEP service minutes, does not remove students from core instruction, and reflects an adequate amount of collaborative practice. Fidelity to the schedule is generally high for both the specialist and paras. Teacher advocates for all of the students on his or her caseload and works diligently to ensure they get what they need.	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 paras 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 consistently and fiercely 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.

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Domain & Component		Experienced Specialist		
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	The teacher makes content errors. The teacher does not consider prerequisite relationships when planning. The teacher's plans use inappropriate strategies for the discipline.	The teacher's understanding of the discipline is rudimentary. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and are not suitable to the content.	The teacher can identify important concepts of the discipline and their relationships to one another. The teacher provides clear explanations of the content. . Instructional strategies in unit and lesson plans are entirely suitable to the content.	The teacher cites intra- and interdisciplinary content relationships. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. The teacher's plans reflect recent developments in content-related pedagogy.
1b: Demonstrating knowledge of students and MTSS	The teacher does not understand child development characteristics and has unrealistic expectations for students. The teacher does not try to ascertain varied ability levels among students in the class. The teacher is not aware of students' interests or cultural heritages. The teacher takes no responsibility to learn about students' medical or learning disabilities. The teacher fails to 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	The teacher cites developmental theory but does not seek to integrate it into lesson planning. The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. 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 dentifies some students who may need additional academic and/or behavior support and inconsistently refers students to team huddles and SST The teacher knows which students are receiving tiered academic and behavioral support and but only sometimes provides appropriate differentiated support in the classroom	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class. T is generally aware of the data of his/her students, and as a result, can capitalize on key teaching moments (e.g., using reading data to create guided reading groups, small group math, etc.) Knows which students are receiving tiered academic and behavioral support and regularly provides appropriate differentiated support in the classroom (RPS MTSS)	The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information from all students about their cultural heritage. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. The teacher appropriately identifies students who may need additional academic and/or behavior support, proactively provides interventions within their classroom, consistently refers students to team huddles and SST, and helps generate appropriate individually targeted interventions 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)
1c: Setting Instructional Outcomes	Outcomes lack rigor. Outcomes/objectitves do not represent important learning in the discipline. 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.	Outcomes /objectives represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.	Outcomes represent high expectations and rigor and yearly goals are posted in the classroom (such as Sight Words, STEP growth, class math goals, etc) Outcomes are related to the "big ideas" of the discipline. Outcomes / Objectives are written in terms of what students will learn rather than do and posted on the board. Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. Outcomes, differentiated where necessary, are suitable to groups of students in the class.	The teacher's plans reference curricular frameworks (unit plans / assessment analsyis) or blueprints to ensure accurate sequencing. The teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.
1d: Demonstrating knowledge of resources	The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although the teacher is aware of some student needs, the teacher does not inquire about possible resources.	The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	Texts are at varied levels (using F&P/STEP bottom lines to align wiht GR texts). Texts are supplemented by guest speakers and field experiences, where applicable (e.g., Los Dichos) The teacher facilitates the use of Internet resources (including leveraging OLP data to align to student needs) Resources are multidisciplinary. The teacher expands her knowledge through professional learning groups and organizations. The teacher pursues options offered by universities. (e.g. College Visits if applicable) The teacher provides lists of resources outside the class for students to draw on.	Texts are matched to student skill level and students have an appropiate independent reading book and aware of their reading strenghts and areas of growth. The teacher has ongoing relationship with their coach, principal, network support that support student learning. The teacher maintains a log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.

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1e: Designing Coherent Instruction	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). Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random, or they only partially support objectives. Lesson structure is uneven or may be unrealistic about time expectations (pacing/timestamp of lessons are not strong).	Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. The teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. The plan for the lesson or unit is well structured, with reasonable time allocations and school-specific expectations.(e.g., includes timestamps, key takeaways, and saved in accurate folder).	Activities permit student choice. Learning experiences connect to other disciplines. The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs (including ISE, ELL, and general targeted small groups).
1f: Data Driven Instruction	Teacher is unaware of assessments, purpose, and ways to leverage student data Assessment results do not affect future plans. Teacher does not give assessments on schedule and does not review data. Teacher does not review the assessment before teaching the unit. Teacher does not have clear systems to ensure students are aware of their data, strengths, and areas of growth	Plans refer to the use of formative assessment data but are not fully utilized Assessment results are used to design lesson plans for the whole class, not individual students. Teacher has some systems to ensure students are aware of their data, but they are not consistently followed	Teachers understand that all learning outcomes have a method for assessment and have taken / analyzed the assessment before teaching the unit. ISE Specilists connect with General education teachers to ensure any assessment modifications are made for students with special needs as appropriate Plans include formative assessments to use during instruction (e.g., Teachers use exit tickets, STEP error analysis, unit assessment data analysis forms to add in specific areas of need to plans including Guided Reading planning, small groups, and whole class trends for reteach) Lesson plans indicate possible adjustments based on formative data. Teacher has systems where students can articulate thier data, strenghts, and areas of growth.	Students are actively involved in collecting information from formative assessments and provide input. Teacher has done analysis of final unit and end of year assessment and leverages ongoing data to adjust course to ensure mastery of goals. Teacher has systems where students can articulate thier data, strenghts, and areas of growth.
Rocketship Instructional Priority: Supporting all Students (Adapted from TPR ISE and EL rows)	Does not always provide a welcoming classroom environment for students Often does not know students' disability or language proficiency status Unaware of students with disabilities' academic performance Rarely co-plans with ISE teachers Poorly supports Individualized Education Plan (IEP) development process and IEP meetings Inconsistently implements designated English language development (ELD) and poorly targeted language instruction during designated instruction	Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students disability and language proficiency status but implements their accommodations and modifications only half of the time in the general education classroom. Has reviewed student academic data to determine progress of ISE and EL students to inform planning and sometimes adjust instruction Inconsistently co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities. Inconsistently supports IEP development process and IEP meetings Implements designated ELD a majority of days during the week and often provides targeted language instruction during designated instruction using scaffolded questions.	Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability The teacher knows students' disability and language proficiency status and implements appropriate instructional interventions for students (e.g., ISE accommodations and modifications, consistently groups students accordingly for designated instruction) The teacher regularly reviews student academic data and unit performance to determine progress of ISE and EL students to inform planning and and regularly adjusts instruction The ISE teacher regularly co-plans with GE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities Consistently provides appropriately targeted language instruction during designated instruction using scaffolded questions every day of the week	Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students' disability and language proficiency status and implements implements them pervasively in general education classroom (e.g., ISE accommodations and modifications) Always reviews student academic data and performance to determine progress of ISE and EL students and constantly adjusts planning and instruction Always co-plans with ISE teacher to determine accommodations and is a leader in the IEP development process and during IEP meetings Consistently implements designated ELD every day of the week Always provides appropriately targeted language instruction during designated instruction and occasionally throughout the rest of the block.
	Domain 2: Classroom Environment			

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2a: Creating an environment of respect and rapport	The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Student body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or caring about, individual students. The teacher disregards disrespectful interactions among students.	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 attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	Talk between teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students and exercises appropriate judgement when redirecting, correcting and consequencing students with Arts of the Consequences. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students. Students exhibit respect for the teacher. Provides opportunities throughout the day for students to apply the SEL skills (e.g, Kimochis or other program to build SEL skills)	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. There is no disrespectful behavior among students. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts. Personalizes SEL lessons that are targeted to the current needs of their classroom and provides opportunities throughout the day for students to apply those skills
2b: Establish culture for Learning	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher does not correct them.	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. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." The teacher's primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for student abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students.	The teacher communicates passion for the subject. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand the content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work. Students correct one another in their use of language.
2c: Managing Classroom Procedures	Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. Teacher rarely or does not use clear WTD instructions and the top 5 TLAC skills to manage student behaviors	Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly. T often, but not always uses clear WTD instructions and the top 5 TLAC skills to manage student behaviors	Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. Teacher always uses clear WTD instructions the top 5 TLAC skills to manage student behaviors Fluidly employs 3-5 additional TLAC skills to create a highly productive, safe and joyful student environment (additional TLAC skills include: sweat details, warm strict, no warnings, dia, precise praise)	With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.
2d: Managing student behavior	The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. Tracks most behavior data using BDFs. Inconsistent use of classroom incentive system and sometimes inappropriately moves students up/down the clip chart	The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. Tracks most behavior data using BDFs. Has incentive system but sometimes inappropriately moves students up/down the clip chart	Standards of conduct appear to have been established and implemented successfully Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior The teacher's response to student misbehavior is effective. Has a incentive system (e.g., clip chart or class dojo) that is used consistently so that ALL students have received recognition in the last 4 weeks. Sometimes tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle.	Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. Tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle. Always uses the clip chart to communicate behaviors to students, and fluidly deploys it in conjunction w/ the TLAC skills. A healthy balance of redirection and celebration exists in the classroom.

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (https://danielsongroup.org/framework). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

2e Organizing Physical Space	There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or see the board. Available technology is not being used even if it is available and its use would enhance the lesson. Lights are not always turned on	The physical environment is safe, and most students can see and hear the teacher or see the board. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources. Lights are not always turned on	The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board. The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. Students know how to organize their material and know where access all materials. Carpets/floors are always clean and free of any food and trash. Lights are always turned on	Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the learning activities and the physical environment. Students take the initiative to adjust the physical environment. The teacher and students make extensive and imaginative use of available technology. Lights are always turned on
	Domain 3: Instruction			
3a: Communicating with students	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through their questions that they are confused about the learning task. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. The teacher's vocabulary is inappropriate to the age or culture of the students. Skills are not transferable and are only specific to that question/ problem	The teacher provides little elaboration or explanation about what the students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher makes no serious content errors but may make minor ones. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. The teacher must clarify the learning task so students can complete it. The teacher's vocabulary and usage are correct but unimaginative. When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher's vocabulary is too advanced, or too juvenile, for students. 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 understandings	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. Students engage with the learning task, indicating that they understand what they are to do. If appropriate, the teacher models the process to be followed in the task. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. The teacher's vocabulary is appropriate to students' ages and levels of development. Teacher is actively circulating during all parts of the block to collect data and provide feedback to students The feedback given to students is always actionable/ sticky/ transferable	If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher points out possible areas for misunderstanding. The teacher invites students to explain the content to their classmates. Students suggest other strategies they might use in approaching a challenge or analysis. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. Students use academic language correctly. Teacher capitalizes on every moment to make it a learning opportunity - goes above and beyond what is called for in the lesson plan Teacher always makes skills transferable
3b: Using Questions and Discussion Techniques	Questions are rapid-fire and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between the teacher and students; students are not invited to speak directly to one another. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion. Teacher does not demonstrate TLAC strategies for questioning (e.g., ratio, wait time, cold call). Students are generally not engaged.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number actually participate in the discussion. The teacher asks students to explain their reasoning, but only some students attempt to do so. Teachers use some TLAC strategies for questioning and discussion (e.g., of ratio, wait time, cold call). Teachers attempt to use universal prompts and habits of discussion to push engagement	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. Discussions enable students to talk to one another without ongoing mediation by teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. The teacher asks students to justify their reasoning, and most attempt to do so. Teachers use a variety TLAC strategies of ratio, wait time, cold call. Teachers use universal prompts and habits of discussion to push engagement	Students initiate higher-order questions. The teacher builds on and uses student responses to questions in order to deepen student understanding. Students extend the discussion, enriching it, and provide evidence for their thinking Students invite comments from their classmates during a discussion and challenge one another's thinking. Virtually all students are engaged in the discussion.

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (https://danielsongroup.org/framework). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

3c: Engaging students in learning	Few students are intellectually engaged in the lesson. Learning tasks/activities and materials require only recall or have a single correct response or method. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. The materials and resources are partially aligned to the lesson objectives. Few of the materials and 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 instructional groupings used are partially appropriate to the activities.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. The teacher uses groupings that are suitable to the lesson activities.	Virtually all students are intellectually engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. 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 or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
3d: Using assessments in instruction (Defining Excellence with Exemplars)	The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to only one student. The teacher does not ask students to evaluate their own or classmates' work.	There is little evidence that the students understand how their work will be evaluated. The teacher monitors understanding through a single method (e.g., checks for understanding), or without eliciting evidence of understanding from students. Feedback to students is vague and not oriented toward future improvement of work. The teacher makes only minor attempts to engage students in self- or peer assessment.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements; most of them do so. Feedback includes specific and timely guidance, at least for groups of students. Teacher uses multiple methods to monitor student understanding (e.g., check for understanding (CFU), circulates to gather data) and adjusts instruction accordingly.	Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
3e: Demonstrating flexibility and responsiveness	The teacher ignores indications of student boredom or lack of understanding. The teacher brushes aside students' questions. The teacher conveys to students that when they have difficulty learning, it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students. The teacher makes no attempt to adjust the lesson in response to student confusion.	The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. The teacher's attempts to adjust the lesson are partially successful.	The teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that she has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. When improvising becomes necessary, the teacher makes adjustments to the lesson.	The teacher incorporates students' interests and questions into the heart of the lesson. The teacher seizes on a teachable moment to enhance a lesson. 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. In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
Meaningful Student Inclusion (ISE Only)	Students are not included in the GE classrooms in a meaningful way and specialist does not collaborate with stakeholders to support student 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. Specialist attempts collaboration with multiple stakeholders, but it might be inconsistent.	Students are 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 fiercely advocates for meaningful inclusion. Inclusion opportunities increase throughout the span of the year for all students on caseload . Specialists thoroughly develop and monitor inclusion plans and opportunities for students over the course of the school year. Specialists collaborate with stakeholders to promote generalization of skills across all settings (i.e use of AAC) and promote student Independence. Specialist serves as exemplar for other Specialists and teams on campus.
	Domain 4: Professional Responsibilities			
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 has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.	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.	The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher's suggestions for improvement draw on an extensive repertoire.

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (https://danielsongroup.org/framework). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

4b: Maintain accurate records	There is no system for either instructional or noninstructional records. Record-keeping systems are in disarray and provide incorrect or confusing information.	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 tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, noninstructional information (e.g., home visits, parent partnership hours, BDFs), and it may contain some errors.	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. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non instructional information is both efficient and effective (e.g., home visits, parent partnership hours, BDFs)	Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining noninstructional records (e.g., home visits, parent partnership hours, BDFs) for the class.
Case Management (ISE Only)	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. Teacher does not consistently advocate for the students on his or her caseload.	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 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.	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 creates a service schedule for self and paras which meets all IEP service minutes, does not remove students from core instruction, and reflects an adequate amount of collaborative practice. Fidelity to the schedule is generally high for both the specialist and paras. Teacher advocates for all of the students on his or her caseload and works diligently to ensure they get what they need.	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 paras 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 consistently and fiercely 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.

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (https://danielsongroup.org/framework). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Attachment 26: 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.

ROCKETSHIP PUBLIC SCHOOLS

2021–2022
Fort Worth School Calendar

180 Student Days
206 Teacher Days

Pre-K 68,480 Total Minutes
Grades K-5 77,060+ Total Minutes

July 19- Aug. 6:	Teacher Prep (No School)
Aug. 9	First Day of School
Sept. 6	Labor Day
Sept. 16-17	Teacher Prep (No School)
Oct. 20	Teacher Prep (No School)
Oct. 21-22:	Family Conferences (No School)
Nov. 15	Veterans' Day
Nov. 24-26	Thanksgiving Break
Dec. 20–31	Winter Break
Jan. 3-4:	Teacher Prep (No School)
Jan. 17	MLK, Jr. Holiday
Feb. 10–11	Family Conferences (No School)
Feb. 21	Presidents' Day
March 4	Teacher Prep (No School)
March 7-11	Spring Break
April 15	Good Friday Holiday
May 30	Memorial Day
June 2	Last Day of School

First/Last Day of School
Early Release Days
Holidays & Breaks - School Closed
Family Conferences - No students
Staff Training Days - No students

JULY 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

*Rocketship Education uses similar calendars across its school network and may have included similar calendars in prior charter applications.

Fort Worth TX 21-22 Instructional Staff Calendar																			
					Week	*Days*	*Staff*								*Week*	*Days*	*Staff*	
July				**2021**				**July**		**January**				**2022**				**January**
M	**Tu**	**W**	**Th**	**F**						**M**	**Tu**	**W**	**Th**	**F**				
			1	2						3	4	5	6	7	20	3	5	3-4: Data Day
5	6	7	8	9				School Leader Launch		10	11	12	13	14	21	5	5	
12	13	14	15	16				School Leader Launch		17	18	19	20	21	22	4	4	17: MLK, Jr. Holiday
19	20	21	22	23			5	T PD		24	25	26	27	28	23	5	5	
26	27	28	29	30			5	T PD		31					24	1	1	
August				**2021**				**August**		**February**				**2022**				**February**
M	**Tu**	**W**	**Th**	**F**						**M**	**Tu**	**W**	**Th**	**F**				
2	3	4	5	6			5	T PD			1	2	3	4	24	4	4	
9	10	11	12	13	1	5	5	9: First day		7	8	9	10	11	25	3	5	10-11: Family-Teacher Conferences
16	17	18	19	20	2	5	5			14	15	16	17	18	26	5	5	
23	24	25	26	27	3	5	5			21	22	23	24	25	27	4	4	21: President's Day
30	31				4	2	2			28					28	1	1	
September				**2021**				**September**		**March**				**2022**				**March**
M	**Tu**	**W**	**Th**	**F**						**M**	**Tu**	**W**	**Th**	**F**				
		1	2	3	4	3	3				1	2	3	4	28	3	4	4: Staff Data Day
6	7	8	9	10	5	4	4	6: Labor Day Holiday		7	8	9	10	11				7-11: Spring Break
13	14	15	16	17	6	3	5	16 & 17: Data Day		14	15	16	17	18	29	5	5	
20	21	22	23	24	7	5	5			21	22	23	24	25	30	5	5	
27	28	29	30		8	4	*4*			28	29	30	31		31	4	4	
October				**2021**				**October**		**April**				**2022**				**April**
M	**Tu**	**W**	**Th**	**F**						**M**	**Tu**	**W**	**Th**	**F**				
				1	8	1	1							1	31	1	1	
4	5	6	7	8	9	5	5			4	5	6	7	8	32	5	5	
11	12	13	14	15	10	5	5			11	12	13	14	15	33	4	4	15: Holiday
18	19	20	21	22	11	2	5	20 Data Day; 21 & 22 Parent Conference		18	19	20	21	22	34	5	5	
25	26	27	28	29	12	5	5			25	26	27	28	29	35	5	5	
November				**2021**				**November**		**May**				**2022**				**May**
M	**Tu**	**W**	**Th**	**F**						**M**	**Tu**	**W**	**Th**	**F**				
1	2	3	4	5	13	5	5			2	3	4	5	6	36	5	5	
8	9	10	11	12	14	5	5			9	10	11	12	13	37	5	5	
15	16	17	18	19	15	4	4	15: Veterans Day Holiday		16	17	18	19	20	38	5	5	
22	23	24	25	26	16	2	2	24-26: Thanksgiving Holiday		23	24	25	26	27	39	5	5	
29	30				17	2	2			30	31				40	1	1	30: Memorial Day Holiday; 31-2: Half days, PTC
December				**2021**				**December**		**June**				**2022**				**June**
M	**Tu**	**W**	**Th**	**F**						**M**	**Tu**	**W**	**Th**	**F**				
		1	2	3	17	3	3					1	2	3	40	2	3	2: last day school; 3: Campus closure day
6	7	8	9	10	18	5	5			6	7	8	9	10				
13	14	15	16	17	19	5	5			13	14	15	16	17				
20	21	22	23	24				20-31: Winter Break		20	21	22	23	24				
27	28	29	30	31				20-31: Winter Break		27	28	29	30					
						85	*105*									95	*101*	
																180	**206**	
	First/Last Day of School							Campus Closure Day		**180 Student Days | 206 Teacher Days**								
										PK 68,480 Total Minutes								
	Early Release Day							Flexible Thursdays -- Early Release, No Required PD		**K-5 77,060+ Total Minutes**								
	Holidays & Recesses							Family Conferences										
	Data Days/Staff PD							Staff Development										

21-22 | TX | Draft

*Rocketship Education uses similar calendars across its school network and may have included similar calendars in prior charter applications.

Attachment 27: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

Rocketship Bell Schedule - Students

Regular Schedule

		STUDENT COHORT SCHEDULES (A, B, C, and D by Grade Level)																							
Start	End	PKA	PKB	PKC	PKD	KA	KB	KC	KD	1A	1B	1C	1D	2A	2B	2C	2D	3A	3B	3C	3D	4A	4B	4C	4D	5A	5B	5C	5D
7:45: AM	7:50: AM																												
7:50: AM	7:55: AM	Launch				Launch				Launch				Launch				Launch				Launch				Launch			
7:55: AM	8:00: AM																												
8:00: AM	8:05: AM																												
8:05: AM	8:10: AM																												
8:10: AM	8:15: AM	SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast			
8:15: AM	8:20: AM																												
8:20: AM	8:25: AM																												
8:25: AM	8:30: AM	STEM	PE	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM
8:30: AM	8:35: AM	STEM	PE	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM
8:35: AM	8:40: AM	STEM	PE	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM
8:40: AM	8:45: AM	STEM	PE	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM
8:45: AM	8:50: AM	STEM	PE	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM
8:50: AM	8:55: AM	STEM	PE	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM
8:55: AM	9:00: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:00: AM	9:05: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:05: AM	9:10: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:10: AM	9:15: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:15: AM	9:20: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:20: AM	9:25: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:25: AM	9:30: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:30: AM	9:35: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM
9:35: AM	9:40: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM
9:40: AM	9:45: AM	PE	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM
9:45: AM	9:50: AM	PE	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM
9:50: AM	9:55: AM	PE	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM
9:55: AM	10:00: AM	PE	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM
10:00: AM	10:05: AM	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess	PE	STEM	HUM	HUM	STEM	LL	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:05: AM	10:10: AM	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:10: AM	10:15: AM	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:15: AM	10:20: AM	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:20: AM	10:25: AM	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:25: AM	10:30: AM	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:30: AM	10:35: AM	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:35: AM	10:40: AM	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:40: AM	10:45: AM	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:45: AM	10:50: AM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:50: AM	10:55: AM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	Lunch	Lunch	Recess	Recess	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:55: AM	11:00: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Lunch	Lunch	Recess	Recess	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM
11:00: AM	11:05: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Lunch	Lunch	Recess	Recess	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM
11:05: AM	11:10: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Lunch	Lunch	Recess	Recess	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM
11:10: AM	11:15: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Recess	Recess	Lunch	Lunch	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM
11:15: AM	11:20: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Recess	Recess	Lunch	Lunch	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM
11:20: AM	11:25: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Recess	Recess	Lunch	Lunch	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM
11:25: AM	11:30: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Recess	Recess	Lunch	Lunch	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM
11:30: AM	11:35: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:35: AM	11:40: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:40: AM	11:45: AM	HUM	HUM	STEM	PE	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:45: AM	11:50: AM	HUM	HUM	STEM	PE	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:50: AM	11:55: AM	HUM	HUM	STEM	PE	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:55: AM	12:00: PM	HUM	HUM	STEM	PE	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
12:00: PM	12:05: PM	HUM	HUM	STEM	PE	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL
12:05: PM	12:10: PM	HUM	HUM	STEM	PE	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL
12:10: PM	12:15: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	LL	STEM	HUM	HUM	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL
12:15: PM	12:20: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	LL	STEM	HUM	HUM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL
12:20: PM	12:25: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL
12:25: PM	12:30: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL
12:30: PM	12:35: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE
12:35: PM	12:40: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE
12:40: PM	12:45: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE
12:45: PM	12:50: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE
12:50: PM	12:55: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE
12:55: PM	1:00: PM	HUM	HUM	LL	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE

*Rocketship uses similar bell schedules across its school network and has included similar bell schedules in prior charter applications. See, e.g., Rocketship Mateo Sheedy Elementary 2019 Renewal Petition (available at https://www.sccoe.org/supoffice/charter-schools-office/Documents/petitions/RS%20Mateo%20S heedy%20Renewal%20Petition%202020-25.pdf)

Rocketship Bell Schedule - Students

Regular Schedule

		STUDENT COHORT SCHEDULES (A, B, C, and D by Grade Level)																							
Start	End	PKA	PKB	PKC	PKD	KA	KB	KC	KD	1A	1B	1C	1D	2A	2B	2C	2D	3A	3B	3C	3D	4A	4B	4C	4D	5A	5B	5C	5D
1:00: PM	1:05: PM	HUM	HUM	LL	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess
1:05: PM	1:10: PM	HUM	HUM	LL	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess
1:10: PM	1:15: PM	HUM	HUM	LL	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess
1:15: PM	1:20: PM	HUM	HUM	LL	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess
1:20: PM	1:25: PM	HUM	HUM	LL	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch
1:25: PM	1:30: PM	HUM	HUM	LL	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch
1:30: PM	1:35: PM	HUM	HUM	PE	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch
1:35: PM	1:40: PM	HUM	HUM	PE	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch
1:40: PM	1:45: PM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM
1:45: PM	1:50: PM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	STEM	PE	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM
1:50: PM	1:55: PM	HUM	HUM	PE	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM
1:55: PM	2:00: PM	HUM	HUM	PE	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM
2:00: PM	2:05: PM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM
2:05: PM	2:10: PM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM
2:10: PM	2:15: PM	Dismissal				HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
2:15: PM	2:20: PM					HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
2:20: PM	2:25: PM					HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
2:25: PM	2:30: PM					HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
2:30: PM	2:35: PM					HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM
2:35: PM	2:40: PM					HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM
2:40: PM	2:45: PM					HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM
2:45: PM	2:50: PM					HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM
2:50: PM	2:55: PM					HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM
2:55: PM	3:00: PM					HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM
3:00: PM	3:05: PM					HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
3:05: PM	3:10: PM					HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
3:10: PM	3:15: PM					Dismissal				HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
3:15: PM	3:20: PM									HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
3:20: PM	3:25: PM									Dismissal				Dismissal				HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
3:25: PM	3:30: PM																	HUM	HUM	PE	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
3:30: PM	3:35: PM																	Dismissal				Dismissal				Dismissal			
3:35: PM	3:40: PM																												
3:40: PM	3:45: PM																												
3:45: PM	3:50: PM																												
3:50: PM	3:55: PM	Common Planning Time/Supplementary Afterschool Intervention Program																											
3:55: PM	4:00: PM																												
4:00: PM	4:05: PM																												
4:05: PM	4:10: PM																												
4:10: PM	4:15: PM																												
4:15: PM	4:20: PM																												
4:20: PM	4:25: PM					Common Planning Time/Supplementary Afterschool Intervention Program				Common Planning Time/Supplementary Afterschool Intervention Program				Common Planning Time/Supplementary Afterschool Intervention Program				Common Planning Time/Supplementary Afterschool Intervention Program				Common Planning Time/Supplementary Afterschool Intervention Program				Common Planning Time/Supplementary Afterschool Intervention Program			
4:25: PM	4:30: PM																												
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4:55: PM	5:00: PM																												
5:00: PM	5:05: PM																												

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Rocketship Bell Schedule - Students

Early Release Schedule

		STUDENT COHORT SCHEDULES (A, B, C, and D by Grade Level)																									
Start	End	PKA	PKB	PKC	PKD	KA	KB	KC	KD	1A	1B	1C	1D	2A	2B	2C	2D	3A	3B	3C	3D	4A	4B	4C	4D	5A	5B	5C	5D
7:45: AM	7:50: AM	Launch				Launch				Launch				Launch				Launch				Launch				Launch			
7:50: AM	7:55: AM																												
7:55: AM	8:00: AM																												
8:00: AM	8:05: AM																												
8:05: AM	8:10: AM	SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast			
8:10: AM	8:15: AM																												
8:15: AM	8:20: AM																												
8:20: AM	8:25: AM																												
8:25: AM	8:30: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
8:30: AM	8:35: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
8:35: AM	8:40: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
8:40: AM	8:45: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
8:45: AM	8:50: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
8:50: AM	8:55: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
8:55: AM	9:00: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:00: AM	9:05: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:05: AM	9:10: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:10: AM	9:15: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:15: AM	9:20: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:20: AM	9:25: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:25: AM	9:30: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:30: AM	9:35: AM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:35: AM	9:40: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM
9:40: AM	9:45: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
9:45: AM	9:50: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
9:50: AM	9:55: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
9:55: AM	10:00: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:00: AM	10:05: AM	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:05: AM	10:10: AM	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:10: AM	10:15: AM	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:15: AM	10:20: AM	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:20: AM	10:25: AM	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:25: AM	10:30: AM	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:30: AM	10:35: AM	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:35: AM	10:40: AM	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:40: AM	10:45: AM	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:45: AM	10:50: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Lunch	Lunch	Recess	Recess	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:50: AM	10:55: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	LL	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM
10:55: AM	11:00: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:00: AM	11:05: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:05: AM	11:10: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:10: AM	11:15: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:15: AM	11:20: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:20: AM	11:25: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:25: AM	11:30: AM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:30: AM	11:35: AM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:35: AM	11:40: AM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:40: AM	11:45: AM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:45: AM	11:50: AM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:50: AM	11:55: AM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
11:55: AM	12:00: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
12:00: PM	12:05: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
12:05: PM	12:10: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Recess	Recess	Lunch	Lunch	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL
12:10: PM	12:15: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Recess	Recess	Lunch	Lunch	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
12:15: PM	12:20: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM

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Rocketship Bell Schedule - Students

Early Release Schedule

		STUDENT COHORT SCHEDULES (A, B, C, and D by Grade Level)																									
Start	End	PKA	PKB	PKC	PKD	KA	KB	KC	KD	1A	1B	1C	1D	2A	2B	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	Lunch	Lunch	Recess	Recess	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
12:25: PM	12:30: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
12:30: PM	12:35: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
12:35: PM	12:40: PM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Lunch	Lunch	Recess	Recess	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
12:40: PM	12:45: PM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	STEM	LL	HUM	HUM	STEM	LL	Recess	Recess	Lunch	Lunch	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
12:45: PM	12:50: PM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	Recess	Recess	Lunch	Lunch	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
12:50: PM	12:55: PM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	Recess	Recess	Lunch	Lunch	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
12:55: PM	1:00: PM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	Recess	Recess	Lunch	Lunch	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
1:00: PM	1:05: PM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess
1:05: PM	1:10: PM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess
1:10: PM	1:15: PM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess
1:15: PM	1:20: PM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	Lunch	Lunch	Recess	Recess	Lunch	Lunch	Recess	Recess
1:20: PM	1:25: PM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch
1:25: PM	1:30: PM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch
1:30: PM	1:35: PM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch
1:35: PM	1:40: PM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	Recess	Recess	Lunch	Lunch	Recess	Recess	Lunch	Lunch
1:40: PM	1:45: PM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
1:45: PM	1:50: PM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
1:50: PM	1:55: PM									HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
1:55: PM	2:00: PM									HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
2:00: PM	2:05: PM																	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
2:05: PM	2:10: PM																	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM	HUM	HUM	LL	STEM
2:10: PM	2:15: PM																												
2:15: PM	2:20: PM																												
2:20: PM	2:25: PM																												
2:25: PM	2:30: PM																												
2:30: PM	2:35: PM																												
2:35: PM	2:40: PM																												

Dismissal

Dismissal

Dismissal

		TEACHER SCHEDULES (STEM, HUM, and ILS by Grade Level)																							
Start	End	PK 1	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 HUM 1	4 HUM 2	4 ILS	5 STEM	5 HUM 1	5 HUM 2	5 ILS
7:45: AM	7:50: AM	Launch				Launch				Launch				Launch				Launch				Launch				Launch			
7:50: AM	7:55: AM																												
7:55: AM	8:00: AM																												
8:00: AM	8:05: AM																												
8:05: AM	8:10: AM	SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast			
8:10: AM	8:15: AM																												
8:15: AM	8:20: AM																												
8:20: AM	8:25: AM																												
8:25: AM	8:30: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
8:30: AM	8:35: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
8:35: AM	8:40: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
8:40: AM	8:45: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
8:45: AM	8:50: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
8:50: AM	8:55: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
8:55: AM	9:00: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:00: AM	9:05: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:05: AM	9:10: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:10: AM	9:15: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:15: AM	9:20: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:20: AM	9:25: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:25: AM	9:30: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:30: AM	9:35: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:35: AM	9:40: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:40: AM	9:45: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:45: AM	9:50: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:50: AM	9:55: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:55: AM	10:00: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
10:00: AM	10:05: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:05: AM	10:10: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:10: AM	10:15: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:15: AM	10:20: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:20: AM	10:25: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:25: AM	10:30: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:30: AM	10:35: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:35: AM	10:40: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:40: AM	10:45: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:45: AM	10:50: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:50: AM	10:55: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:55: AM	11:00: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
11:00: AM	11:05: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
11:05: AM	11:10: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
11:10: AM	11:15: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
11:15: AM	11:20: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
11:20: AM	11:25: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
11:25: AM	11:30: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
11:30: AM	11:35: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	1B	1C	1D	1A	2B	2C	2D	2A	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:35: AM	11:40: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	1B	1C	1D	1A	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:40: AM	11:45: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	1B	1C	1D	1A	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:45: AM	11:50: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	1B	1C	1D	1A	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:50: AM	11:55: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	1B	1C	1D	1A	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:55: AM	12:00: PM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	1B	1C	1D	1A	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
12:00: PM	12:05: PM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	1B	1C	1D	1A	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
12:05: PM	12:10: PM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	1B	1C	1D	1A	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
12:10: PM	12:15: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1B	1C	1D	1A	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
12:15: PM	12:20: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1B	1C	1D	1A	2C	2A	2B	2D	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
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	4C	4A	4B	4D	5C	5A	5B	5D
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	4C	4A	4B	4D	5C	5A	5B	5D
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	4C	4A	4B	4D	5C	5A	5B	5D
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	4C	4A	4B	4D	5C	5A	5B	5D
12:40: PM	12:45: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	2C	2A	2B	2D	Lunch	Lunch	Lunch	Lunch	4C	4A	4B	4D	5C	5A	5B	5D
12:45: PM	12:50: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	2C	2A	2B	2D	Lunch	Lunch	Lunch	Lunch	4C	4A	4B	4D	5C	5A	5B	5D
12:50: PM	12:55: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	2C	2A	2B	2D	Lunch	Lunch	Lunch	Lunch	4C	4A	4B	4D	5C	5A	5B	5D
12:55: PM	1:00: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	2C	2A	2B	2D	Lunch	Lunch	Lunch	Lunch	4C	4A	4B	4D	5C	5A	5B	5D

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		TEACHER SCHEDULES (STEM, HUM, and ILS by Grade Level)																							
Start	End	PK 1	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 HUM 1	4 HUM 2	4 ILS	5 STEM	5 HUM 1	5 HUM 2	5 ILS
1:00: PM	1:05: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	2C	2A	2B	2D	3C	3A	3B	3D	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:05: PM	1:10: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	2C	2A	2B	2D	3C	3A	3B	3D	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:10: PM	1:15: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	2C	2A	2B	2D	3C	3A	3B	3D	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:15: PM	1:20: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	2C	2A	2B	2D	3C	3A	3B	3D	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:20: PM	1:25: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	2C	2A	2B	2D	3C	3A	3B	3D	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:25: PM	1:30: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	2C	2A	2B	2D	3C	3A	3B	3D	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:30: PM	1:35: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	2C	2A	2B	2D	3C	3A	3B	3D	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:35: PM	1:40: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	2C	2A	2B	2D	3C	3A	3B	3D	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:40: PM	1:45: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1C	1A	1B	1D	2C	2A	2B	2D	3C	3A	3B	3D	4D	4A	4B	4C	5D	5A	5B	5C
1:45: PM	1:50: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1C	1A	1B	1D	2C	2A	2B	2D	3C	3A	3B	3D	4D	4A	4B	4C	5D	5A	5B	5C
1:50: PM	1:55: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
1:55: PM	2:00: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:00: PM	2:05: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:05: PM	2:10: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:10: PM	2:15: PM	Dismissal				KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:15: PM	2:20: PM					KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:20: PM	2:25: PM					KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:25: PM	2:30: PM					KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:30: PM	2:35: PM					KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:35: PM	2:40: PM					KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:40: PM	2:45: PM					KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:45: PM	2:50: PM					KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:50: PM	2:55: PM					KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:55: PM	3:00: PM					KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
3:00: PM	3:05: PM					KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
3:05: PM	3:10: PM					KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
3:10: PM	3:15: PM					Dismissal				1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
3:15: PM	3:20: PM									Dismissal				Dismissal				3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
3:20: PM	3:25: PM																	Dismissal				Dismissal							
3:25: PM	3:30: PM																												
3:30: PM	3:35: PM																												
3:35: PM	3:40: PM																												
3:40: PM	3:45: PM																												
3:45: PM	3:50: PM	Common Planning Time				Common Planning Time				Common Planning Time				Common Planning Time				Common Planning Time				Common Planning Time							
3:50: PM	3:55: PM																												
3:55: PM	4:00: PM																												
4:00: PM	4:05: PM																												
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4:35: PM	4:40: PM																												
4:40: PM	4:45: PM																												
4:45: PM	4:50: PM																												
4:50: PM	4:55: PM																												
4:55: PM	5:00: PM																												

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 column shows 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.

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Rocketship Bell Schedule - Teachers

Early Release Schedule

		TEACHER SCHEDULES (STEM, HUM, and ILS by Grade Level)																							
Start	End	PK 1	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 HUM 1	4 HUM 2	4 ILS	5 STEM	5 HUM 1	5 HUM 2	5 ILS
7:45: AM	7:50: AM	Launch				Launch				Launch				Launch				Launch				Launch				Launch			
7:50: AM	7:55: AM																												
7:55: AM	8:00: AM																												
8:00: AM	8:05: AM																												
8:05: AM	8:10: AM	SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast				SEL + Breakfast			
8:10: AM	8:15: AM																												
8:15: AM	8:20: AM																												
8:20: AM	8:25: AM																												
8:25: AM	8:30: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
8:30: AM	8:35: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
8:35: AM	8:40: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
8:40: AM	8:45: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
8:45: AM	8:50: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
8:50: AM	8:55: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
8:55: AM	9:00: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:00: AM	9:05: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:05: AM	9:10: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:10: AM	9:15: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:15: AM	9:20: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:20: AM	9:25: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:25: AM	9:30: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:30: AM	9:35: AM	PKA	PKB	PKC	PKD	KA	KC	KD	KB	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:35: AM	9:40: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	1A	1C	1D	1B	2A	2C	2D	2B	3A	3C	3D	3B	4A	4C	4D	4B	5A	5C	5D	5B
9:40: AM	9:45: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
9:45: AM	9:50: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
9:50: AM	9:55: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
9:55: AM	10:00: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:00: AM	10:05: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:05: AM	10:10: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:10: AM	10:15: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:15: AM	10:20: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:20: AM	10:25: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:25: AM	10:30: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:30: AM	10:35: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:35: AM	10:40: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:40: AM	10:45: AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1B	1C	1D	1A	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:45: AM	10:50: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2B	2C	2D	2A	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:50: AM	10:55: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2C	2A	2B	2D	3B	3C	3D	3A	4B	4C	4D	4A	5B	5C	5D	5A
10:55: AM	11:00: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2C	2A	2B	2D	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:00: AM	11:05: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2C	2A	2B	2D	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:05: AM	11:10: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2C	2A	2B	2D	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:10: AM	11:15: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2C	2A	2B	2D	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:15: AM	11:20: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2C	2A	2B	2D	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:20: AM	11:25: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2C	2A	2B	2D	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:25: AM	11:30: AM	PKA	PKB	PKC	PKD	KB	KC	KD	KA	Lunch	Lunch	Lunch	Lunch	2C	2A	2B	2D	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:30: AM	11:35: AM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	2C	2A	2B	2D	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:35: AM	11:40: AM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:40: AM	11:45: AM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:45: AM	11:50: AM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:50: AM	11:55: AM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
11:55: AM	12:00: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
12:00: PM	12:05: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
12:05: PM	12:10: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	Lunch	Lunch	Lunch	Lunch	3C	3A	3B	3D	4C	4A	4B	4D	5C	5A	5B	5D
12:10: PM	12:15: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	Lunch	Lunch	Lunch	Lunch	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
12:15: PM	12:20: PM	PKA	PKB	PKC	PKD	KC	KA	KB	KD	1C	1A	1B	1D	2C	2A	2B	2D	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C

Rocketship Public Schools

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Rocketship Bell Schedule - Teachers

Early Release Schedule

		TEACHER SCHEDULES (STEM, HUM, and ILS by Grade Level)																							
Start	End	PK 1	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 HUM 1	4 HUM 2	4 ILS	5 STEM	5 HUM 1	5 HUM 2	5 ILS
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	5B	5C
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	5B	5C
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	5B	5C
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	5A	5B	5C
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	5D	5A	5B	5C
12:45: PM	12:50: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	Lunch	Lunch	Lunch	Lunch	4D	4A	4B	4C	5D	5A	5B	5C
12:50: PM	12:55: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	Lunch	Lunch	Lunch	Lunch	4D	4A	4B	4C	5D	5A	5B	5C
12:55: PM	1:00: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	Lunch	Lunch	Lunch	Lunch	4D	4A	4B	4C	5D	5A	5B	5C
1:00: PM	1:05: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:05: PM	1:10: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:10: PM	1:15: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:15: PM	1:20: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:20: PM	1:25: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:25: PM	1:30: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:30: PM	1:35: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:35: PM	1:40: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:40: PM	1:45: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
1:45: PM	1:50: PM	PKA	PKB	PKC	PKD	KD	KA	KB	KC	1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
1:50: PM	1:55: PM	Dismissal				Dismissal				1D	1A	1B	1C	2D	2A	2B	2C	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
1:55: PM	2:00: PM																	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:00: PM	2:05: PM									Dismissal				Dismissal				3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:05: PM	2:10: PM																	3D	3A	3B	3C	4D	4A	4B	4C	5D	5A	5B	5C
2:10: PM	2:15: PM																	Dismissal				Dismissal				Dismissal			
2:15: PM	2:20: PM																												
2:20: PM	2:25: PM	Professional Development				Professional Development				Professional Development				Professional Development				Professional Development				Professional Development				Professional Development			
2:25: PM	2:30: PM																												
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4:45: PM	4:50: PM																												
4:50: PM	4:55: PM																												

Rocketship Public Schools

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		TEACHER SCHEDULES (STEM, HUM, and ILS by Grade Level)																							
Start	End	PK 1	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 HUM 1	4 HUM 2	4 ILS	5 STEM	5 HUM 1	5 HUM 2	5 ILS
4:55: PM	5:00: PM																												
	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 column shows 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 isa horizontal line indicating when a teacher is switching form one grade-level cohort to the next. After dismissal on early release days, teachers participate in professional development.																											

Annual Operational Minutes: Rocketship Texas				
Pre-Kindergarten			Combined	Required
Type of Day	Regular	Minimum	Total	PreK
Total Number of Days	**139**	**41**	**180**	
Start Time	7:45 AM	7:45 AM		
End Time	2:10 PM	1:50 PM		
Total Number of Hours	6:25	6:05		
Total Daily Number of Minutes	385	365		
Annual Number of Minutes	**53,515**	**14,965**	**68,480**	**32,400**
Kindergarten			Combined	Required
Type of Day	Regular	Minimum	Total	Kinder
Total Number of Days	**142**	**38**	**180**	
Start Time	7:45 AM	7:45 AM		
End Time	3:10 PM	1:50 PM		
Total Number of Hours	7:25	6:05		
Total Daily Number of Minutes	445	365		
Annual Number of Minutes	**63,190**	**13,870**	**77,060**	**75,600**
1st Grade			Combined	Required
Type of Day	Regular	Minimum	Total	1st Grade
Total Number of Days	**142**	**38**	**180**	
Start Time	7:45 AM	7:45 AM		
End Time	3:20 PM	2:00 PM		
Total Number of Hours	7:35	6:15		
Total Daily Number of Minutes	455	375		
Annual Number of Minutes	**64,610**	**14,250**	**78,860**	**75,600**
2nd Grade			Combined	Required
Type of Day	Regular	Minimum	Total	2nd Grade
Total Number of Days	**142**	**38**	**180**	
Start Time	7:45 AM	7:45 AM		
End Time	3:20 PM	2:00 PM		
Total Number of Hours	7:35	6:15		
Total Daily Number of Minutes	455	375		
Annual Number of Minutes	**64,610**	**14,250**	**78,860**	**75,600**

3rd Grade			Combined	Required
Type of Day	Regular	Minimum	Total	3rd Grade
Total Number of Days	**142**	**38**	**180**	
Start Time	7:45 AM	7:45 AM		
End Time	3:30 PM	2:10 PM		
Total Number of Hours	7:45	6:25		
Total Daily Number of Minutes	465	385		
Annual Number of Minutes	**66,030**	**14,630**	**80,660**	**75,600**
4th Grade			Combined	Required
Type of Day	Regular	Minimum	Total	4th Grade
Total Number of Days	**142**	**38**	**180**	
Start Time	7:45 AM	7:45 AM		
End Time	3:30 PM	2:10 PM		
Total Number of Hours	7:45	6:25		
Total Daily Number of Minutes	465	385		
Annual Number of Minutes	**66,030**	**14,630**	**80,660**	**75,600**
5th Grade			Combined	Required
Type of Day	Regular	Minimum	Total	5th Grade
Total Number of Days	**142**	**38**	**180**	
Start Time	7:45 AM	7:45 AM		
End Time	3:30 PM	2:10 PM		
Total Number of Hours	7:45	6:25		
Total Daily Number of Minutes	465	385		
Annual Number of Minutes	**66,030**	**14,630**	**80,660**	**75,600**

*Rocketship uses similar bell schedules across its school network and has included similar bell schedules in prior charter applications. See, e.g., Rocketship Mateo Sheedy Elementary 2019 Renewal Petition (available at https://www.sccoe.org/supoffice/charter-schools-office/Documents/petitions/RS%20Mateo%20S heedy%20Renewal%20Petition%202020-25.pdf)

Attachment 28: 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.

Enrollment deadlines and procedures. 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 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[1]
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 [DESCRIBE PROCEDURES]. The approximate deadline for enrollment paperwork will be DATE.

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 29: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

N/A

N/A

Attachment 30: Evidence that Facility has been Secured

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.

LAUNCHPAD
DEVELOPMENT COMPANY

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

Launchpad Development Company
350 Twin Dolphin Drive, Suite 109, Redwood City, CA 94065

AGREEMENT BETWEEN BROKERS

(use only if Paragraph 9B(1) is effective)

Principal Broker agrees to pay _____ (Cooperating Broker) a fee when the Principal Broker's fee is received. The fee to be paid to Cooperating Broker will be:

- ❑ $ _____ , or
- ❑ _____ % of the sales price, or
- ❑ _____ % of the Principal Broker's fee.

The title company is authorized and directed to pay Cooperating Broker from Principal Broker's fee at closing. This Agreement Between Brokers supersedes any prior offers and agreements for compensation between brokers.

Principal Broker: _____	Cooperating Broker: _____
By: _____	By: _____

ATTORNEYS

Seller's attorney: _____	Buyer's attorney: _____
Address: _____	Address: _____
Phone & Fax: _____	Phone & Fax: _____
E-mail: _____	E-mail: _____
Seller's attorney requests copies of documents, notices, and other information: ❑ the title company sends to Seller. ❑ Buyer sends to Seller.	Buyer's attorney requests copies of documents, notices, and other information: ❑ the title company sends to Buyer. ❑ Seller sends to Buyer.

ESCROW RECEIPT

The title company acknowledges receipt of:

- ❑ A. the contract on this day _____ (effective date);
- ☑ B. earnest money in the amount of $ 10,000.00 in the form of Wire on 11/21/19.

[redacted]

Produced with zipForm® by zipLogix 18070 Fifteen Mile Road, Fraser, Michigan 48026 www.zipLogix.com

Incoming Wire Detail

File:	[redacted]
Date:	
User:	
Transactee:	
Amount:	$10,000.00
Confirmation #:	[redacted]
Receiving Bank:	
Receiving ABA:	
Receiving Account:	
For Credit Of:	
Memo:	
Note:	
Sending Bank:	
Broker/Lender Info:	
Borrower Info:	
Additional Info:	
Beneficiary:	
Payment Ref #:	

Receipt For Wire
WFG National Title Insurance Company
12909 SW 68th Parkway, Ste 350
Portland, OR 97223

[redacted]

Receipt Number: [redacted]
File Number: [redacted]
Property Address: 3520 E Berry St, Fort Worth, TX 76105
Printed Date: [redacted]
Received Date: [redacted]
Received By: [redacted]
Amount: **$10,000.00**
Payor: Launchpad Development Texas One, LLC
Bank:
Account Number:
Routing Number:

Memo:
Note:

Description	Amount
Deposit	$10,000.00
	$10,000.00

Received By [redacted] **Date**

LAUNCHPAD
DEVELOPMENT COMPANY

December 9, 2019

Re: Vacant Land, Marine Creek Parkway, Fort Worth, TX

To Whom it May Concern,

This letter shall serve as confirmation that Launchpad Development Company, through its affiliate LLC, has reached an agreement in principle of price and terms for the above referenced property and is currently preparing documentation for execution by the current owner. Confirmation can be provided by the escrow company once the documents are executed and the escrow is open.

Please contact the undersigned with any questions at [redacted] or at (602) 478-1789.

Cordially,

Laura Kozel

VP, Capital Finance, Rocketship Education

Attachment 31: Detailed Start-up Plan

Provide a detailed start-up plan for Year Zero (September 2020-August 2021).

Owned by CMO vs. Rocketship Texas	Person on Point	Milestone	Start Date	End Date (Deadline)	Collaborator 1	Collaborator 2	Collaborator 3
CMO - National	Assessment Operations Associate	Create school leader training for assessments	Apr 2021	Jun 2021	Schools	PEIMS Coordinator	
CMO - National	Assessment Operations Associate	Create teacher training for assessments	Jun 2021	Aug 2021	Schools	PEIMS Coordinator	
CMO - National	Assessment Operations Associate	Hold region specific site lead PD for BOY assessments	Jul 2021	Sep 2021	Schools	Achievement	
CMO - National	Associate Director of Recruitment	Teacher application live	Nov 2020	Jul 2021			
CMO - National	Associate Director of Recruitment	Internal Transfer Seats Application Window	Nov 2020	Jan 2021			
CMO - National	Associate Director of Recruitment	Teacher Group Interview Days	Dec 2020	May 2021			
CMO - National	Associate Director of Recruitment	80% of non-TFA teaching staff hired	Jan 2021	Apr 2021			
CMO - National	Associate Director School Communities	OM job description finalized & posted	Sep 2020	Sept 2020	Talent	HR	
CMO - National	Associate Director School Communities	OM start date	Oct 2020	Nov 2020	Talent	Finance	
CMO - Regional	Associate Director, ISE	Refine ISE Budget	Dec 2020	May 2021	Finance		
CMO - Regional	Associate Director, ISE	Hire ISE Teachers	Jan 2021	Apr 2021	Principals		
CMO - Regional	Associate Director, ISE	Set ISE Vision and goals for school	Jan 2021	Feb 2021	Principal		
CMO - Regional	Associate Director, ISE	Conduct interviews for ISE related service providers	Jan 2021	Mar 2021	Talent	Principal	
CMO - Regional	Associate Director, ISE	Schedule ISE Summer PD	Feb 2021	May 2021	Principal		
CMO - Regional	Associate Director, ISE	ISE NeST coordinates with Facilities team on ISE breakout spaces	Mar 2021	Jun 2021	Facilities		
CMO - Regional	Associate Director, ISE	Hire Paraprofessionals	Mar 2021	Jun 2021	Principal	Talent	
CMO - Regional	Associate Director, ISE	Review incoming IEPs on a rolling basis; make initial determinations on programs and services	Apr 2021	NA			
CMO - Regional	Associate Director, ISE	Determine ISE Teacher Caseloads	Apr 2021	Ongoing			
CMO - Regional	Associate Director, ISE	ISE NeST coordinates transportation for students with transportaion	Apr 2021	Ongoing	Operations		
CMO - Regional	Associate Director, ISE	Curriculum Procurement	May 2021	Jul 2021	Operations		
CMO - Regional	Associate Director, ISE	Determine ISE Specialist Schedules	Jun 2021	Aug 2021			
Rocketship Texas	Business Operations Manager (BOM)	Hire Operations Specialists - post job description, interview, reference check,hire	May 2020	Jul 2021	HR		
Rocketship Texas	Business Operations Manager (BOM)	Trash service contract	May 2021	May 2021			
Rocketship Texas	Business Operations Manager (BOM)	Servery equipment ordered	May 2021	May 2021			
Rocketship Texas	Business Operations Manager (BOM)	Copier contract	May 2021	May 2021			
Rocketship Texas	Business Operations Manager (BOM)	Orientation Date	May 2021	Jul 2021			
Rocketship Texas	Business Operations Manager (BOM)	Food Service Contract Signed	Jun 2021	Aug 2021			
Rocketship Texas	Business Operations Manager (BOM)	Evacuation Plan	Jun 2021	Jul 2021			
Rocketship Texas	Business Operations Manager (BOM)	Call Waste for semi-daily trash pickup once furniture arrives	Jun 2021	Jun 2021			
Rocketship Texas	Business Operations Manager (BOM)	Sorting curriculum	Jun 2021	First day of school (Aug 9, 2021)			
Rocketship Texas	Business Operations Manager (BOM)	Deliver and Install Furniture	Jun 2021	Jul 2021			
Rocketship Texas	Business Operations Manager (BOM)	Copier installation	Jun 2021				
Rocketship Texas	Business Operations Manager (BOM)	Laminators	Jun 2021				
Rocketship Texas	Business Operations Manager (BOM)	Servery equipment delivery	Jul 2021	Jul 2021			
Rocketship Texas	Business Operations Manager (BOM)	Decorations & Rocketize	Jul 2021	Jul 2021			
Rocketship Texas	Business Operations Manager (BOM)	School Food: Determine if we are eligible for CEP	Jul 2021	Aug 2021	Finance		
Rocketship Texas	Business Operations Manager (BOM)	School Food: Submit application to participate in NSLP & SBP Program for 21-22 SY.	Jul 2021	Oct 2021	Finance		
Rocketship Texas	Business Operations Manager (BOM)	First aid training and CPR certification completed for all school leaders (principals, assistant principals, office managers, business operations managers, support staff). Please record this online on the Operations Training/Certification Log google doc.	Jul 2021	Jul 2021			
Rocketship Texas	Business Operations Manager (BOM)	Food handler training completed by all food handlers. Please record this online on the Operations Training/Certification Log google doc.	Jul 2021	Jul 2021			
Rocketship Texas	Business Operations Manager (BOM)	HHACP binder (including food service director certification)	Jul 2021	Jul 2021			
Rocketship Texas	Business Operations Manager (BOM)	Classroom Set up Complete	Aug 2021	Aug 2021			
Rocketship Texas	Business Operations Manager (BOM)	Copier training	Aug 2021	Aug 2021			
Rocketship Texas	Business Operations Manager (BOM)	Janitorial deep clean before start of school, after move-in	8/2/2021	8/8/2021			
Rocketship Texas	Business Operations Manager (BOM)	School Start Date	8/9/2021				
Rocketship Texas	Business Operations Manager (BOM)	Space Organization	as soon as we have access to the building	we have access to the building			
Rocketship Texas	Business Operations Manager (BOM)	Fire Dept Walkthrough for Afterschool	we don't know move in date yet, but ASAP once we move in.	n date yet, but ASAP once we move in.			

Rocketship Texas	Business Operations Manager (BOM)	Health Inspection of servery	we don't know move in date yet, but ASAP once we move in.	n date yet, but ASAP once we move in.			
Rocketship Texas	Business Operations Manager (BOM)	Move-In Prep	we don't know the move in date yet...	know the move in date yet...			
Rocketship Texas	Business Operations Manager (BOM)	Food Services Permit Secured			Compliance	Facilities	
CMO - National	Chief Communications Officer	Develop marketing strategy with Family Recruiting & Superintendent	Aug 2020	Oct 2020	GCE		
CMO - National	Chief Communications Officer	Local market advertising plan	Sep 2020	Oct 2020	GCE		
CMO - National	Digital Marketing Manager	Develop school websites	Aug 2020	Oct 2020	GCE	S&S	
CMO - National	Digital Marketing Manager	Manage digital and social media advertising	Sep 2020	Ongoing	GCE		
CMO - National	Digital Marketing Manager	Core recruitment collateral (postcards, cultivation presentation)	Sep 2020	Oct 2020	GCE	Facilities	
CMO - National	Digital Marketing Manager	As-needed collateral production (recruiting flyers, school signage, etc.)	Ongoing	Ongoing	GCE	Facilities	
CMO - National	Director of Finance	Develop CSP plan to cover Year 0 start-up costs and communicate to relevant teams	Nov 2020	Nov 2020	Finance		
CMO - National	Director of Finance	1st budget check-in (revision) based on key drivers: recruitment & facility, make revisions as necessary	Jan 2021	Jan 2021	Finance		
CMO - National	Director of Finance	Draft budgets for non-comp provided to key teams	Feb 2021	Feb 2021	Finance		
CMO - National	Director of Finance	Roll-out comp tool to Principal/BOMs	Mar 2021	Mar 2021	Finance		
CMO - National	Director of Finance	2nd budget check-in (revision) based on key drivers: recruitment & facility, make revisions as necessary	Mar 2021	Mar 2021	Finance		
CMO - National	Director of Finance	Review comprehensive budget w/ Principal/BOM, prior to finalizing for May Board approval	Apr 2021	Apr 2021	Finance		
CMO - National	Director of Finance	First CSP claim against start-up activities (Oct 1 - March 31)	Apr 2021	Apr 2021	Finance		
CMO - National	Director of Finance	3rd budget check-in (revision) based on key drivers: recruitment & facility, make revisions as necessary	Jun 2021	Jul 2021	Finance		
CMO - National	Director of Finance	Second CSP claim against start-up activities (Apr 1 - June 30)	Jul 2021	Jul 2021	Finance		
CMO - National	Director of IT	Internet application, coordination, installation	Jan 2021	Aug 2021	Regional Dreictor	Business Operations Manager (BOM)	
CMO - National	Director of IT	Chromebook set-up and testing	Jul 2021	Aug 2021	Regional Dreictor	Business Operations Manager (BOM)	
CMO - Regional	Director of Schools	Finalized instructional calendar & summer PD calendar to be shared	Mar 2021	May 2021	Schools	Superintendent	
CMO - Regional	Director of Schools	Collect summer PD requests from functional teams via survey (all regions)	Mar 2021	Apr 2021	Schools	Manager of Professional Development Programs	
CMO - Regional	Director of Schools	Principal at 100% (typically released from an AP position at an existing Rocketship school)		Jan 2021	Talent	Superintendent	
Rocketship Texas	Education Organizer	Organize and engage families; work with core group of parent leaders who have formed a Parent Organizing Committee (POC)	Ongoing	Ongoing			
Rocketship Texas	Education Organizer	Support POC in their role founding each school, engaging elected leaders and stakeholders, and moving to action to achieve critical objectives	Ongoing	Ongoing			
CMO - Regional	Family Recruitment Manager	Q1 [Oct, Nov, Dec] Family Interest, Recruitment, and Enrollment Plan Complete	Sep 2020	Oct 2020	S&S	Schools	
CMO - Regional	Family Recruitment Manager	Application open	10/1/2020	2/12/2021			
CMO - Regional	Family Recruitment Manager	Q2 [Jan, Feb, Mar] Family Interest, Recruitment, and Enrollment Plan Complete	Nov 2020	Dec 2020			
CMO - Regional	Family Recruitment Manager	Q3 [Apr, May, June] Family Interest, Recruitment, and Enrollment Plan Complete	Mar 2021	Mar 2021			
CMO - Regional	Family Recruitment Manager	Lottery		2/18/2021			
CMO - Regional	Family Recruitment Manager	Lottery results are made public		2/22/2021			
CMO - National	HRBP	Determine Internal Transfers/Promos	Jan 2021	Apr 2021	Talent	Schools	
CMO - National	HRBP	Onboard New Hires	Jan 2021	Aug 2021	Achievement		
CMO - National	HRBP	Onboard Internal transfers to new role/region	Apr 2021	Jul 2021	Talent		
CMO - National	HRBP	Deliver HR Training During PD (SL, Teacher, PD)	Jul 2021	Jul 2021	Schools	Talent	
Rocketship Texas	Office Manager (OM)	Before Lottery: OM to help with recruitment - 60%	Jan 2021	Feb 2021	Family Recruitment		
Rocketship Texas	Office Manager (OM)	Before Lottery: OM onboarding - 40%	Jan 2021	Feb 2021	Family Recruitment		
Rocketship Texas	Office Manager (OM)	Home visits & ongoing parent engagement	Jan 2021	Ongoing			
Rocketship Texas	Office Manager (OM)	OM to send out enrollment packets to all accepted students	Feb 2021	2/29/21			
Rocketship Texas	Office Manager (OM)	After Lottery: OM to do enrollment 90%	Feb 2021	Aug 2021			
Rocketship Texas	Office Manager (OM)	After Lottery: OM to help with recruitment 5%	Feb 2021	Aug 2021			
Rocketship Texas	Office Manager (OM)	Enrollment packets from lottery due		Mar 2021			
Rocketship Texas	PEIMS Coordinator	Work with SIS and Compliance to determine needs for PEIMS reporting and related compliance requirements	Sep 2020	Ongoing	Compliance	SIS	
Rocketship Texas	PEIMS Coordinator	Create school leader training for data systems	Apr 2021	Jun 2021	Assessment Operations Associate	Analytics Manager	
Rocketship Texas	PEIMS Coordinator	Create teacher training for data systems	Jun 2021	Aug 2021	Assessment Operations Associate	Analytics Manager	
Rocketship Texas	PEIMS Coordinator	Work with Assessments to determine needs for data systems needs	Jun 2021	Sep 2021	Assessment Operations Associate		
Rocketship Texas	Principal	School vision development	Nov 2020		Director of Schoo	Superintendent	
Rocketship Texas	Principal	All Gen Ed teachers hired (incl. Bilingual)	Dec 2020	Jun 2021	Associate Directo	Superintendent	
Rocketship Texas	Principal	Monthly Community Meetings starting in January	Jan 2021	Jul 2021			
Rocketship Texas	Principal	Home visits & ongoing parent engagement	Jan 2021				
Rocketship Texas	Principal	Hire Enrichment Teachers	Feb 2021	May 2021	Associate Directo	Superintendent	
Rocketship Texas	Principal	Initiate process & event to surface potential names for school	Mar 2021	May 2021	Communications	GCE	Ops

Rocketship Texas	Principal	1st Community Meeting - 1 month after lottery - Naming Event	Mar 2021				
Rocketship Texas	Principal	Monthly Staff Dinners/Events to keep warm	Mar 2021	Jul 2021	Talent	HR	
Rocketship Texas	Principal	Hire ILSs	Apr 2021	Jun 2021	Associate Directo	Superintendent	
Rocketship Texas	Principal	School vision goes to teachers	May 2021	Aug 2021			
Rocketship Texas	Principal	Deliver Teacher PD	Jul 2021	1st day of school	Schools		
Rocketship Texas	Principal	Teacher home visits begin with summer PD	Jul 2021	Ongoing	Achievement		
Rocketship Texas	Principal	Teacher PD	Jul 2021	Aug 2021			
Rocketship Texas	Principal	School Leader Monthly PD		Ongoing	Achievement		
Rocketship Texas	Principal	School Leader Launch		Jul 2021	Achievement		
CMO - Regional	Regional Director of Operations	Business Operations Manager (BOM) hired for new school	Jan 2021	Feb 2021	Principal		
CMO - Regional	Regional Director of Operations	Procurement Process	Mar 2021	Jun 2021			
CMO - Regional	Regional Director of Operations	Develop System Plans (Arrival, Dismissal, Lunch, Recess, Breakfast, Physical Space)	Mar 2021	Jun 2021			
CMO - Regional	Regional Director of Operations	Before & After Care Contract Signed	Apr 2021	Jun 2021			
CMO - Regional	Regional Director of Operations	Janitorial Contract Signed	Apr 2021	Jun 2021			
CMO - Regional	Regional Director of Operations	BOM start date		Jan 2021	HR		
CMO - National	School Leader Recruiter	Principal interviewing	Nov 2020	Dec 2020	Director of Schools	Superintendent	
CMO - National	School Leader Recruiter	AP Group Interview Days	Dec 2020	May 2021			
CMO - National	School Leader Recruiter	APs selected	Dec 2020	Apr 2021	Superintendent	Schools Team	
Rocketship Texas	Superintendent	Board approves budget	May 2021	May 2021	Finance		
Rocketship Texas	Superintendent	Final board approved budget (revisions)	Aug 2021	Aug 2021	Finance		
Rocketship Texas	Superintendent	Run Bi-Weekly Startup Meetings	Biweekly	Biweekly	All		
Rocketship Texas	Superintendent	Senior Leadership Team Updates	Monthly	Monthly	All	SLT	
Rocketship Texas	Superintendent	Community engagement	Ongoing	Ongoing			
Rocketship Texas	Superintendent	Fundraising	Ongoing	Ongoing			
CMO - National	VP Capital Finance	School Move-in	Jul 2020	Aug 2021			
CMO - National	VP Capital Finance	Construction	Oct 2020	Jul 2021			
CMO - National	VP Capital Finance	Entitlements & Permitting		Sep 2020			
CMO - National	VP Capital Finance	Building Completion		Jul 2021			
CMO - National	VP Special Services and School Strategy	Discuss curriculum decisions with all Rising Principals	Mar 2021	May 2021	Schools	Director of Schools	
CMO - National	VP Special Services and School Strategy	PD session content and objectives finalized for all regions	Apr 2021	May 2021	Schools	Director of Schools	Manager of Professional Development Programs

Attachment 32: Financial Plan Workbook

Using the template provided on the Subchapter D Experienced Operator 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 $5,920 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 completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. **Start-up funding is NOT to be used for budget purposes and, if awarded, 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 application has been completed and 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.

1/18/2020 22:28

Rocketship Public Schools

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
REVENUE						
Total State Revenue		$ 6,935,534	$ 12,275,894	$ 18,291,083	$ 21,949,299	$ 23,924,736
Total Federal Revenue		$ 1,811,000	$ 2,001,479	$ 2,501,848	$ 2,626,941	$ 2,758,288
Total Local and Other Revenue	$ 945,000	$ 3,200,000	$ 4,480,000	$ 4,928,000	$ 4,188,800	$ 3,979,360
TOTAL REVENUE	**$ 945,000**	**$ 11,946,534**	**$ 18,757,373**	**$ 25,720,931**	**$ 28,765,040**	**$ 30,662,384**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 447,200	$ 1,232,900	$ 1,738,692	$ 2,180,991	$ 2,224,610	$ 2,269,103
Total Instructional Personnel Costs	$ -	$ 2,749,000	$ 4,732,800	$ 6,835,428	$ 8,110,813	$ 8,866,202
Total Non-Instructional Personnel Costs	$ 100,000	$ 393,000	$ 550,290	$ 713,714	$ 727,989	$ 742,548
Total Payroll Taxes and Benefits	$ 138,879	$ 1,101,162	$ 1,767,383	$ 2,449,074	$ 2,784,661	$ 2,989,656
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 686,079**	**$ 5,476,062**	**$ 8,789,165**	**$ 12,179,207**	**$ 13,848,073**	**$ 14,867,508**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 30,000	$ 1,391,400	$ 2,730,528	$ 4,236,487	$ 5,134,016	$ 5,614,936
Total School Operations	$ 127,000	$ 2,320,964	$ 3,148,830	$ 4,025,271	$ 4,293,728	$ 4,593,632
Total Facilities Operations and Maintenance	$ -	$ 2,168,043	$ 3,278,408	$ 4,322,750	$ 4,218,078	$ 4,182,153
Reserves / Contingencies	$ -	$ 450,000	$ 675,000	$ 877,500	$ 1,140,750	$ 1,311,863
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 157,000**	**$ 6,330,407**	**$ 9,832,766**	**$ 13,462,008**	**$ 14,786,573**	**$ 15,702,584**
TOTAL EXPENSES	**$ 843,079**	**$ 11,806,469**	**$ 18,621,931**	**$ 25,641,215**	**$ 28,634,645**	**$ 30,570,093**
NET OPERATING INCOME (before depreciation)	**$ 101,921**	**$ 140,064**	**$ 135,442**	**$ 79,716**	**$ 130,395**	**$ 92,291**
STUDENT ENROLLMENT						
Projected Student Enrollment		749	1,297	1,933	2,279	2,475
Revenue Per Pupil		$ 15,950	$ 14,468	$ 13,306	$ 12,622	$ 12,391
Expenses Per Pupil		$ 15,763	$ 14,363	$ 13,265	$ 12,565	$ 12,354

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Rocketship Public Schools

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	SaJade Miller	
Contact Email:	sjmiller@rsed.org	
Contact Phone:	(817) 937-1677	
Start-Up (Year 0) Fiscal Year End:	2021	*Enter the 4-digit year (XXXX)*
Year One Fiscal Year End:	2022	*Enter the 4-digit year (XXXX)*
Fiscal Year End Date:	June 30	*Select date*
Total School Year Minutes:	77,060	*Enter the number of minutes (e.g., 75,600)*

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Rocketship Public Schools

ESTIMATE OF STATE AID ENTITLEMENT INPUT

ENROLLMENT	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
Pre-Kindergarten **(Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)**	75	112 1/2	150.00	175.00	187.50
Kindergarten	208.00	312.00	416.00	416.00	416.00
1st Grade	208.00	312.00	416.00	416.00	416.00
2nd Grade	208.00	312.00	416.00	416.00	416.00
3rd Grade	50.00	198.00	297.00	396.00	396.00
4th Grade		50.00	188.00	282.00	376.00
5th Grade			50.00	178.00	267.00
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Number of All Students Enrolled (Average Membership)	**749.00**	**1,296.50**	**1,933.00**	**2,279.00**	**2,474.50**
Total Number of High School Students Enrolled	**-**	**-**	**-**	**-**	**-**
Average Daily Attendance (ADA) %	**90%**	**92%**	**92%**	**94%**	**94%**
Average Daily Attendance (ADA)	**674.10**	**1,192.78**	**1,778.36**	**2,142.26**	**2,326.03**
Percent change YOY		77%	49%	20%	9%

STUDENT POPULATION — Data for the following fiscal years must be based on reasonable estimates and projections.

Special Education Data:	2022	EYS 2022	2023	EYS 2023	2024	EYS 2024	2025	EYS 2025	2026	EYS 2026
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	4.00		7.00	-	10.00	-	12.00	-	13.00	-
Number Enrolled in Resource Room	16.00	-	27.00	-	41.00	-	48.00	-	52.00	-
Number Enrolled in Self-Contained Mild/Mod/Sev	12.00	-	20.00	-	30.00	-	36.00	-	39.00	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	47.00		82.00		122.00		143.00		155.00	
Special Education Student Count (SPED)	**79.00**	**-**	**136.00**	**-**	**203.00**	**-**	**239.00**	**-**	**259.00**	**-**
Special Education Student Count %	**10.55%**		**10.49%**		**10.50%**		**10.49%**		**10.47%**	
Percent change YOY			72%	0%	49%	0%	18%	0%	8%	0%

Career and Technology (C&T) Data:	2022	Advanced C&T FTE 2022	2023	Advanced C&T FTE 2023	2024	Advanced C&T FTE 2024	2025	Advanced C&T FTE 2025	2026	Advanced C&T FTE 2026
Number Enrolled in One-hour Class	-	-								
Number Enrolled in Two-hour Class		-								
Number Enrolled in Three-hour Class		-								
Number Enrolled in Four-hour Class		-								
Number Enrolled in Five-hour Class		-								
Number Enrolled in Six-hour Class		-								
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students										
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

Gifted and Talented, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2022	2023	2024	2025	2026
Number Gifted and Talented Students Enrolled					
% of Gifted and Talented Students Enrolled					
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	366.00	598.00	861.00	1,012.00	1,089.00
% of Students Enrolled in Bilinguel/ESL	**48.87%**	**46.12%**	**44.54%**	**44.41%**	**44.01%**

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	739.00	1,235.00	1,802.00	2,123.00	2,294.00

TRANSPORTATION	2022	2023	2024	2025	2026
Regular Program Transportation Allotment					
Special Education Program Transportation Allotment	-	-	-	-	-
Career and Technology Program Transportation Allotment	-	-	-	-	-
Transportation Total	-	-	-	-	-
Percent change YOY		0%	0%	0%	0%

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Rocketship Public Schools

PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)	Year Count	Number of FTEs						Notes	Total of Salaries					
			Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	2021	2022	2023	2024	2025	2026		2021	2022	2023	2024	2025	2026
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs		Yearly Raise %					
										0.0000%	0.0000%	2.0000%	2.0000%	2.0000%	2.0000%
										$ -	$ -	$ -	$ -	$ -	$ -
CAMPUS-BASED STAFF										$ -	$ -	$ -	$ -	$ -	$ -
Principal	Instructional Management	$ 105,000	1.0	2.5	3.5	4.0	4.0	4.0		$ 105,000	$ 262,500	$ 374,850	$ 436,968	$ 445,707	$ 454,622
Assistant Principals	Instructional Management	$ 78,000	0.0	6.0	9.0	12.0	12.0	12.0		$ -	$ 468,000	$ 716,040	$ 973,814	$ 993,291	$ 1,013,157
Business Operations Manager	Operation / Business Manager	$ 77,700	1.0	2.0	3.0	4.0	4.0	4.0		$ 77,700	$ 155,400	$ 237,762	$ 323,356	$ 329,823	$ 336,420
Office Manager	Administrative Staff	$ 55,000	1.0	2.5	3.5	4.0	4.0	4.0		$ 55,000	$ 137,500	$ 196,350	$ 228,888	$ 233,466	$ 238,135
Teachers	Teachers - Regular	$ 58,000	0.0	10.0	20.0	33.0	45.0	52.0		$ -	$ 580,000	$ 1,183,200	$ 1,991,326	$ 2,769,753	$ 3,264,615
Bilingual Certified Teachers	Specialty Teachers	$ 61,000	0.0	16.0	24.0	32.0	32.0	32.0		$ -	$ 976,000	$ 1,493,280	$ 2,030,861	$ 2,071,478	$ 2,112,908
Integrated Learning Specialists	Teaching Assistants	$ 28,000	0.0	8.0	14.0	21.0	27.0	30.0		$ -	$ 224,000	$ 399,840	$ 611,755	$ 802,273	$ 909,243
Enrichment Teachers	Specialty Teachers	$ 58,000	0.0	4.0	8.0	11.0	12.0	12.0		$ -	$ 232,000	$ 473,280	$ 663,775	$ 738,601	$ 753,373
ISE Teacher	Teachers - SPED	$ 58,000	0.0	4.0	7.0	10.0	11.0	12.0		$ -	$ 232,000	$ 414,120	$ 603,432	$ 677,051	$ 753,373
ISE Paraprofessional	Aides	$ 28,000	0.0	2.0	5.0	7.0	8.0	8.0		$ -	$ 56,000	$ 142,800	$ 203,918	$ 237,711	$ 242,465
Operations Specialists	Other - Non-Instructional	$ 29,300	0.0	10.0	15.0	20.0	20.0	20.0		$ -	$ 293,000	$ 448,290	$ 609,674	$ 621,868	$ 634,305
Behavior Support Specialists	Therapists & Counselors	$ 28,000	0.0	2.0	3.0	4.0	4.0	4.0		$ -	$ 56,000	$ 85,680	$ 116,525	$ 118,855	$ 121,232
Social Workers	Therapists & Counselors	$ 60,000	0.0	2.0	3.0	4.0	4.0	4.0		$ -	$ 120,000	$ 183,600	$ 249,696	$ 254,690	$ 259,784
										$ -	$ -	$ -	$ -	$ -	$ -
REGIONAL STAFF										$ -	$ -	$ -	$ -	$ -	$ -
Superintendent	Executive Management	$ 150,000	1.0	1.0	1.0	1.0	1.0	1.0		$ 150,000	$ 150,000	$ 153,000	$ 156,060	$ 159,181	$ 162,365
PEIMS Coordinator	Other - Administrative	$ 59,500	1.0	1.0	1.0	1.0	1.0	1.0		$ 59,500	$ 59,500	$ 60,690	$ 61,904	$ 63,142	$ 64,405
Education Organizers	Other - Non-Instructional	$ 50,000	2.0	2.0	2.0	2.0	2.0	2.0		$ 100,000	$ 100,000	$ 102,000	$ 104,040	$ 106,121	$ 108,243
										$ -	$ -	$ -	$ -	$ -	$ -
										$ -	$ -	$ -	$ -	$ -	$ -
SERVICE PROVIDERS										$ -	$ -	$ -	$ -	$ -	$ -
Speech and Language Pathologists	Therapists & Counselors	$ 65,000	0.0	1.0	1.0	1.0	2.0	2.0		$ -	$ 65,000	$ 66,300	$ 67,626	$ 137,957	$ 140,716
Psychologists	Therapists & Counselors	$ 77,000	0.0	1.0	2.0	2.0	2.0	2.0		$ -	$ 77,000	$ 157,080	$ 160,222	$ 163,426	$ 166,695
Occupational Therapist	Therapists & Counselors	$ 69,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 69,000	$ 70,380	$ 71,788	$ 73,223	$ 74,688
BCBA	Therapists & Counselors	$ 62,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 62,000	$ 63,240	$ 64,505	$ 65,795	$ 67,111
										$ -	$ -	$ -	$ -	$ -	$ -
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										$ -	$ -	$ -	$ -	$ -	$ -
Total		**$ 1,256,500**	**7.0**	**79.0**	**127.0**	**175.0**	**197.0**	**208.0**		**$ 547,200**	**$ 4,374,900**	**$ 7,021,782**	**$ 9,730,133**	**$ 11,063,412**	**$ 11,877,853**

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Rocketship Public Schools
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
			Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.							
REVENUE										
TOTAL STATE REVENUES		6,935,534			77.00%	49.00%	20.00%	9.00%		
TOTAL FEDERAL REVENUES		1,811,000			10.52%	25.00%	5.00%	5.00%		Federal includes NSLP, Title I , Title II and Title IV. See Attachment 33 for more detail.
TOTAL LOCAL & OTHER REVENUES	945,000	3,200,000							Philanthropy	Includes philanthropy and incremental revenue from new HB3 Dyslexia or Related Disorder Allotment ($615 per dyslexic student), Small & Mid-Sized District Allotment ($1,059 per Regular Program ADA) and Early Education Allotment ($615 per Econ. Dis. K-3 ADA). HB3 allocation assumptions are calculated using the Estimated State Aid Template. See Attachment 33 for more detail.
TOTAL REVENUE	**$ 945,000**	**$ 11,946,534**			40.00%	10.00%	-15.00%	-5.00%		
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	150,000	150,000								
Instructional Management	105,000	730,500								
Deans, Directors & Coordinators	-	-								
CFO / Director of Finance	-	-							Finance is a centralized support service provided by Rocketship Education (CMO). Covered by the Management Company Fee (line 79).	Finance is a centralized support service provided by Rocketship Education (CMO). Covered by the Management Company Fee (line 79).
Operation / Business Manager	77,700	155,400								
Administrative Staff	55,000	137,500								
Other - Administrative	59,500	59,500								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 447,200**	**$ 1,232,900**								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	580,000								
Teachers - SPED	-	232,000								
Substitute Teachers	-	-							Contracted Service - within student svc other	Contracted Service
Teaching Assistants	-	224,000								
Specialty Teachers	-	1,208,000								
Aides	-	56,000								
Therapists & Counselors	-	449,000								
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 2,749,000**								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								Contracted service (see line 80 below)
Librarian	-	-								
Custodian	-	-								
Security	-	-								
Other - Non-Instructional	100,000	393,000								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 100,000**	**$ 393,000**								
TOTAL PERSONNEL EXPENSES	**$ 547,200**	**$ 4,374,900**								
			For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.							
PAYROLL TAXES AND BENEFITS										
Social Security	33,926	271,244	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%		
Medicare	7,934	63,436	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%		
State Unemployment	6,238	40,687	1.14%	0.93%	0.93%	0.93%	0.93%	0.93%	Source: https://twc.texas.gov/businesses/unemployment-insurance-tax-rates	Source: https://twc.texas.gov/businesses/unemployment-insurance-tax-rates
Worker's Compensation Insurance	2,955	23,624	0.54%	0.54%	0.54%	0.54%	0.54%	0.54%	Source: https://www.nasi.org/sites/default/files/nasiRptWkrsComp201710_31%20final(1).pdf (Table 14)	Source: https://www.nasi.org/sites/default/files/nasiRptWkrsComp201710_31%20final(1).pdf (Table 14)
TRS State Minimum Contribution	12,312	98,435	2.25%	2.25%	2.25%	2.25%	2.25%	2.25%		
TRS Public Education Employer Contribution	8,208	65,624	1.50%	1.50%	1.50%	1.50%	1.50%	1.50%		

Rocketship Public Schools
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
Health Insurance	61,834	494,364	11.30%	11.30%	11.30%	11.30%	11.30%	11.30%		
Dental Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Included in Health Insurance assumption of 11.3% (line 64)	Included in Health Insurance assumption of 11.3% (line 64)
Vision Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Included in Health Insurance assumption of 11.3% (line 64)	Included in Health Insurance assumption of 11.3% (line 64)
Life Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Included in Health Insurance assumption of 11.3% (line 64)	Included in Health Insurance assumption of 11.3% (line 64)
Retirement Contribution	5,472	43,749	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	403(b) match	403(b) match
Custom Fringe #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	**$ 138,879**	**$ 1,101,162**								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 686,079**	**$ 5,476,062**								

Rocketship Public Schools
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
			Enter the % change below for which the amount entered in column F should change each year.							
CONTRACTED SERVICES										
Accounting / Audit	20,000	30,000			50.00%	33.30%	0.00%	0.00%	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
Legal	10,000	20,000			50.00%	33.30%	0.00%	0.00%		
Management Company Fee	-	1,145,700			77.00%	49.00%	20.00%	9.00%	Rocketship management company fee is traditionally 15% of revenue excluding food service, philantrophy; management network services are described in narrative	Rocketship management company fee is traditionally 15% of revenue excluding food service, philantrophy; management network services are described in narrative
Nurse Services	-	30,000			77.00%	49.00%	20.00%	9.00%	Reflects only supplemental nurse services. Limited, lower level health needs are typically provided by the trained existing staff including the office manager	Reflects only supplemental nurse services. Limited, lower level health needs are typically provided by the trained existing staff including the office manager
Food Service / School Lunch		540,700			77.00%	49.00%	20.00%	9.00%	Assumes 100% pariticipation in universal breakfast at a cost of $1.64 per meal and 70% participation in lunch program at a cost of $3.03 per meal	Assumes 100% pariticipation in universal breakfast at a cost of $1.64 per meal and 70% participation in lunch program at a cost of $3.03 per meal
Payroll Services	-	-			0.00%	0.00%	0.00%	0.00%	Payroll is a centralized support service provided by Rocketship Education (CMO). Covered by the Management Company Fee (line 79)	Payroll is a centralized support service provided by Rocketship Education (CMO) and therefore in the Management Company Fee (line 79)
Special Ed Services	-	-			0.00%	0.00%	0.00%	0.00%	Provided internally (please lines 38 and 43 and Personnel tab)	Provided internally (please lines 38 and 43 and Personnel tab)
Titlement Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%		
Reduction to Management Fee for Direct Regional Staff	-	(375,000)			2.00%	2.00%	2.00%	2.00%	Based upon payroll costs for superintendent, PEIMS coordinator and education organizers. See Attachment 33, Reduction to Management Fee for Direct Regional Staff, for further discussion.	Based upon payroll costs for superintendent, PEIMS coordinator and education organizers. See Attachment 33, Reduction to Management Fee for Direct Regional Staff, for further discussion.
Custom Contracted Services #2	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #3	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL	**$ 30,000**	**$ 1,391,400**								
SCHOOL OPERATIONS										
Board Expenses	5,000	5,000			0.00%	0.00%	0.00%	0.00%	Assumes $5K per year, remains constant through Year 5	Assumes $5K per year, remains constant through Year 5
Classroom / Teaching Supplies & Materials	-	80,000			77.00%	49.00%	20.00%	9.00%		Assumes $106 per student and includes teacher room setup and supplies
Special Ed Supplies & Materials	-	66,767			77.00%	49.00%	20.00%	9.00%		Assumes $89 per student (all enrollment) and includes curriculum, class supplies, assessments, goal books and a stipend for contracted service, if needed
Textbooks / Workbooks	-	335,875			15.00%	10.00%	0.00%	0.00%		remains stable after year 3, consistent cost projection per year after 4th school opening
Supplies & Materials other	-	39,200			25.00%	30.00%	0.00%	0.00%		includes costs of general classroom materials
Equipment / Furniture	-	217,000			-38.00%	0.00%	-40.00%	0.00%		reflect larger start up cost ~$113K per school, reducing to a lower replacement level thereafter
Telephone	-	45,480			77.00%	49.00%	20.00%	9.00%		includes telephone and internet
Technology	15,000	424,280			10.00%	10.00%	0.00%	0.00%	includes student chromebooks, staff laptops, classroom ipads, and technology infrastructure in class	includes student chromebooks, staff laptops, classroom ipads, and technology infrastructure in class
Student Testing & Assessment	-	46,660			77.00%	49.00%	20.00%	9.00%		includes proctors, assessment technology, materials
Field Trips	-	48,510			77.00%	49.00%	20.00%	9.00%		
Transportation (student)	-	200,000			77.00%	49.00%	20.00%	26.50%		Assumes $100 per 1st year school and $200K per full-scale school, which would allow up to an average of 2-3 routes per school given the conservative $400/day/bus cost we were quoted by a local bus transportation vendor as an estimate
Student Services - other	-	90,936			55.00%	40.00%	10.00%	5.00%		includes safety mateials, unforms, substitutes, educ consultants
Office Expense	12,000	183,156			55.00%	25.00%	5.00%	5.00%	copier leases, printing, supplies	copier leases, printing, supplies
Staff Development	30,000	117,500			55.00%	25.00%	5.00%	5.00%	professional staff development	professional staff development
Staff Recruitment	20,000	26,600			55.00%	40.00%	10.00%	5.00%		included as talent recruitment staff
Student Recruitment / Marketing	25,000	80,000			50.00%	0.00%	0.00%	0.00%		included as student recruitment staff
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%	included above in contracted svcs	included above in contracted svcs

Rocketship Public Schools
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
Travel (Staff)	20,000	20,000			77.00%	49.00%	20.00%	9.00%		
Fundraising	-	-			0.00%	0.00%	0.00%	0.00%	Fundraising is a centralized support service provided by Rocketship Education (CMO). Covered by Management Company Fee (line 79).	Fundraising is a centralized support service provided by Rocketship Education (CMO). Covered by Management Company Fee (line 79).
After School Program	-	294,000			50.00%	33.33%	0.00%	0.00%	Allots $147K per school for after school programming	
Custom Operations #1					0.00%	0.00%	0.00%	0.00%		
Custom Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL SCHOOL OPERATIONS	**$ 127,000**	**$ 2,320,964**								
FACILITY OPERATION & MAINTENANCE										
Insurance	-	20,189			77.00%	49.00%	20.00%	9.00%		
Janitorial Services	-	145,354			55.00%	25.00%	10.00%	5.00%	Approx $72-75K per campus for janitor service	Approx $72-75K per campus for janitor service
Building and Land Rent / Lease	-	1,730,000			50.00%	33.33%	-4.91%	-2.58%	bldg cost at $850K per school yr 1-3, reducing to $780K/yr with permanent financing after yr 4; detail provided in Facility section	bldg cost at $850K per school yr 1-3, reducing to $780K/yr with permanent financing after yr 4
Repairs & Maintenance	-	78,500			55.00%	25.00%	5.00%	5.00%	$39K per school, increasing slightly over time	$39K per school, increasing slightly over time
Security Services	-	-			0.00%	0.00%	0.00%	0.00%		
Utilities	-	194,000			55.00%	25.00%	5.00%	5.00%	includes gas, electric, waste and water service	includes gas, electric, waste and water service
Internet	-	-			0.00%	0.00%	0.00%	0.00%	included in telephone line item	included in telephone line item
Custom Facilities Operations #1	-				0.00%	0.00%	0.00%	0.00%		
Custom Facilities Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	**$ -**	**$ 2,168,043**								
RESERVES / CONTIGENCIES	-	450,000			50.00%	30.00%	30.00%	15.00%		
TOTAL EXPENSES	**$ 843,079**	**$ 11,806,469**								
NET OPERATING INCOME (before Depreciation)	**$ 101,921**	**$ 140,064**								
DEPRECIATION & AMORTIZATION	-	-			0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	**$ 101,921**	**$ 140,064**								

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Rocketship Public Schools
PROJECTED BUDGET / OPERATING PLAN

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
SUMMARY						
Total Revenue	**945,000**	**11,946,534**	**18,757,373**	**25,720,931**	**28,765,040**	**30,662,384**
Total Expenses	**843,079**	**11,806,469**	**18,621,931**	**25,641,215**	**28,634,645**	**30,570,093**
Net Operating Income (before Depreciation)	**101,921**	**140,064**	**135,442**	**79,716**	**130,395**	**92,291**
Revenue Per Pupil		15,949.98	14,467.70	13,306.22	12,621.78	12,391.35
Expenses Per Pupil		15,762.98	14,363.23	13,264.98	12,564.57	12,354.05
REVENUE						
TOTAL STATE REVENUES		6,935,534	12,275,894	18,291,083	21,949,299	23,924,736
TOTAL FEDERAL REVENUES		1,811,000	2,001,479	2,501,848	2,626,941	2,758,288
TOTAL LOCAL & OTHER REVENUES	$ 945,000	3,200,000	4,480,000	4,928,000	4,188,800	3,979,360
TOTAL REVENUE	**$ 945,000**	**$ 11,946,534**	**$ 18,757,373**	**$ 25,720,931**	**$ 28,765,040**	**$ 30,662,384**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	150,000	150,000	153,000	156,060	159,181	162,365
Instructional Management	105,000	730,500	1,090,890	1,410,782	1,438,998	1,467,778
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	77,700	155,400	237,762	323,356	329,823	336,420
Administrative Staff	55,000	137,500	196,350	228,888	233,466	238,135
Other - Administrative	59,500	59,500	60,690	61,904	63,142	64,405
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 447,200**	**$ 1,232,900**	**$ 1,738,692**	**$ 2,180,991**	**$ 2,224,610**	**$ 2,269,103**
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	580,000	1,183,200	1,991,326	2,769,753	3,264,615
Teachers - SPED	-	232,000	414,120	603,432	677,051	753,373
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	224,000	399,840	611,755	802,273	909,243
Specialty Teachers	-	1,208,000	1,966,560	2,694,636	2,810,079	2,866,280
Aides	-	56,000	142,800	203,918	237,711	242,465
Therapists & Counselors	-	449,000	626,280	730,361	813,947	830,225
Other - Instructional	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 2,749,000**	**$ 4,732,800**	**$ 6,835,428**	**$ 8,110,813**	**$ 8,866,202**
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other - Non-Instructional	100,000	393,000	550,290	713,714	727,989	742,548
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 100,000**	**$ 393,000**	**$ 550,290**	**$ 713,714**	**$ 727,989**	**$ 742,548**
TOTAL PERSONNEL EXPENSES	**$ 547,200**	**$ 4,374,900**	**$ 7,021,782**	**$ 9,730,133**	**$ 11,063,412**	**$ 11,877,853**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
PAYROLL TAXES AND BENEFITS						
Social Security	33,926	271,244	435,350	603,268	685,932	736,427
Medicare	7,934	63,436	101,816	141,087	160,419	172,229
State Unemployment	6,238	40,687	65,303	90,490	102,890	110,464
Worker's Compensation Insurance	2,955	23,624	37,918	52,543	59,742	64,140
TRS State Minimum Contribution	12,312	98,435	157,990	218,928	248,927	267,252
TRS Public Education Employer Contribution	8,208	65,624	105,327	145,952	165,951	178,168
Health Insurance	61,834	494,364	793,461	1,099,505	1,250,166	1,342,197
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	5,472	43,749	70,218	97,301	110,634	118,779
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ 138,879**	**$ 1,101,162**	**$ 1,767,383**	**$ 2,449,074**	**$ 2,784,661**	**$ 2,989,656**
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 686,079**	**$ 5,476,062**	**$ 8,789,165**	**$ 12,179,207**	**$ 13,848,073**	**$ 14,867,508**
CONTRACTED SERVICES						
Accounting / Audit	20,000	30,000	45,000	59,985	59,985	59,985
Legal	10,000	20,000	30,000	39,990	39,990	39,990
Management Company Fee	-	1,145,700	2,027,889	3,021,555	3,625,866	3,952,193
Nurse Services	-	30,000	53,100	79,119	94,943	103,488
Food Service / School Lunch	-	540,700	957,039	1,425,988	1,711,186	1,865,192
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Reduction to Management Fee for Direct Regional Staff	-	(375,000)	(382,500)	(390,150)	(397,953)	(405,912)
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL	**$ 30,000**	**$ 1,391,400**	**$ 2,730,528**	**$ 4,236,487**	**$ 5,134,016**	**$ 5,614,936**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
SCHOOL OPERATIONS						
Board Expenses	5,000	5,000	5,000	5,000	5,000	5,000
Classroom / Teaching Supplies & Materials	-	80,000	141,600	210,984	253,181	275,967
Special Ed Supplies & Materials	-	66,767	118,178	176,085	211,302	230,319
Textbooks / Workbooks	-	335,875	386,256	424,882	424,882	424,882
Supplies & Materials other	-	39,200	49,000	63,700	63,700	63,700
Equipment / Furniture	-	217,000	134,540	134,540	80,724	80,724
Telephone	-	45,480	80,500	119,944	143,933	156,887
Technology	15,000	424,280	466,708	513,379	513,379	513,379
Student Testing & Assessment	-	46,660	82,588	123,056	147,668	160,958
Field Trips	-	48,510	85,863	127,935	153,523	167,340
Transportation (student)	-	200,000	354,000	527,460	632,952	800,684
Student Services - other	-	90,936	140,951	197,331	217,064	227,917
Office Expense	12,000	183,156	283,892	354,865	372,608	391,238
Staff Development	30,000	117,500	182,125	227,656	239,039	250,991
Staff Recruitment	20,000	26,600	41,230	57,722	63,494	66,669
Student Recruitment / Marketing	25,000	80,000	120,000	120,000	120,000	120,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	20,000	20,000	35,400	52,746	63,295	68,992
Fundraising	-	-	-	-	-	-
After School Program	-	294,000	441,000	587,985	587,985	587,985
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	**$ 127,000**	**$ 2,320,964**	**$ 3,148,830**	**$ 4,025,271**	**$ 4,293,728**	**$ 4,593,632**
FACILITY OPERATION & MAINTENANCE						
Insurance	-	20,189	35,735	53,244	63,893	69,644
Janitorial Services	-	145,354	225,299	281,623	309,786	325,275
Building and Land Rent / Lease	-	1,730,000	2,595,000	3,459,914	3,290,032	3,205,149
Repairs & Maintenance	-	78,500	121,675	152,094	159,698	167,683
Security Services	-	-	-	-	-	-
Utilities	-	194,000	300,700	375,875	394,669	414,402
Internet	-	-	-	-	-	-
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**$ -**	**$ 2,168,043**	**$ 3,278,408**	**$ 4,322,750**	**$ 4,218,078**	**$ 4,182,153**
RESERVES / CONTIGENCIES	-	450,000	675,000	877,500	1,140,750	1,311,863
TOTAL EXPENSES	**$ 843,079**	**$ 11,806,469**	**$ 18,621,931**	**$ 25,641,215**	**$ 28,634,645**	**$ 30,570,093**
NET OPERATING INCOME (before Depreciation)	**$ 101,921**	**$ 140,064**	**$ 135,442**	**$ 79,716**	**$ 130,395**	**$ 92,291**
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	**$ 101,921**	**$ 140,064**	**$ 135,442**	**$ 79,716**	**$ 130,395**	**$ 92,291**

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Rocketship Public Schools

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
REVENUE						
Total State Revenue		$ 6,935,534	$ 12,275,894	$ 18,291,083	$ 21,949,299	$ 23,924,736
Total Federal Revenue		$ 1,811,000	$ 2,001,479	$ 2,501,848	$ 2,626,941	$ 2,758,288
Total Local and Other Revenue	$ 945,000	$ 3,200,000	$ 4,480,000	$ 4,928,000	$ 4,188,800	$ 3,979,360
TOTAL REVENUE	**$ 945,000**	**$ 11,946,534**	**$ 18,757,373**	**$ 25,720,931**	**$ 28,765,040**	**$ 30,662,384**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 447,200	$ 1,232,900	$ 1,738,692	$ 2,180,991	$ 2,224,610	$ 2,269,103
Total Instructional Personnel Costs	$ -	$ 2,749,000	$ 4,732,800	$ 6,835,428	$ 8,110,813	$ 8,866,202
Total Non-Instructional Personnel Costs	$ 100,000	$ 393,000	$ 550,290	$ 713,714	$ 727,989	$ 742,548
Total Payroll Taxes and Benefits	$ 138,879	$ 1,101,162	$ 1,767,383	$ 2,449,074	$ 2,784,661	$ 2,989,656
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 686,079**	**$ 5,476,062**	**$ 8,789,165**	**$ 12,179,207**	**$ 13,848,073**	**$ 14,867,508**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 30,000	$ 1,391,400	$ 2,730,528	$ 4,236,487	$ 5,134,016	$ 5,614,936
Total School Operations	$ 127,000	$ 2,320,964	$ 3,148,830	$ 4,025,271	$ 4,293,728	$ 4,593,632
Total Facilities Operations and Maintenance	$ -	$ 2,168,043	$ 3,278,408	$ 4,322,750	$ 4,218,078	$ 4,182,153
Reserves / Contingencies	$ -	$ 450,000	$ 675,000	$ 877,500	$ 1,140,750	$ 1,311,863
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 157,000**	**$ 6,330,407**	**$ 9,832,766**	**$ 13,462,008**	**$ 14,786,573**	**$ 15,702,584**
TOTAL EXPENSES	**$ 843,079**	**$ 11,806,469**	**$ 18,621,931**	**$ 25,641,215**	**$ 28,634,645**	**$ 30,570,093**
NET OPERATING INCOME (before depreciation)	**$ 101,921**	**$ 140,064**	**$ 135,442**	**$ 79,716**	**$ 130,395**	**$ 92,291**
STUDENT ENROLLMENT						
Projected Student Enrollment		749	1,297	1,933	2,279	2,475
Revenue Per Pupil		$ 15,950	$ 14,468	$ 13,306	$ 12,622	$ 12,391
Expenses Per Pupil		$ 15,763	$ 14,363	$ 13,265	$ 12,565	$ 12,354

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Rocketship Public Schools
ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		674.100
High School ADA	$ 275	0.000
Prior Year Refined ADA		0.000
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.150
Resource Room (Code 41& 42)	3.0	6.862
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	5.146
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		12.158
Total Special Education Weighted FTE		36.773
EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total ESY Special Education FTE		0.000
Total ESY Special Education Weighted FTE		0.000
Mainstream ADA	1.10	42.300
Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	$ 50	0.000
Regular Program ADA		661.942
Gifted & Talented Enrollment	0.12	0.000
State Compensatory Education Enrollment	0.20	739.000
Pregnancy Related FTEs	2.41	0.000
Bilingual ADA	0.10	329.400
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	1154.380
Did Charter Holder Participate in TRS Active Care in 2005-06?		NO
Full-Time Staff (not MSS)	1	0.000
Part-Time Staff (not MSS)	1	0.000
State Average Funding Components	SOF pg	
Per Capita Rate	2	$ 447.180
District Basic Allotment (DBA)	7	$ 5,102.00
Adjusted Basic Allotment (ABA)	7	$ 5,390.00
Adjusted Allotment	7	$ 6,535.00
District Tax Rate Level 1 (DTR1)	12	$ 0.057339

District Tax Rate Level 2 (DTR2)	12	$	0.049003
2018-2019 State Average I&S Rate that limits spending to $60 million	16	$	0.060035
EDA Guaranteed Yield (GY)	16	$	37.00
Level 1 Entitlement	12	$	106.28
Level 2 Entitlement	12	$	31.95
Program Intent Codes -TIER I Allotments	SOF pg		
11-Regular Program Allotment	2	$	4,325,792
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	$	-
25-Bilingual Education Allotment (spend 52% of amount)	2	$	215,263
99-New Instructional Facility Allotment	2	$	-
31-High School Allotment (spend 100% of amount)	2	$	-
Special Education Detail:	SOF pg		
Regular Special Education	10	$	240,314
Mainstream	10	$	304,074
Residential Care and Treatment	10	$	-
State Schools	10	$	-
Extended Year Special Education	10	$	-
23-Special Education Adjusted Allotment (spend 52% of amount)		$	544,388
Career & Technology Detail:	SOF pg		
Regular Career & Technology (CTE) Allotment	10	$	-
Advanced CTE Allotment	10	$	-
22-Career and Technology Allotment (spend 58% of amount)	2	$	-
State Compensatory Education Detail:	SOF pg		
State Compensatory Allotment	11	$	965,873
Pregnancy Related	11	$	-
24-Compensatory Education Allotment (spend 52% of amount)	2	$	965,873
Transportation Detail:	SOF pg		
Regular	9	$	-
Special Education	9	$	-
Career & Technology Education	9	$	-
99-Transportation Allotment	2	$	-
TOTAL COST OF TIER I / STATE SHARE OF TIER I	2	$	6,051,316
TIER II	SOF pg		
Tier II Level 1	12	$	703,483
Tier II Level 2	12	$	180,735
TOTAL TIER II	3	$	884,218
OTHER PROGRAMS			
Staff Salary Allotment	13	$	-
Charter has at least an acceptable academic performance rating?			NO
HB21 - State Facilites Allotment	16	$	-
TOTAL OTHER PROGRAMS	3	$	-
	SOF pg		
TOTAL STATE AID	3	$	6,935,534
Available School Fund (ASF)	3	$	-
Foundation School Fund (FSF)	3	$	6,935,534

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Rocketship Public Schools

PAYMENT FORMULA EXAMPLE

FSP Allotment	$	6,935,534
Adjustments to Allotments	$	-
Less Total Paid to Date	$	-
FSP Remaining Balance	$	6,935,534

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 575,649
October	11	9.1%	$ 578,749
November	10	10.1%	$ 583,895
December	9	11.1%	$ 576,894
January	8	12.4%	$ 572,923
February	7	14.4%	$ 582,829
March	6	16.6%	$ 575,123
April	5	19.9%	$ 575,005
May	4	25.1%	$ 580,931
June	3	33.2%	$ 575,534
July	2	49.7%	$ 575,527
August	1	100.0%	$ 582,475
		Total Payments	**$ 6,935,534**

Attachment 33: 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.

Budget Narrative

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 two campuses in 2021-22 and opening a third campus in 2022-23 and a fourth in 2023-24.

Enrollment: Our Year 1 enrollment estimate (with PK students counted as 0.5 in accordance with guidance provided in the **Attachment 32 Financial Plan Workbook**) is 749 students across two campuses, growing to 2,474.5 students across four campuses in Year 5.

Table 1. Total Enrollment by Campus and Year (PK as 0.5)

Total Enrollment by Year (PK entered as 0.5)					
Campus	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
SE Campus	349.5	448.5	542.5	644	644
NW Campus	399.5	498.5	592.5	644	644
Campus 3		349.5	448.5	542.5	644
Campus 4			349.5	448.5	542.5
Total	**749**	**1,296.5**	**1,933.0**	**2,279.0**	**2,474.5**

This is based on the following campus-level enrollment projections:

Table 2. Campus-level Enrollment Projections (PK displayed as 1)

Grade Level	**Projected Number of Students**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
EE3	x	x	x	x	x	x
PK 4[2]	C1: 75 C2: 75	C1: 75 C2: 75 C3: 75	C1: 75 C2: 75 C3: 75 C4: 75	C1: 100 C2: 100 C3: 75 C4: 75	C1: 100 C2: 100 C3: 100 C4: 75	C1: 100 C2: 100 C3: 100 C4: 100
K	C1: 104 C2: 104	C1: 104 C2: 104 C3: 104	C1: 104 C2: 104 C3: 104	C1: 104 C2: 104 C3: 104	C1: 104 C2: 104 C3: 104	C1: 104 C2: 104 C3: 104

[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.

			C4: 104	C4: 104	C4: 104	C4: 104
1	C1: 104 C2: 104	C1: 104 C2: 104 C3: 104	C1: 104 C2: 104 C3: 104 C4: 104	C1: 104 C2: 104 C3: 104 C4: 104	C1: 104 C2: 104 C3: 104 C4: 104	C1: 104 C2: 104 C3: 104 C4: 104
2	C1: 104 C2: 104	C1: 104 C2: 104 C3: 104	C1: 104 C2: 104 C3: 104 C4: 104	C1: 104 C2: 104 C3: 104 C4: 104	C1: 104 C2: 104 C3: 104 C4: 104	C1: 104 C2: 104 C3: 104 C4: 104
3	C1: x C2: 50	C1: 99 C2: 99 C3: x	C1: 99 C2: 104 C3: 99 C4: x	C1: 99 C2: 99 C3: 99 C4: 99	C1: 99 C2: 99 C3: 99 C4: 99	C1: 99 C2: 99 C3: 99 C4: 99
4	x	C1: x C2: 50 C3: x	C1: 94 C2: 94 C4: x	C1: 94 C2: 94 C3: 94 C4: x	C1: 94 C2: 94 C3: 94 C4: 94	C1: 94 C2: 94 C3: 94 C4: 94
5	x	x	C1: x C2: 50 C3: x C4: x	C1: 89 C2: 89 C3: x C4: x	C1: 89 C2: 89 C3: 89 C4: x	C1: 89 C2: 89 C3: 89 C4: 89
6-12	x	x	x	x	x	x
Total enrollment[3]	C1: 387 C2: 437 C3: x C4: x	C1: 486 C2: 536 C3: 387 C4: x	C1: 580 C2: 630 C3: 486 C4: 387	C1: 694 C2: 694 C3: 580 C4: 486	C1: 694 C2: 694 C3: 694 C4: 580	C1: 694 C2: 694 C3: 694 C4: 694

Average Daily Attendance (ADA): While our goal is to maintain an ADA rate of 95% or higher, 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 to be in-line with our occupied districts (FWISD has an ADA of 94.5% and LWISD has an ADA of 94.2%)[4]. The historical average at Rocketship schools is around 95%. The detailed description of the enrollment plan is provided in the **Enrollment Projections** section of the application.

[3] Similar to the previous note, discrepancies in total enrollment between the Financial Plan Workbook and what is shown here is due to entering PK as ½ in the workbook per instructions.
[4] 2018-19 TAPR data available at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/srch.html?srch=D.

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 two proposed campuses (see **Figure 1** and **Figure 2**), where sites have been identified, and for our third and fourth campuses, we projected demographics based on those of elementary schools located within our primary attendance boundary (see **Figure 3**). The one exception is our SE campus SPED estimate, which we revised slightly up from 8 to 9% to be in-line with district averages.

Table 3. Demographic Projections by Campus

Demographic Assumptions			
Campus	**Econ. Disadv.**	**ELs**	**SPED**
SE Campus	95%	45%	9%
NW Campus	85%	44%	10%
Campus 3	82%	37%	10%
Campus 4	82%	37%	10%

Per the TEA's guidance in the Gen 25 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**.[5] 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 Campus and Year

Total Enrollment by Year (PK counted as 1)						
Campus		**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
SE Campus		387	486	580	694	694
NW Campus		437	536	630	694	694
Campus 3			387	486	580	694
Campus 4				387	486	580
Total		**824**	**1,409**	**2,083**	**2,454**	**2,662**
Total Special Education Enrollment by Year (PK counted as 1)						
Campus	**SPED (%)**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
SE Campus	9%	35	44	52	62	62
NW Campus	10%	44	54	63	69	69
Campus 3	10%	0	39	49	58	69
Campus 4	10%	0	0	39	49	58

[5] Gen 25 Frequently Asked Questions, Finance #9 available at https://tea.texas.gov/sites/default/files/Gen%2025%20-%20FAQ.pdf.

Total		**79**	**136**	**203**	**238**	**259**
% Total Enroll (PK at 1)		9.59%	9.65%	9.75%	9.70%	9.73%
% Total Enroll (PK at 0.5)		10.55%	10.49%	10.50%	10.44%	10.47%
Total Bilingual Education Enrollment by Year (PK counted as 1)						
Campus	**ELs (%)**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
SE Campus	45%	174	219	261	312	312
NW Campus	44%	192	236	277	305	305
Campus 3	37%	0	143	180	215	257
Campus 4	37%	0	0	143	180	215
Total		**366**	**598**	**861**	**1,012**	**1,089**
% Total Enroll (PK at 1)		44.42%	42.44%	41.33%	41.24%	40.91%
% Total Enroll (PK at 0.5)		48.87%	46.12%	44.54%	44.41%	44.01%
Total Compensatory Education Enrollment by Year (PK counted as 1)						
Campus	**Econ. Disadv. (%)**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
SE Campus	95%	368	462	551	659	659
NW Campus	85%	371	456	536	590	590
Campus 3	82%	0	317	399	476	569
Campus 4	82%	0	0	317	399	476
Total		**739**	**1,235**	**1,802**	**2,123**	**2,294**
% Total Enroll (PK at 1)		89.68%	87.65%	86.51%	86.51%	86.18%
% Total Enroll (PK at 0.5)		98.66%	95.26%	93.22%	93.15%	92.71%

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 32**, "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 x C x 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 on the "Enrollment" worksheet of **Attachment 32** (row 24)

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 $11.9M with $6.94M from State funds based on enrollment of 749 students and ADA of 674 in two schools.

Total Federal Revenue: Federal funding is projected at $1.81M 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 19 charter schools across four states and conversations with Texas operators including Uplift Education, IDEA, KIPP, and YES Prep. We assume $360 per economically disadvantaged student for Title I funding, $50 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 86% of our students will be classified as "free" or "reduced." Finally, we project $550K of reimbursable start-up expenses through the first year of operations for each campus via the Department of Education Charter School Program (CSP). The US Department of Education awarded the CSP grant to Rocketship in 2017 in the amount of $12,582,678 to support opening up new schools.[6]

Local & Other Revenues: Local & Other Revenues of $3.2M include incremental State revenue based on HB3 funding parameters of $1.0M and committed philanthropy of $2.2M in Year 1 (**Table 5**).

[6]https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/charter-schools-program-grants-for-replications-and-expansion-of-high-quality-charter-schools/

Table 5. Local & Other Revenues by Year and Source

Total Local & Other Revenue by Source (*thousands*)							
	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**Total**
Dyslexia Allotment		$14	$23	$33	$39	$42	$150
Small & Mid-Sized District Allotment		$701	$1,241	$1,850	$2,228	$2,420	$8,440
Early Education Allotment	0	$334	$564	$755	$818	$818	$3,288
Total HB3 Allotments	**$0**	**$1,049**	**$1,828**	**$2,638**	**$3,085**	**$3,279**	**$11,878**
Fundraising	$945	$2,151	$2,652	$2,290	$1,104	$700	$9,843
Total Local & Other Revenues	**$945**	**$3,200**	**$4,480**	**$4,928**	**$4,189**	**$3,979**	**$21,721**

House Bill 3 (HB3) Funding Allotments: HB3 instituted a number of new funding allotments, including the Dyslexia or Related Disorder Allotment, the Small & Mid-Sized District Allotment and the Early Education Allotment, that are not included in the Financial Plan Workbook.[7] Per TEA's guidance in the Gen 25 Frequently Asked Questions document, we have included these allotments under "Local and Other Revenues."[8] We used the 2019-20 Estimate of State Aid Template[9] to calculate these new allotments. See **Exhibit A** for the assumptions and output from the Estimate of State Aid Template for Year 1.

Dyslexia Allotment: We assumed that ~2.6% of students have dyslexia based on demographics of schools located within 3 miles of our campuses (the same methodology we used to project other demographics discussed in the **Targeted Community and Anticipated Student Population** section and above). See **Table 6** for details on our dyslexia projections. Based on the Estimate of State Aid Template, we have estimated $13.5K for the Dyslexia or Related Disorder Allotment in Year 1 (22 dyslexic students * $615 allotment per dyslexic student = $13.5K).

Table 6. Dyslexia Enrollment Projections by Campus and Year

Total Enrollment by Year (PK counted as 1)						
Campus		**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
SE Campus		387	486	580	694	694
NW Campus		437	536	630	694	694

[7] Gen 25 Frequently Asked Questions, Finance #5 available at https://tea.texas.gov/sites/default/files/Gen%2025%20-%20FAQ.pdf.
[8] Ibid.
[9] Available at https://tea.texas.gov/sites/default/files/FY%202020%20ESA%20Prior%20Law%20and%20HB3%20-%20Version%202%20Release.xlsx.

Campus 3			387	486	580	694
Campus 4				387	486	580
Total		**824**	**1,409**	**2,083**	**2,454**	**2,662**
Dyslexia or Related Disorder Enrollment by Year (PK counted as 1)						
Campus	**Dyslexia**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
SE Campus	2.60%	10	13	15	18	18
NW Campus	2.80%	12	15	18	19	19
Campus 3	2.40%	0	9	12	14	17
Campus 4	2.40%	0	0	9	12	14
Total		**22**	**37**	**54**	**63**	**68**
% Total Enroll		2.67%	2.63%	2.59%	2.57%	2.55%

Small & Mid-Sized District Allotment: Based on the Estimate of State Aid Template, we have estimated $701K for the Small & Mid-Sized District Allotment in Year 1 (661.942 Regular Program ADA[10] * $1,059 allotment per Regular Program ADA = $701K).

Early Education Allotment: For the Early Education Allotment, we assumed eligibility based on our projected number of K-3 economically disadvantaged students (see **Table 7** for details on our projections). Based on the Estimate of State Aid Template, we have estimated $334K for the Early Education Allotment in Year 1 (604 Early Education eligible students * 90% ADA * $615 allotment per Early Education ADA = $334K).

Table 7. Early Education (K-3) Enrollment Projections by Year

K-3 Total Enrollment by Year						
Campus		**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
SE Campus		312	411	411	411	411
NW Campus		362	411	411	411	411
Campus 3			312	411	411	411
Campus 4				312	411	411
Total		**674**	**1,134**	**1,545**	**1,644**	**1,644**
Early Education (K-3) Enrollment by Year						

[10] Calculated using the Estimate of State Aid Template.

Campus	Econ. Disadv. (%)	2021-22	2022-23	2023-24	2024-25	2025-26
SE Campus	95%	296	390	390	390	390
NW Campus	85%	308	349	349	349	349
Campus 3	82%	0	256	337	337	337
Campus 4	82%	0	0	256	337	337
Total		**604**	**996**	**1,333**	**1,414**	**1,414**

For a breakout of HB3 funding allotments and their respective drivers, see **Table 8** below.

Table 8. New HB3 Funding Allotment Drivers

2019-20 Estimate of State Aid Template Dyslexia or Related Disorder Drivers						
		2021-22	2022-23	2023-24	2024-25	2025-26
Dyslexia Enrollment		22	37	54	63	68
2019-20 Estimate of State Aid Template Small & Mid-Sized District Drivers						
		2021-22	2022-23	2023-24	2024-25	2025-26
Regular Program ADA		661.942	1,171.908	1,746.852	2,104.166	2,284.761
2019-20 Estimate of State Aid Template Early Education Drivers						
		2021-22	2022-23	2023-24	2024-25	2025-26
Early Education, K-3 Enrollment		604	996	1,333	1,414	1,414
ADA		90%	92%	92%	94%	94%
New HB3 Funding Allotments by Year						
		Total Allotment (thousands)				
	Driver	2021-22	2022-23	2023-24	2024-25	2025-26
Dyslexia (*per dyslexic student*)	*$615*	$14	$23	$33	$39	$42
Small & Mid-Sized District (*per Regular Program ADA*)	*$1,059*	$701	$1,241	$1,850	$2,228	$2,420
Early Education (*per K-3 ADA*)	*$615*	$334	$564	$755	$818	$818
Total		**$1,049**	**$1,828**	**$2,638**	**$3,085**	**$3,279**

Fundraising: As discussed in the **Financial Planning** section, we have already secured $9.7M in commitments to support our first five years in Tarrant County from several leading foundations including: Walton Family Foundation, Sid Richardson Foundation, Kleinheinz Family Foundation, and City Fund (see **Attachment 34**). Also, Charter School Growth Fund (CSGF), a long-standing supporter of RPS who has contributed over $14M to the Rocketship network to-date, is working towards making a recommendation to their board in the next few months to support our expansion to Fort Worth (see **Attachment 34**).

COSTS

Salaries and Benefits: Personnel in Year 1 of operation includes 71 charter school-based staff members, 4 regional support staff, and 4 service providers as detailed on the Personnel tab in the **Financial Plan Workbook** and the **Attachment 23** 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 $7,300 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 $4.37M. Taxes and benefits are estimated at $1.1M.

Contracted Services: Such services in Year 1 are estimated at $1.39M include audit and legal of $50K ($25K per school), food service of lunch and breakfast of $541K, nurse support of $30K and network services or management company fee of $1.15M. The management company fee (Startup-Up, Y1, & Assumptions, row 79) is calculated based on 15% of school revenue, excluding food services and philanthropy and covers both regional based and national based network services.

Reduction to Management Fee for Direct Regional Staff: Rocketship's 15% management fee is consistent across all Rocketship schools. In most of our existing regions, this fee encompasses all network support staff, both regional and national (it does not include campus-based staff or service providers). However, unlike our other regions, under Texas law, the Superintendent must be employed directly by Rocketship Public Schools Texas (the sponsoring entity). Moreover, recognizing the unique reporting requirements adopted by Texas for its public schools and the importance of the positions to Rocketship Texas, the PEIMS Coordinator and Education Organizers will also be Rocketship Texas employees. Thus, in order to be consistent across all of our regions, we have adjusted for this difference by maintaining our 15% management fee, but covering the cost of these regional personnel, as we do in all our regions, via a "Reduction in Management Fee Regional Staff" (**Attachment 32,** *Start-Up, Y1 & Assumptions*, row 85). This reduces the effective management fee paid to the CMO by the cost of these regional personnel (Superintendent, PEIMS Coordinator, and Education Organizers, inclusive of salary and

benefits) in order to ensure the CMO is consistent in both its management fee and the corresponding supports/services across all regions. In Year 1, the total salary and benefits cost of these 4 regional staff members is $375K, therefore, the "Reduction in Management Fee Regional Staff" provided by the CMO essentially "credits" Rocketship Texas the equivalent amount, effectively lowering the management fee by $375K.

School Operations: School operation expenses in Year 1 are estimated at $2.32M in total for the two schools. 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 $80K, $106 per student and includes teacher room setup and supplies
- **Special Education** materials are estimated at $67K, $89 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 $335K, $448 per student and includes libraries, curriculum, online learning programs, and general instructional material (see **Curriculum and Instruction**)
- **Supplies/Materials** costs are estimated at $39K, $52 per student and includes general classroom materials
- **Furniture/Equipment** is estimated at $217K, $290 per student and includes classroom and office fixtures, desks. chairs
- **Telephone/Internet** costs are estimated at $45K
- **Technology** is estimated at $424K, $566 per student and includes student chromebooks, classroom ipads, staff laptops and technology set up and classroom infrastructure
- **Student Testing & Assessment** is estimated at $47K, $64 per student including $24K for proctors, $16K for assessment systems (Illuminate, Schoolzilla, Tableau), and the remaining for materials, supplies, and other administrative costs (see **Strategies for Assessment of Learning and Data-Driven Instruction**)
- **Field Trips** are estimated at $49K, $64 per student
- **Transportation** costs are estimated at $100,000 per school in year 1 growing to $200,000 per school by year 5 (see **Transportation** section)
- **Other Student Services** are estimated at $100K, $134 per student and includes safety materials, uniforms, substitutes, and education consultants
- **Office Expenses** are estimated at $183K, $244 per student and includes office supplies copiers and printing
- **Staff Development** costs are estimated at $118K, over $3,400 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 $27K, $13K per school and include job advertisement expenses and marketing merchandise

- **Student Recruitment/Marketing** costs are estimated at $80K in Year 1 and $120K thereafter (see **Student Recruitment and Enrollment** section)
- **Staff Travel** costs are estimated at $20K, and include costs for traveling to schools and for professional development

Facility Operation & Maintenance expenses in Year 1 are estimated at $2.16M. Rent for the two schools in Year 1 is the most significant cost at $1.73M or $865K per campus. 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 $20K, ~$27 per student
- **Janitorial Services** costs of $145K, or approximately $72-75K per campus
- **Repairs & Maintenance** costs of ~$79K, or $39K per school, increasing slightly over time
- **Utilities Costs** of $194K, or $97K 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 $450K is included (or 3.8% 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 $9.7M secured grant commitment, (**Attachment 34**).

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 2 to 4 schools growing enrollment from 749 in Year 1 to 2,474.5 students in Year 5 (PK counted as 0.5). Revenue

increases from $11.9M Year 1 to $30.7M in Year 5. Campus-based personnel are projected to grow to 198 individuals by Year 5, regional support staff is expected to remain at 4 (excludes CMO employees), and service providers are expected to grow to 6. 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 $11.8M Year 1 to $30.6M in Year 5.

Borrowed Funds: Rocketship does not currently intend to employ borrowed funds for the Rocketship Fort Worth schools.

	A	B	C
1	**County District Number:**		**000000**
2	**Enter six digit county district number in cell C1**		
3	**Percentage Rate of Attendance**		**90.00%**
4	**TOTAL Number of Students Enrolled - All Grades (Average Membership for 1st Six-Weeks)**		**749**
5	**Grades 9-12** (Not applicable under HB3)		**0**
6	**Gifted & Talented**(Not applicable under HB3)		**0**
7	**Pregnancy Related Students**		**0**
8	**Dyslexia or Related Disorder**	**HB3**	**22**
9	**Early Education, K-3** (Educationally disadvantaged or LEP & bilingual or special language)	**HB3**	**604**
10	**Dropout Recovery School and Residential Placement Facility**	**HB3**	**0**
11	**Bilingual Data:**		
12	Bilingual/ESL **(LEP only)**		**366**
13	**LEP with** dual language immersion	**HB3**	**0**
14	**NonLEP** with dual language immersion	**HB3**	**0**
15	**State Compensatory Education (SCE) Data:**		
16	**Enter Tier Census Block data according to the weight assigned not by Tier name.**		
17	Highest Six-Month Average State Compensatory Education		**-**
18	Tier 1 Census Block **(least severe economic disadvantage) - HB3**	**0.2250 weight**	**739**
19	Tier 2 Census Block - **HB3**	**0.2375 weight**	**0**
20	Tier 3 Census Block - **HB3**	**0.2500 weight**	**0**
21	Tier 4 Census Block - **HB3**	**0.2625 weight**	**0**
22	Tier 5 Census Block **(most severe economic disadvantage) - HB3**	**0.2750 weight**	**0**
23	**Special Education Data:**	**Codes**	**Spec. Ed**
24	Number Enrolled in Homebound	01	**0**
25	Number Enrolled in Hospital Class	02	**0**
26	Number Enrolled in Speech Therapy	00	**4**
27	Number Enrolled in Resource Room	41 & 42	**16**
28	Number Enrolled in Self-Contained Mild/Mod/Sev	43 & 44	**12**
29	Number Enrolled in Full-Time Early Childhood	45	**0**
30	Number Enrolled in Off-Home Campus	91-98	**0**
31	Number Enrolled in VAC	08	**0**
32	Number Enrolled from State Schools	30	**0**
33	Number Enrolled in Residential Care & Treatment	81 - 89	**0**
34	Number Enrolled in Mainstream	40	**47**
35	**Extended Year Services Special Education Data**	**Codes**	**EYS Spec Ed**
36	EYS Number Enrolled in Homebound	01	**0**
37	EYS Number Enrolled in Hospital Class	02	**0**
38	EYS Number Enrolled in Speech Therapy	00	**0**
39	EYS Number Enrolled in Resource Room	41 & 42	**0**
40	EYS Number Enrolled in Self-Contained Mild/Mod/Sev	43 & 44	**0**
41	EYS Number Enrolled in Full-Time Early Childhood	45	**0**
42	EYS Number Enrolled in Off-Home Campus	91-98	**0**
43	EYS Number Enrolled in VAC	08	**0**
44	EYS Number Enrolled from State Schools	30	**0**
45	EYS Number Enrolled in Residential Care & Treatment	81 - 89	**0**
46	EYS Number Enrolled in Mainstream	40	**0**

*Calculated using TEA 2019-2020 Estimate of State Aid Template available at https://tea.texas.gov/sites/default/files/FY%202020%20ESA%20Prior%20Law%20and%20HB3%20-%20Version%202%20Release.xlsx

	A	B	C
47			
48	**Career & Technology Data:**	**Codes**	**9th to 12th Grade**
49	Number Enrolled in One-hour Class	V1	**0**
50	Number Enrolled in Two-hour Class	V2	**0**
51	Number Enrolled in Three-hour Class	V3	**0**
52	Number Enrolled in Four-hour Class	V4	**0**
53	Number Enrolled in Five-hour Class	V5	**0**
54	Number Enrolled in Six-hour Class	V6	**0**
55	**Advanced CTE Data**		**9th to 12th Grade** students enrolled in two or more advanced CTE classes for three or more credits
56	Number Enrolled in Advanced CTE		**0**
57			
58	Available School Fund Average Daily Attendance (ADA)		**0.000**
59	Charter School Facility Funding Eligibility		**NO**
60	Participated in Teacher Retirement System (TRS) Active Care:		**NO**
61	Full-time staff Do not include administrators, teachers, librarians, nurses or counselors.		**-**
62	Part-time staff Do not include administrators, teachers, librarians, nurses or counselors.		**-**
63	New Instructional Facilities (NIFA) Allotment		**-**
64	Mentor Program Allotment	**HB3**	**$ -**
65	Teacher Incentive Allotment	**HB3**	**$ -**
66	College Preparation Assessment Reimbursement	**HB3**	**$ -**
67	Certification Examination Reimbursement	**HB3**	**$ -**
68	**Transporation**		
69	**Regular Program Transportation Allotment (Regular Program 2018 Mileage * $1)**	**HB3**	**$ -**
70	**Regular Program Transportation Allotment (Bus Passes)**	**Detail Added for HB3**	**$ -**
71	Regular Program Transportation Allotment(Based on 2018 Linear Density includes Bus Passes)		**$ -**
72	Special Education Program Transportation Allotment		**$ -**
73	Career and Technology Program Transportation Allotment		**$ -**
74	**Transportation Allotment Total**		**$ -**
75	**College, Career, Military Readiness (CCMR) Outcomes Bonus**		
76	Economically disadvantaged graduate cohort (Number of graduates in excess of minimum graduate threshold for cohort)	**HB3**	**0**
77	Non-economically disadvantaged graduates (Number in excess of minimum graduate threshold for cohort)		**0**
78	Special Education graduate cohort (Number in excess of minimum graduate threshold for cohort)		**0**

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2019-2020 Charter School Estimate of State Aid
House Bill 3

New Charter School 000000		PRELIMINARY SUMMARY OF FINANCES (SOF) STATE AID - HOUSE BILL 3		
		No Data Entry		FSP ADA Projection Report Average Column
SUMMARY OF FINANCE (SOF) DESCRIPTION HOUSE BILL 3	Weight or Rate	Using June 2019 Data Only Enter six-digit CDN on **Estimate Data Entry** tab to load data.	Data from Estimate Data Entry Enter 1st six-week estimates on **Estimate Data Entry** tab to load data and review data.	Enter SOF date and data: 10/10/19
Refined Average Daily Attendance (ADA)		**0.000**	**674.100**	**0.000**
SPECIAL EDUCATION FTEs				
Homebound (Code 01)	5.0	**0.000**	**0.000**	**0.000**
Hospital Class (Code 02)	3.0	**0.000**	**0.000**	**0.000**
Speech Therapy (Code 00)	5.0	**0.000**	**0.150**	**0.000**
Resource Room (Code 41& 42)	3.0	**0.000**	**6.862**	**0.000**
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	**0.000**	**5.146**	**0.000**
Full Time Early Childhood (Code 45)	3.0	**0.000**	**0.000**	**0.000**
Off-home Campus (Codes 91-98)	2.7	**0.000**	**0.000**	**0.000**
VAC (Code 08)	2.3	**0.000**	**0.000**	**0.000**
State School Students (Code 30)	2.8	**0.000**	**0.000**	**0.000**
Residential Care & Treatment (Code 81-89)	4.0	**0.000**	**0.000**	**0.000**
TOTAL SPECIAL EDUCATION FTE		0.000	12.158	0.000
TOTAL SPECIAL EDUCATION WEIGHTED FTE		0.000	36.773	0.000
EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTEs				
EYS Homebound (Code 01)	5.0	**0.000**	**0.000**	**0.000**
EYS Hospital Class (Code 02)	3.0	**0.000**	**0.000**	**0.000**
EYS Speech Therapy (Code 00)	5.0	**0.000**	**0.000**	**0.000**
EYS Resource Room (Code 41& 42)	3.0	**0.000**	**0.000**	**0.000**
EYS Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	**0.000**	**0.000**	**0.000**
EYS Full Time Early Childhood (Code 45)	3.0	**0.000**	**0.000**	**0.000**
EYS Off-home Campus (Codes 91-98)	2.7	**0.000**	**0.000**	**0.000**
EYS VAC (Code 08)	2.3	**0.000**	**0.000**	**0.000**
EYS State School Students (Code 30)	2.8	**0.000**	**0.000**	**0.000**
EYS Residential Care & Treatment (Code 81-89)	4.0	**0.000**	**0.000**	**0.000**
TOTAL EYS SPECIAL EDUCATION FTE		0.000	0.000	0.000
TOTAL EYS SPECIAL EDUCATION WEIGHTED FTE		0.000	0.000	0.000
BILINGUAL ADA				
Bilingual ADA**(LEP only)**	0.10	**0.000**	**329.400**	**0.000**
Dual Language ADA,**LEP in**: dual language immersion/one-way or two-way program model	**0.15**	**0.000**	**0.000**	**0.000**
Dual Language ADA,**NonLEP in**: dual lang. immersion/one-way or two-way program model	**0.05**	**0.000**	**0.000**	**0.000**
TOTAL BILINGUAL WEIGHTED ADA		0.000	32.940	0.000
Mainstream ADA	**1.15**	**0.000**	**42.300**	**0.000**
Career & Technology FTEs	1.35	**0.000**	**0.000**	**0.000**
Advanced Career & Technology Education Students	$50	**0.000**	**0.000**	**0.000**
REGULAR PROGRAM ADA		0.000	661.942	0.000

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2019-2020 Charter School Estimate of State Aid
House Bill 3

New Charter School 000000		PRELIMINARY SUMMARY OF FINANCES (SOF) STATE AID - HOUSE BILL 3		
		No Data Entry		FSP ADA Projection Report Average Column
SUMMARY OF FINANCE (SOF) DESCRIPTION HOUSE BILL 3	Weight or Rate	Using June 2019 Data Only Enter six-digit CDN on **Estimate Data Entry** tab to load data.	Data from Estimate Data Entry Enter 1st six-week estimates on **Estimate Data Entry** tab to load data and review data.	Enter SOF date and data: 10/10/19
Dyslexia Enrollment	0.10	0.000	22.000	0.000
STATE COMPENSATORY ENROLLMENT (SCE) **Enter Tier Census Block data according to the weight assigned not by Tier name.**				
Tier 1 Census Block **(least severe economic disadvantage)**	0.2250	0.000	739.000	0.000
Tier 2 Census Block	0.2375	0.000	0.000	0.000
Tier 3 Census Block	0.2500	0.000	0.000	0.000
Tier 4 Census Block	0.2625	0.000	0.000	0.000
Tier 5 Census Block **(most severe economic disadvantage)**	0.2750	0.000	0.000	0.000
WEIGHTED SCE COUNT		0.000	166.275	0.000
Pregnancy Related FTEs	2.41	0.000	0.000	0.000
Early Education ADA, K - 3 (Educationally disadvantaged or LEP & bilingual or special language)	0.10	0.000	543.600	0.000
Dropout Recovery	$275	0.000	0.000	0.000
Economically disadvantaged graduates above cohort threshold	$5,000	0	0	0.000
Non-economically disadvanteged graduates above cohort threshold	$3,000	0	0	0.000
Special Ed. Graduates above cohort threshold	$2,000	0	0	0.000
TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA) WADA (col E) editable to match SOF should the WADA excel calculation vary from the SOF due to rounding.		0.000	1118.133	0.000
FUNDING COMPONENTS **Enter data from latest Summary of Finance publication**				
Per Capita Rate		$ 250.000	$ 250.000	$ 250.000
ASF ADA		$ -	$ -	$ -
School Safety Allotment		$ 9.720	$ 9.720	$ 9.720
District Basic Allotment (DBA)		$ 6,152.724	$ 6,152.724	$ 6,152.724
Small & Mid-Size Charter Allotment (all charter schools regardless of size)		$ 1,060.075	$ 1,059.000	$ 1,060.075
District Tax Rate Level 1 (DTR1)		$ 0.0594	$ 0.0594	$ 0.0594
District Tax Rate Level 2 (DTR2)		$ 0.0264	$ 0.0264	$ 0.0264
Interest & Sinking Rate		$ 0.049	$ 0.049	$ 0.049
EDA Guaranteed Yield (GY)		$ 36.80	$ 36.80	$ 36.80
Level 1 Entitlement		$ 98.56	$ 98.56	$ 98.56
Level 2 Entitlement		$ 49.28	$ 49.28	$ 49.28
TIER ONE SUBCHAPTER B AND C ALLOTMENTS:				
11 - Regular Program Allotment, 48.051		$ -	$ 4,072,747	$ -
xx - Small & Mid-Sized District Allotment, 48.101		$ -	$ 700,997	$ -
Special Education Detail:				
Special Education (regular)		$ -	$ 226,257	$ -
Mainstream		$ -	$ 299,299	$ -
Residential Care and Treatment		$ -	$ -	$ -
State Schools		$ -	$ -	$ -
Extended Year Special Education		$ -	$ -	$ -
23 - Special Education Adjusted Allotment, 48.102 (spend 55% of amount)		$ -	$ 525,556	$ -
24 - Dyslexia or Related Disorder Allotment, 48.103		$ -	$ 13,536	$ -
State Compensatory Detail:				
State Compensatory Allotment		$ -	$ 1,023,044	$ -
Pregnancy Related		$ -	$ -	$ -

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2019-2020 Charter School Estimate of State Aid
House Bill 3

New Charter School 000000		PRELIMINARY SUMMARY OF FINANCES (SOF) STATE AID - HOUSE BILL 3		
		No Data Entry		FSP ADA Projection Report Average Column
SUMMARY OF FINANCE (SOF) DESCRIPTION HOUSE BILL 3	Weight or Rate	Using June 2019 Data Only Enter six-digit CDN on **Estimate Data Entry** tab to load data.	Data from Estimate Data Entry Enter 1st six-week estimates on **Estimate Data Entry** tab to load data and review data.	Enter SOF date and data: 10/10/19
24 - Compensatory Education Allotment, 48.104 (spend 55% of amount)		$ -	$ 1,023,044	$ -
25 - Bilingual Education Allotment, 48.105 (spend 55% of amount)		$ -	$ 202,671	$ -
Career and Technology Detail:				
Career & Technology (CTE) Allotment		$ -	$ -	$ -
Advanced CTE Allotment		$ -	$ -	$ -
22 - Career and Technology Allotment, 48.106 (spend 55% of amount)		$ -	$ -	$ -
xx - Early Education Allotment, 48.108		$ -	$ 334,462	$ -
xx - College Career or Military Readiness Outcomes Bonus, 48.110		$ -	$ -	$ -
xx - Teacher Incentive Allotment, 48.112		$ -	$ -	$ -
xx - Mentor Program Allotment, 48.114		$ -	$ -	$ -
xx - School Safety Allotment, 42.168		$ -	$ 6,552	$ -
TIER ONE SUBCHAPTER D ALLOTMENTS:				
Transporation Allotment Detail:				
Regular Routes Transportation @ $1 per mile Plus Bus Passes		$ -	$ -	$ -
Special Education Transportation		$ -	$ -	$ -
Career & Technology Education Transporation		$ -	$ -	$ -
99 - Transportation Allotment, 48.151		$ -	$ -	$ -
99 - New Instructional Facility Allotment, 48.152		$ -	$ -	$ -
xx - Dropout Recovery School & Residential Placement Facility Allotment, 48.153		$ -	$ -	$ -
xx - College Preparation Assessment Reimbursement, 48.155		$ -	$ -	
xx - Certification Examination Reimbursement, 48.156		$ -	$ -	
TOTAL TIER ONE		$ -	$ 6,879,565	$ -
TIER TWO				
Tier II Level 1		$ -	$ 654,855	$ -
Tier II Level 2		$ -	$ 145,719	$ -
TOTAL TIER TWO		$ -	$ 800,574	$ -
OTHER PROGRAMS				
Charter Schools Facilites Funding Eligibility? From Estimate Data Entry tab, cell C63		NO	NO	NO
Charter Schools Facilities Funding (12.106(d))		$ -	$ -	$ -
Prior Law 2020 M& O Revenue		$ -	$ 5,973,858	$ -
Prior Law 2020 M&O Revenue Per ADA		$ -	$ 8,862	$ -
Prior Law 2020 M&O Revenue Per ADA*1.03		$ -	$ 9,128	$ -
Prior Law 2020 State Average M&O Revenue Per ADA		$ 8,885	$ 8,885	$ 8,885
Prior Law 2020 State Average M&O Revenue Per ADA*1.28		$ 11,373	$ 11,373	$ 11,373
Revenue Target Per ADA (Lesser of of Line 116 or Line 118)		$ -	$ 9,128	$ -
Revenue Target (Greater of Line 114 or Line 119*Line 8)		$ -	$ 6,153,074	$ -
Current Law M&O Revenue (Line 106 + Line 110+Line 113)		$ -	$ 7,680,139	$ -
Current Law M&O Revenue Per ADA		$ -	$ 11,393	$ -
Transition Formula Grant 48.277 (If Line 120 > Line 121, Line 120 - Line 121, 0)		$ -	$ -	$ -
TOTAL OTHER PROGRAMS		$ -	$ -	$ -
TOTAL FOUNDATION SCHOOL PROGRAM STATE AID		$ -	$ 7,680,139	$ -
Method of finance: Available School Fund (ASF) and Foundattion School Fund (FSF)	ASF	$ -	$ -	$ -
	FSF	$ -	$ 7,680,139	$ -

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Attachment 34: 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.”

FWEP.
FORT WORTH EDUCATION PARTNERSHIP

January 14, 2020

Rocketship Public Schools
Attention: Preston Smith
350 Twin Dolphin Dr, Suite 109
Redwood City, CA 94065

Dear Mr. Smith,

Now is an opportune moment for the addition of Rocketship to the education landscape of Fort Worth and Tarrant County. The conditions are ripe for a successful Rocketship launch, and Rocketship 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 $9.7 million to Rocketship Education (d/b/a Rocketship Public Schools) to launch Rocketship 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's effort to launch Rocketship 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.

In the event that Rocketship does not successfully obtain a charter to open in June 2020, Rocketship will not be expected to reimburse 2019-20 funds received.

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 to launch Rocketship 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 right here in Fort Worth.

Sincerely,



Brent Beasley

CHARTER SCHOOL GROWTH FUND

10901 West 120th Avenue, Suite 450
Broomfield, CO 80021

(303) 217-8090
chartergrowthfund.org

1/14/2020

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 part of our efforts to increase access to high-quality public school options in our underserved communities, 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.

Since 2008, Charter School Growth Fund has supported Rocketship Public Schools with over $14M of philanthropy to launch and grow high-quality schools across the country.

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. 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, we observe that they are a full year ahead of their peers in both reading and math.

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. Charter School Growth Fund is in the process of evaluating a follow-on grant to support Rocketship Public Schools' expansion to Tarrant County, and we plan to bring a recommendation to our board in the first half of 2020. Upon approval, this will place Rocketship alongside our existing Texas portfolio of high-quality schools including IDEA, KIPP, Uplift, and Great Hearts. We believe Rocketship Public Schools is uniquely positioned to join this coalition of high-performers working in Tarrant County on behalf of education equity and choice.

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 khall@chartergrowthfund.org.

Sincerely,

Kevin Hall
CEO, Charter School Growth Fund

Attachment 35: Audit Reports

Provide copies of the last three years of independent financial audit reports and management letters that were prepared for the sponsoring entity.

Attachment 35 is not applicable. As may be observed on Attachment 1, specifically, the Certificate of Filing of Rocketship Public Schools Texas (Rocketship Texas) issued by the Texas Secretary of State, Rocketship Texas was formed effective September 30, 2019, and has not operated any schools or otherwise conducted business. Accordingly, there are no independent financial audit reports or management letters available.

Copies of the last three years of independent financial audit reports and management letters that were prepared for Rocketship Education (CMO) are provided in Attachment MO4 of the CMO Addendum

Attachment 36: Internal Financial Statements

Provide the sponsoring entity's most recent internal financial statements, including balance sheets and income statements**.**

As may be observed on Attachment 1, specifically, the Certificate of Filing of Rocketship Public Schools Texas (Rocketship Texas) issued by the Texas Secretary of State, Rocketship Texas was formed effective September 30, 2019, and has not operated any schools or otherwise conducted business. The lack of financial activity is reflected in Rocketship Texas's Internal Financial Statements in this **Attachment 36**.

For the latest Internal Financial Statements of Rocketship Education (CMO), please see Attachment MO4 to the CMO Addendum.

Rocketship Public School Texas

Income Statement

Unaudited Interim Financials

Accounts	Q1-FY20 9/30/2019 Actuals	FY2020 Budget
Revenues		
Total Federal Income	**0**	**0**
Total State Revenue Sources	**0**	**0**
Other Local Revenues	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		
Textbooks and Core Materials	0	0
Books and Reference Materials	0	0
Materials and Supplies	0	0
Technology and Furniture	0	0
Total Books and Supplies	**0**	**0**
Food Services	0	0
Services and Other Operating Expenses		
Operating and Housekeeping	0	0
Professional Services Cons/Ops	0	0
Communications	0	0
Total Services and Other Operating Expenses	**0**	**0**
Travel & Conferences	0	0
Dues and Memberships	0	0
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	**0**	**0**

Rocketship Public Schools Texas
Balance Sheet
Unaudited Interim Financials

	Q1-FY20 9/30/2019 Actuals
Assets	
Total Current Assets	**0**
Fixed Assets	0
Total Assets	**0**
Liabilities and Equities	
Total Current Liabilities	0
Total Long Term Liabilities	0
Total Liabilities	**0**
Equity	**0**
Total Liabilities and Equities	**0**

Attachment 37: 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. 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.

As may be observed on Attachment 1, specifically, the Certificate of Filing of Rocketship Public Schools Texas (Rocketship Texas) issued by the Texas Secretary of State, Rocketship Texas was formed effective September 30, 2019 and its first fiscal year will end on June 30, 2020. Thus, Rocketship Texas is not required to file a Form 990, Form 990-N or Form 990-EZ until the 15th day of the 5th month after Rocketship Texas fiscal year end of June 30, 2020, or on or about November 15, 2020. In lieu of a Form 990, Form 990-N or Form 990-EZ for Rocketship Texas, attached is the most recently filed Form 990 for Rocketship Education, the experienced operator.

990 FORM

PAGES 696 to 737 = 42 PAGES

UNDER SECTION 6103 & 6104 OF U.S. CODE TITLE 26

42 PAGES HAVE BEEN WITHHELD

8868 FORM

PAGE 738 = 1 PAGE

UNDER SECTION 6103 & 6104 OF U.S. CODE TITLE 26

1 PAGE HAS BEEN WITHHELD

Attachment 38: Plan for Insurance Coverage

Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

Plan for Insurance Coverage[1]

Rocketship Public Schools Texas shall establish and institute risk management policies and practices to address reasonably foreseeable occurrences.

Rocketship Public Schools Texas will obtain its own insurance coverage to cover the operations of Rocketship Public Schools Texas based upon the standard coverage for a school of similar size and location, as initially outlined below, which may change annually based on, among other factors, size and location of Rocketship Public Schools Texas.

Rocketship Public Schools Texas, at its expense, shall procure and maintain Commercial General Liability insurance and/or coverage, which shall include coverage for: "bodily injury," "property damage," "advertising injury," and "personal injury," including, but not limited to, coverage for products and completed operations, with combined single limits of not less than $1,000,000 per occurrence and $5,000,000 in the aggregate. This coverage will be on an occurrence basis. Additionally, Excess Liability coverage shall be procured in the amount of $10,000,000 per occurrence.

Further, Rocketship Public Schools Texas shall procure a General Liability Insurance Endorsement Negligence Related to Sexual Abuse or Molestation providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of sexual abuse with liability coverage of $15,000,000 per occurrence. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

Rocketship Public Schools shall also procure a General Liability Insurance Endorsement Negligence Related to Corporal Punishment providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of corporal punishment. Such coverage shall provide for defense with liability coverage of $15,000,000 per occurrence. Such insurance must include coverage for corporal punishment perpetrated by a student in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

Rocketship Public Schools Texas shall also procure an Employee Benefits Liability insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program. Such coverage shall be in an amount not less than $1,000,000 per occurrence and $1,000,000 in the aggregate.

Such minimum limits of policies shall in no event limit the liability of Rocketship Public Schools Texas. Insurance shall include coverage for claims against the Rocketship Public Schools Texas, its elected or appointed officials, employees, agents, volunteers and students

[1]All aspects of Attachment 28 are derived from various MOUs that Rocketship Education has entered into with authorizers in California.

(interns while acting on behalf of the Rocketship Public Schools Texas) arising out of errors and omissions, abuse and molestation, and employment practices liability.

Rocketship Public Schools Texas shall maintain automobile liability insurance, including non-owned and hired coverage with a minimum per accident limit of $10,000,000 for any injuries to persons (including death therefrom) and property damage in connection with the Rocketship Public Schools Texas's activities under the Contract for Charter awarded by the Commissioner of Education. Rocketship Public Schools Texas will procure and maintain Workers' Compensation insurance against claims for injuries to employees of Rocketship Public Schools Texas.

Rocketship Public Schools Texas shall establish Professional Liability (Errors and Omissions) Insurance (including employment practices coverage) with limits not less than One Million Dollars ($1,000,000) each occurrence.

If any policies are written on a claims-made form, Rocketship Public Schools Texas shall maintain such insurance continuously in force for three years following termination or revocation of the Charter or extend the period for reporting claims for three years following the termination or revocation of the Charter to the effect that occurrences which take place during this period shall be insured.

Rocketship Public Schools Texas will obtain adequate property insurance for the personal property, building improvements and any real property/buildings owned by the Rocketship Public Schools Texas. The Property Insurance coverage shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of Rocketship Public Schools Texas.

Finally, fidelity bond coverage shall be maintained by Rocketship Public Schools Texas to cover all Rocketship Public Schools Texas employees who handle, process or otherwise have responsibility for Rocketship Public Schools Texas funds, supplies, equipment or other assets. Minimum amount of coverage shall be $400,000 per occurrence.

Attachment 39: Evidence of Superior Performance and Support

Provide the following:

- Applicable data, summaries, dashboards, reports etc. that clearly validate all claims made in the completed narrative responses- Proven Superior Performance; and
- Letter(s) of good standing or support from current charter authorizers.

Evidence of Superior Performance and Support

California Assessment of Student Performance and Progress (CAASPP)

As discussed in the **Superior Performance** section, Rocketship schools in California have continuously increased the percentage of students meeting or exceeding standards in both math and ELA.

Rocketship CA's historical % met or exceeded CAASPP standards

Subject	2014-15	2015-16	2016-17	2017-18	2018-19
Mathematics	49%	51%	54%	57%	61%
ELA	35%	41%	44%	49%	51%

Rocketship schools typically achieve higher CAASPP results than their local district average. The tables below report each Rocketship school's CAASPP results compared to their local district average. Cells shaded green represent the entity with a higher CAASPP performance for the specific subgroup. As reported in the **Superior Performance** section, 12 out of 13 Rocketship schools (92%) outperformed their local district in Math and 10 outperformed the local district in ELA (76%). Similarly, at the sub-group level, the table below also details how a majority of Rocketship schools' subgroups are outperforming their local districts.

2018-19 Rocketship Mathematics CAASPP performance compared to local district 3rd-5th grade averages

		All Students		Socioeconomically Disadvantaged		English Learner		Hispanic		Students with Disabilities	
School	**Local District**	**RPS**	**District**	**RPS**	**District**	**RPS**	**District**	**RPS**	**District**	**RPS**	**District**
Rocketship Mateo Sheedy Elementary	San Jose Unified	65%	46%	65%	23%	47%	15%	63%	25%	12%	21%
Rocketship Si Se Puede Academy	Alum Rock Union	56%	32%	53%	28%	46%	9%	51%	26%	13%	8%
Rocketship Los Suenos Academy	Alum Rock Union	55%	32%	53%	28%	32%	9%	51%	26%	11%	8%
Rocketship Mosaic Elementary	Franklin-McKinley Elem.	73%	38%	70%	34%	51%	16%	59%	24%	31%	18%

Rocketship Discovery Prep	San Jose Unified	51%	46%	49%	23%	45%	15%	46%	25%	10%	21%
Rocketship Academy Brilliant Minds	Alum Rock Union	45%	32%	40%	28%	23%	9%	37%	26%	9%	8%
Rocketship Alma Academy	San Jose Unified	66%	46%	63%	23%	44%	15%	64%	25%	12%	21%
Rocketship Spark Academy	Franklin-McKinley Elem.	79%	38%	74%	34%	53%	16%	68%	24%	35%	18%
Rocketship Fuerza Community Prep	Alum Rock Union	60%	32%	56%	28%	34%	9%	57%	26%	7%	8%
Rocketship Redwood City	Redwood City Elem.	45%	49%	45%	34%	38%	19%	44%	36%	18%	21%
Rocketship Rising Stars	Franklin-McKinley Elem.	74%	38%	69%	34%	61%	16%	66%	24%	37%	18%
Rocketship Futuro Academy	Mt. Diablo	64%	43%	60%	23%	58%	6%	64%	26%	N<10 (not reported)	15%
Rocketship Delta Prep	Antioch Unified	26%	19%	24%	16%	15%	6%	42%	17%	N<10 (not reported)	5%

2018-19 Rocketship ELA CAASPP performance compared to local district 3rd-5th grade averages

		All Students		Socioeconomically Disadvantaged		English Learner		Hispanic		Students with Disabilities	
School	**Local District**	**RPS**	**District**	**RPS**	**District**	**RPS**	**District**	**RPS**	**District**	**RPS**	**District**
Rocketship Mateo Sheedy Elementary	San Jose Unified	58%	55%	56%	32%	36%	18%	56%	36%	4%	25%

Rocketship Si Se Puede Academy	Alum Rock Union	38%	37%	33%	33%	22%	6%	35%	31%	6%	9%
Rocketship Los Suenos Academy	Alum Rock Union	39%	37%	37%	33%	9%	6%	35%	31%	11%	9%
Rocketship Mosaic Elementary	Franklin-McKinley Elem.	63%	41%	60%	37%	33%	14%	50%	29%	27%	15%
Rocketship Discovery Prep	San Jose Unified	38%	55%	37%	32%	30%	18%	31%	36%	0%	25%
Rocketship Academy Brilliant Minds	Alum Rock Union	41%	37%	36%	33%	11%	6%	34%	31%	9%	9%
Rocketship Alma Academy	San Jose Unified	63%	55%	61%	32%	42%	18%	61%	36%	8%	25%
Rocketship Spark Academy	Franklin-McKinley Elem.	62%	41%	55%	37%	19%	14%	50%	29%	15%	15%
Rocketship Fuerza Community Prep	Alum Rock Union	54%	37%	51%	33%	32%	6%	50%	31%	7%	9%
Rocketship Redwood City	Redwood City Elem.	41%	53%	38%	37%	26%	17%	39%	40%	25%	20%
Rocketship Rising Stars	Franklin-McKinley Elem.	61%	41%	56%	37%	43%	14%	52%	29%	26%	15%
Rocketship Futuro Academy	Mt. Diablo	51%	49%	53%	30%	40%	6%	52%	32%	N<10 (not reported)	16%
Rocketship Delta Prep	Antioch Unified	25%	28%	22%	24%	0%	9%	38%	27%	N<10 (not reported)	5%

CAASPP rankings

As reported in the **Superior Performance** section, the majority of Rocketship schools rank above the median percentile for all students in each subject and in the top quartile for socioeconomically disadvantaged students. The table below shows the individual school rankings among elementary schools across California. Yellow cells represent schools with percentile ranks above the 50th percentile for all students and above the 75th percentile for socioeconomically disadvantaged students.

2018-19 Rocketship CAASPP percentile rankings for 3rd-5th grade school results

Entity	Mathematics		ELA	
School	All Students	Socioeconomically Disadvantaged	All Students	Socioeconomically Disadvantaged
Rocketship Mateo Sheedy Elementary	83	97	69	89
Rocketship Si Se Puede Academy	74	91	33	36
Rocketship Los Suenos Academy	73	91	36	48
Rocketship Mosaic Elementary	90	99	76	92
Rocketship Discovery Prep	68	87	34	47
Rocketship Academy Brilliant Minds	59	70	40	44
Rocketship Alma Academy	84	97	76	94
Rocketship Spark Academy	94	99	75	87
Rocketship Fuerza Community Prep	78	93	63	80
Rocketship Redwood City	60	80	40	51
Rocketship Rising Stars	90	98	73	89
Rocketship Futuro Academy	82	95	59	85
Rocketship Delta Prep	22	29	10	10

California Academic Indicators

Rocketship schools earned academic indicator ratings in three main subgroups: socioeconomically disadvantaged, English Learner, and Hispanic. (None of the Rocketship schools meet the minimum number of students required to receive a rating for students with disabilities subgroup.) Out of eleven schools with reported Academic Indicator ratings, eight to ten Rocketship schools earned the highest two ratings within each subgroup in Math and four to five earned the highest ratings in ELA for each subgroup. In comparison, none of the local districts earned the top ratings for either academic indicator in any of the subgroups. The table below reports the number of schools/districts earning the highest two ratings for each subgroup. All Rocketship schools earned equivalent or higher ratings for each subgroup compared to their local district on the Math

Academic Indicator. Except for one school within the Hispanic and socioeconomically disadvantaged (SED) subgroups, Rocketship schools also earned equivalent or higher ratings than their local districts on ELA Academic Indicator across the three subgroups. In addition to the summary table below, please see individual school reports with the Academic Indicators provided in **Attachment 7**.

Schools Earning Highest Two Ratings on Academic Indicators (CA Dashboard)

Entity	Academic Indicator	Total # of Schools / Districts	All	Socioeconomically Disadvantaged	English Learner	Hispanic
Rocketship CA Schools	Math	11	9	9	10	8
Local CA Districts	Math	6	1	0	0	0
Rocketship CA Schools	ELA	11	6	4	5	4
Local CA Districts	ELA	6	1	0	0	0

Washington, D.C.

The table below reports Rocketship DC school results on 2018-19 ELA PARCC with comparison to their local wards and supports the **Superior Performance** section reported that both Rocketship schools outpaced their local wards by at least 12 percentage points for all, at-risk and African American students as well as exceeded the local district performance for students with disabilities. In addition to the table below, please see individual school reports provided in **Attachment 7** to view the D.C. school's tier statuses on the Public Charter School Board's Performance Management Framework, as well as the 2019 Report Cards from the D.C. Office of the State Superintendent of Education.

2018-19 Rocketship DC ELA PARCC performance compared to local district 3rd-5th grade averages and D.C. school percentile rankings

		All Students		At-Risk		African American		Students with Disabilities		School Percentile Rank	
School	Local Ward	RPS	District	RPS	District	RPS	District	RPS	District	All	At-Risk
Rocketship Rise Academy	Ward 8	32%	20%	29%	17%	32%	20%	4%	3%	53	75
Rocketship Legacy Prep	Ward 7	38%	24%	39%	21%	39%	24%	N<10 (not reported)	2%	68	93

Tennessee

The table below reports Rocketship TN school results on 2018-19 TN Ready with comparison to the local district, Davidson County, and supports the **Superior Performance** section reported that both Rocketship schools had equivalent or higher proficiency rates on TN Ready compared to the local district in Math and ELA for the economically disadvantaged, EL, African American, and Hispanic subgroups. For Students with Disabilities, each school also outperformed the district in ELA.

2018-19 Rocketship TN Mathematics TN Ready performance compared to local district 3rd-5th grade averages

	All Students		Economically Disadvantaged		EL		African American		Hispanic		Students with Disabilities	
School	**RPS**	**District**	**RPS**	**District**	**RPS**	**District**	**RPS**	**District**	**RPS**	**District**	**RPS**	**District**
Rocketship Nashville Northeast Elementary	34%	34%	40%	21%	57%	12%	23%	23%	61%	28%	0%	9%
Rocketship United Academy	48%	34%	45%	21%	26%	12%	48%	23%	46%	28%	12%	9%

2018-19 Rocketship TN ELA TN Ready performance compared to local district 3rd-5th grade averages

	All Students		Economically Disadvantaged		EL		African American		Hispanic		Students with Disabilities	
School	**RPS**	**District**	**RPS**	**District**	**RPS**	**District**	**RPS**	**District**	**RPS**	**District**	**RPS**	**District**
Rocketship Nashville Northeast Elementary	25%	28%	26%	15%	19%	5%	21%	19%	38%	20%	9%	6%
Rocketship United Academy	28%	28%	21%	15%	7%	5%	29%	19%	27%	20%	12%	6%

The table below shows the individual school rankings among elementary schools across Tennessee. Yellow cells represent schools with percentile ranks above the 50th percentile for all students and above the 75th percentile for socioeconomically disadvantaged students. For economically disadvantaged students, each Rocketship school performed in the top quartile in Math and above the 50th percentile in ELA.

2018-19 Rocketship TN Reading percentile rankings for 3rd-5th grade school results

Entity	Mathematics		ELA	
School	All Students	Economically Disadvantaged	All Students	Economically Disadvantaged
Rocketship Nashville Northeast Elementary	35	80	32	74
Rocketship United Academy	67	90	43	53

Wisconsin

The table below reports Rocketship WI results on 2018-19 WI Forward with comparison to the local district, Milwaukee Public Schools (MPS). As reported in the **Superior Performance** section, Rocketship WI surpassed MPS by at least eight percentage points in each subject for the socioeconomically disadvantaged, EL and Hispanic subgroups. For Rocketship WI's Students with Disabilities, while ELA performance is higher than the neighboring district this year, Math is slightly below the neighboring district after the prior two years when Rocketship WI's Students with Disabilities has been 10 points higher in Math than the neighboring district. In addition to the table below, please see individual school reports provided in **Attachment 7** to view the individual WI school report cards.

2018-19 Rocketship WI Forward performance compared to local district 3rd-5th grade averages

	All Students		Socioeconomically Disadvantaged		English Learner		Hispanic		Students with Disabilities	
Subject	**RPS**	**MPS**	**RPS**	**MPS**	**RPS**	**MPS**	**RPS**	**MPS**	**RPS**	**MPS**
Mathematics	27%	18%	26%	15%	26%	14%	28%	18%	3%	5%
ELA	25%	17%	24%	13%	21%	8%	25%	16%	3%	3%

High-Performing Entity Under Texas Education Code §12.1011

Rocketship has calculated an estimated grade on the Texas STAR model based on the Rocketship Bay Area networks' spring 2019 NWEA RIT scores for 3rd-5th grades. Overall, Rocketship California would have earned a B (86.4 pts). See Table A1 for a summary of the domain points and overall score calculation. Table A2 reports the individual domain metrics and estimated scores.

The STAAR projection model is derived from the 2017 NWEA study linking RIT scores to Texas STAAR scale scores. Table A3 reports the estimated percentage of students achieving each STAAR performance level. Based on the model, the average Student Achievement score would be 47%. Given Rocketship California's economically disadvantaged population of 80% in 2018-19, Rocketship would have received a domain score of 90% and a domain grade of "A" under "Relative Performance" for a "Progress" domain points of 63.

Rocketship California had ten subgroups included in its "Closing the Gaps" calculation. Given the projected STAAR performance for each subgroup relative to their targets, Rocketship California would have earned a score of 78 and grade of "C" for the "Closing the Gaps" domain. Table A4 reports the estimated components of the "Closing the Gaps" and the final weighted total points.

Table A1. Texas STAAR model final domain scores and overall score and grade rating for Rocketship Bay Area network 18-19 derived from NWEA RIT scores

Overall TX Accountability Framework								
Category	Domain	Score	Better of Progress	Better of Ach or Progress	Weight	Domain Points	FINAL SCORE & GRADE	
Achievement	Student Achievement	79			70%		Overall Score	86.4
Progress	Academic Growth	80			70%		Overall Grade	B
	Relative Performance	90	90	90	70%	63		
Gaps	Closing the Gaps	78			30%	23.4		

Table A2. Estimated Domain Scores for Rocketship California derived from the NWEA RIT-STAAR scale score linking model.

Student Achievement		Relative Performance		Academic Growth		Closing the Gaps	
% Approaches, Meets or Masters	74%	% Econ Dis (70-90%)	80%	% Met Growth Target	70%	Weighted Scor	57
% Meets or Masters	45%	Student Achievement	47%				
% Masters	23%						
Average	47%						
Domain Grade	C	Domain Grade	A	Domain Grade	B	Domain Grade	C
Domain Score	79	Domain Score	90	Domain Score	80	Domain Score	78

Table A3. Rocketship California's estimated STAAR Proficiencies based on NWEA RIT-STAAR scale score linking model

Model based on 2018-19 CA estimates derived from NWEA RIT scores				
Estimated STAAR Proficiency based on 18-19 NWEA Spring Scores				
Region	Grades	% Approaches and Above	% Meets and Above	% Masters
CA	3rd-5th	74%	45%	23%

Table A4. Rocketship California's estimated "Closing the Gaps" performance based on NWEA RIT-STAAR scale score linking model

Closing the Gaps Calculations						
Component	# of Groups Met Target ELA	# of Groups Met Target Math	# of Groups Met (Single Subject or Combined Subject)	% Met Target	Weight	Pts
Academic Status	3	7		50%	30%	15
Academic Growth Status	8	2		50%	50%	25
English Language Proficiency (ELs ONLY)			1	100%	10%	10
Student Achievement Domain Score			7	70%	10%	7
Total						57

The Rocketship Education network ranks in the top 10% of all California elementary school districts and charter schools who serve a population of predominantly disadvantaged students. The California academic accountability framework has two academic indicators with a five-point rating scale based on a combination of school's current status and performance change from the previous year.

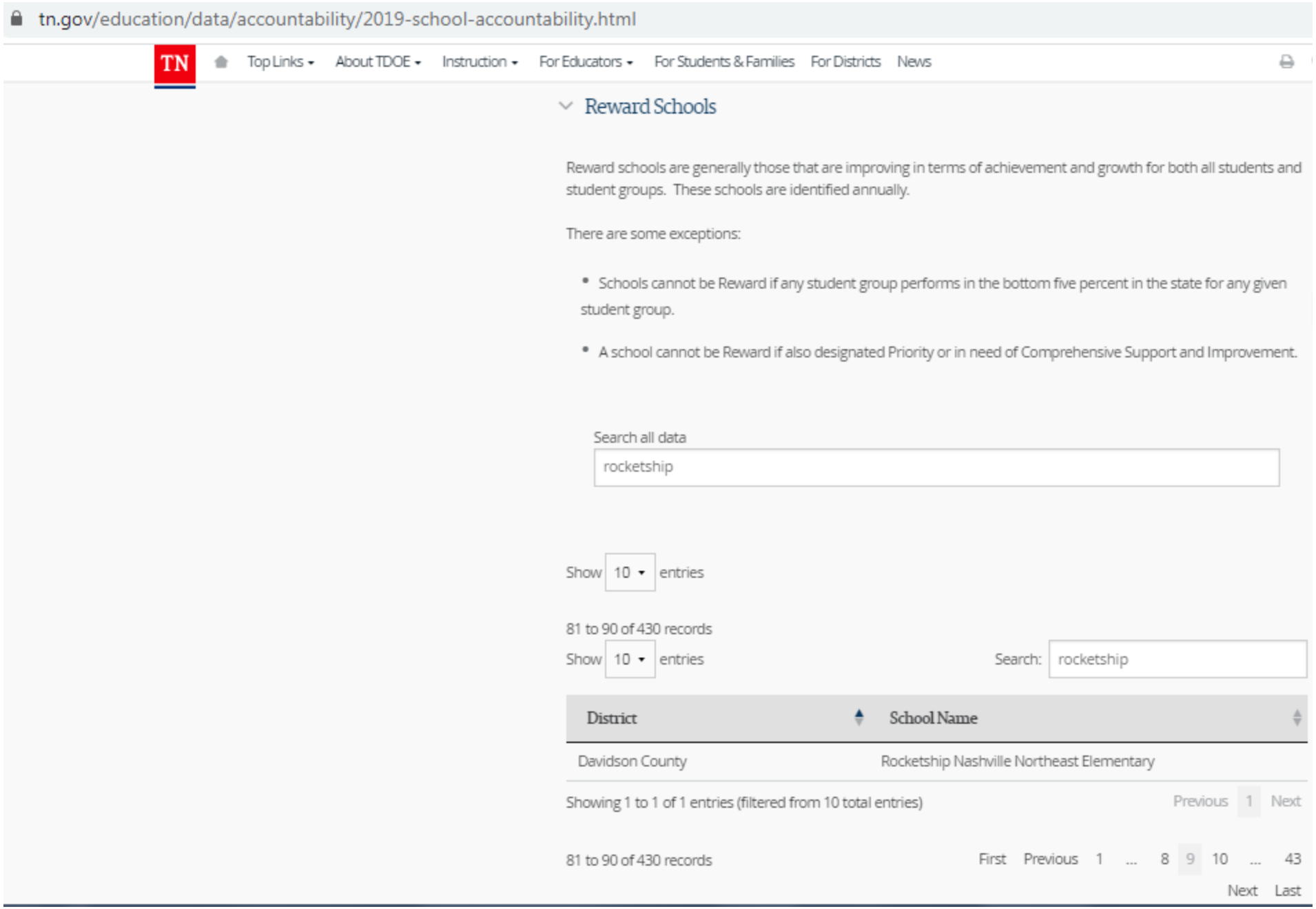
On the Math Academic Indicator, nine out of eleven Rocketship schools with reported ratings earned the two highest performance levels; among our six local districts, only one achieved a similar performance. Six of the eleven Rocketship schools earned the top two levels on the ELA Academic Indicator but only one of our six local districts earned similar top ratings.

Rocketship schools earned academic indicator ratings in three main subgroups: socioeconomically disadvantaged, English Learner, and Hispanic. Out of eleven schools with reported Academic Indicator ratings, eight to ten Rocketship schools earned the highest two ratings within each subgroup in Math and four to five earned the highest ratings in ELA for each subgroup. In comparison, none of the local districts earned the top ratings for either academic indicator in any of the subgroups.

Table A1 reports the number of schools/districts earning the highest two ratings for each subgroup. All Rocketship schools earned equivalent or higher ratings for each subgroup compared to their local district on the Math Academic Indicator. Except for one school within the Hispanic and socioeconomically disadvantaged subgroups, Rocketship schools also earned equivalent or higher ratings than their local districts on ELA Academic Indicator across the three subgroups.

Table A4. Number of Rocketship and local districts schools earning highest two ratings on ELA and Math Academic Indicators on the CA School Dashboard

Entity	Academic	Total # of Schools/Districts	All	SED	EL	Hisp.
Rocketship CA Schools	Math	11	9	9	10	8
Local CA Districts	Math	6	1	0	0	0
Rocketship CA Schools	ELA	11	6	4	5	4
Local CA Districts	ELA	6	1	0	0	0


tn.gov/education/data/accountability/2019-school-accountability.html
TN
Top Links
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Reward Schools
Reward schools are generally those that are improving in terms of achievement and growth for both all students and student groups. These schools are identified annually.
There are some exceptions:
Schools cannot be Reward if any student group performs in the bottom five percent in the state for any given student group.
A school cannot be Reward if also designated Priority or in need of Comprehensive Support and Improvement.
Search all data
rocketship
Show 10 entries
81 to 90 of 430 records
Show 10 entries
Search: rocketship
District
School Name
Davidson County
Rocketship Nashville Northeast Elementary
Showing 1 to 1 of 1 entries (filtered from 10 total entries)
Previous 1 Next
81 to 90 of 430 records
First Previous 1 ... 8 9 10 ... 43
Next Last

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Letter / Spelling Pattern of the Day: F

TEKS

(A) demonstrate phonological awareness by:
(i) identifying and producing rhyming words;
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
(iii) identifying the individual words in a spoken sentence;
(iv) identifying syllables in spoken words;
(viii) blending spoken phonemes to form one-syllable words;
(x) segmenting spoken one-syllable words into individual phonemes;
(B) demonstrate and apply phonetic knowledge by:
(i) identifying and matching the common sounds that letters represent;
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and
(C) demonstrate and apply spelling knowledge by:
(i) spelling words with VC, CVC, and CCVC;
(ii) spelling words using sound-spelling patterns

Phonemic Awareness ("In the Dark" practice) - 10 minutes

Warm Up Phonemic Awareness

(5 min) Phonemic Awareness Activities

Rhyming The teacher says the word pair and the students repeat the word pair.	**Breaking Words Into (Syllables)** The teacher says the word and the segments it into syllables. The Students repeat the word and then the separate syllables.	**Beginning sounds** The teacher says the word and then isolates the onset. The students repeat the word and the onset.	**Final Sounds** The teacher says the word and the isolates the final sound. The students repeat the word and the final sound.	**Manipulating sounds** Teacher says the word and the students repeat. The teacher then says, "Add /*/ at the end and the word is?'
mother, brother fair, bear cry, shy pie, lie soiled, boiled	mitten /mĭt - tĕn/ mother /mū - ther/ sadness/săd-nĕss / handle /hăn - dle/ little /lĭt - tle/	cry /k/ pie /p/ soiled /s/ dear /d/ to /t/	have /v/ kittens /z/ lost /t/ mitten /n/ found /d/	shout-/ĕd/=shouted wait-/ĕd/=waited heat-/ĕd/=heated pound - /ĕd/ = pounded list-/ĕd/= listed

Teacher Modeling of the Letter

(3 min) Introduce

- 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)

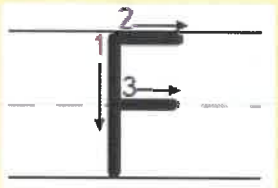
- Say a word. Model segmenting.
- Model recognizing the sound at the beginning/end of the word.
- Point out which words do not have the sound. (Do not need to use all the words below.)

off - /o/ /f/, fast - /f/ /a/ /s/ /t/,	dip - /d/ /i/ /p/, feet - /f/ /long e/ /t/,	puff - /p/ /u/ /f/, lob - /l/ /o/ /b/,	fuzz - /f/ /u/ /z/, if - /i/ /f/

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)

fun	fin	Non-sense word: rof

- 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

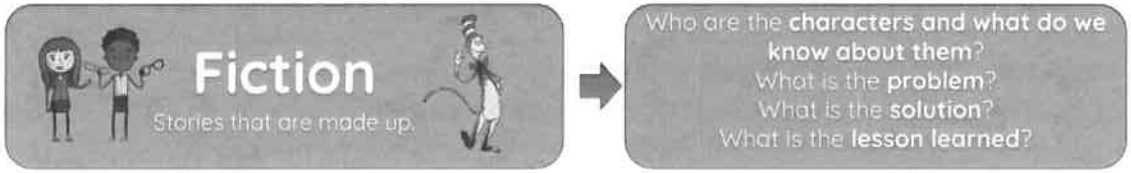
Champion of Quiet by Tracey Stewart - PRINT THIS LAST PAGE!

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)***	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.

[Attachment 39 - Sample Curriculum]

G3 Close Reading

Champion of Quiet by Tracey Stewart - PRINT THIS LAST PAGE!

Preview the text [Eg. Title, Author, Genre, Vocabulary, Critical Schema]	**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
	 

Stopping Point	Questions/Noticings	Anticipated Student Exemplar Responses
	FICTION Based on this title, what do you expect this story to be about? Who are the characters and what have we learned about them? What are you noticing about the relationship between these characters? Who is the main character and what does she want? What problem is emerging in this story? How is our understanding of the problem deepening/developing? What's the **main** problem in this story? What role do the characters play in the problem? Did the problem get solved? How do the characters attempt to solve the problem? How did the problem get solved? What role do the characters play in the solution? What lesson do the characters learn? Based on the problem and how it gets solved, what lesson can we take away? Even though the problem was not solved, does the character learn a lesson? Do we?	

Stopping Point	Questions/Noticings (Students do a QUICK jot to these!)	Anticipated Student Exemplar Responses

[Attachment 39 - Sample Curriculum]

G3 Close Reading

Champion of Quiet by Tracey Stewart - PRINT THIS LAST PAGE!

Before reading: Build interest / great reading habits • What's the title of the text? What do you expect this story to be about?		
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 **Follow-up prompts if needed:** • What change is starting to occur? • How is our problem deepening or changing?	Maggie's empathy for another classmate prompts her to captain a team in gym!
"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

[Attachment 39 - Sample Curriculum]

G3 Close Reading

Champion of Quiet by Tracey Stewart - PRINT THIS LAST PAGE!

"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."	How did the problem get solved? Based on the problem and how it gets solved, what lesson can we learn from the story?	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
Release students to write meaning statements.	Based on the problem and how it gets solved, what lessons can we learn from the story? **STUDENTS WRITE THIS RESPONSE, AND YOU COACH STUDENTS:** 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. ***Students write, and you circulate to gather trends / give transferable feedback!***	

[Attachment 39 - Sample Curriculum]

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.
Prioritized C&S Move	Tone through word choice
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)**	**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). 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,** "Now that we understand the idea that Tracey Stewart wanted to convey in *Champion of Quiet*,

[Attachment 39 - Sample Curriculum]

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."

Shared Craft & Structure Analysis (Teacher Model: 5 MINUTES)	**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.**"
	
	Explain the move:
	T says, "Tone refers to the attitude or mood an author takes, for example, funny, serious, dramatic, etc..."
	
	Show the move:
	T thinks aloud the first page:
	• "In one to two words, how would you describe the tone of this page?"
	  ○ There's an overall feeling of loneliness and sadness here. (Evidence below)
	  ▪ "Maggie would be picked last. As always."
	  ▪ "Champion of Quiet."
	  ▪ "Champion of Last Pick"
	  ▪ "Sometimes Jasmine is picked last, too."
	
	Stamp the move:
	T says, "Author's use this craft and structure move to **create a mood in the text that supports the meaning."**

Shared Craft & Structure Analysis (Student Discourse: 10 MINUTES)

Stopping Point	Questions	Anticipated Student Exemplar Responses
Second page	In one word, how would you describe the tone of this page? Use evidence to support your thinking.	There's an overall feeling of excitement for Maggie and her teammates on this page / anticipation as Maggie starts picking teammates • "'Jasmine," announced the Champion of Quiet."

[Attachment 39 - Sample Curriculum]

G3 Close Reading

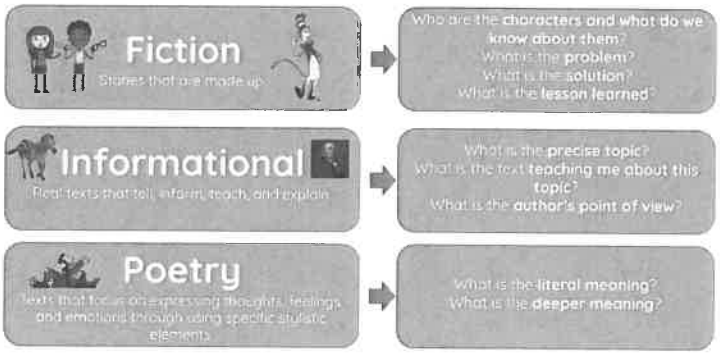
Champion of Quiet by Tracey Stewart - PRINT THIS LAST PAGE!

		• "It was Maggie's turn again. 'I choose Jaime.'" • "So it went. The names flowed from Maggie's mouth... And there was Maggie's team."
Last page	In one word, how would you describe the tone of this page? Use evidence to support your thinking.	Elated as Maggie has changed and found her voice/made friends!
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."		

[Attachment 39 - Sample Curriculum]

GR Lesson: On the Ice with Earl and Pearl [Level J/STEP 7]

Expanding/Mastering Sample Lesson

Main Idea/ Meaning Statement	Earl and Pearl are siblings. Earl, an avid skater, wants to go skating, but Pearl doesn't want to go, because she thinks its dangerous. She still goes to the frozen lake, because she is concerned about her brother. Earl isn't afraid and thinks skating is fun. He becomes overconfident and doesn't pay attention to the other skaters. When Pearl thought he was going to fall, she slid on the ice to catch him. **Pearl cared so much about her brother that she forgot she was afraid and went to help him.** Concern for others can help us overcome our fears.
Aligned TEKS	6A. Establish purpose for reading assigned and self-selected texts 6C. Make and correct or confirm predictions using text features, characteristics of genre, and structures 6F. Make inferences and use evidence to support understanding 6G. Evaluate details read to determine key ideas 7D Retell and paraphrase texts in ways that maintain meaning and logical order.
Component	**T Question**
Before Reading / Book Launch	Today we're going to read a text called *On the Ice with Earl and Pearl* by Catherine Best. Skim the text, what genre do you think it is and why? / What questions should we be asking ourselves as we read? **Genre Frames**  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. In narrative texts, we always want to pay attention to the character. For example in the book Adelita that we read, we paid close attention to her dialogue, feelings, and actions to know her better. When Adelita is washing,

GR Lesson: On the Ice with Earl and Pearl [Level J/STEP 7]

	pressing, sewing, and weeping. As a strong reader I use these actions to understand the character better.. She seems conflicted here. She obedient in following through with her choices but is also very sad that she is alone and cannot go to the fiesta. When we pay close attention to characters in a story we can figure out **why a character might say or do something.**
	When we read we pay close attention to a character we can infer **why a character says or does something. Understanding a character's motivation will help us unlock meaning.** As you are reading, use this strategy to think about why Pearl says or does the things that she does. This will help us unlock meaning.

During Reading	**What's happening in the story? What makes you think that?**
	• **Page 5: Who are the characters and what have we learned about them so far?**
	  ○ Earl and Pearl are siblings. Earl, an avid skater, wants to go skating, but Pearl doesn't want to go, because she thinks its dangerous.
	• **Page 5: What problem is starting to emerge in the story?**
	  ○ Pearl is afraid to go skating with her brother.
	• **Page 7: What is our character saying and doing here? Why is he/she saying or doing that?**
	  ○ She still goes to the frozen lake, because she is concerned about her brother.
	• **Page 11: How is the problem deepening or evolving?**
	  ○ Earl isn't afraid and thinks skating is fun. He becomes overconfident and doesn't pay attention to the other skaters.
	• **Page 13: What role do the characters play in the solution?**
	  ○ When Pearl thought he was going to fall, she slid on the ice to catch him. **Pearl cared so much about her brother that she forgot she was afraid and went to help him.**
	• **Page 16: What lesson do the characters learn in the story?**
	  ○ Concern for others can help us overcome our fears.

After Reading	The book begins when Pearl arrived at Earl's house for a surprise visit. What happened next? ***Talk about the important events in the story.*** • What do their actions tell you about Pearl? How did she feel about her brother? • Why does Pearl go on the ice skating rink? • Why does Pearl tell Earl, "I will watch from here. Be careful." • How does Pearl change from the beginning of the story to the ending? **Stamp the teaching point:** So remember, great readers often stop and think about **why characters say or do x. Understanding a character's motivation helps us better understand the characters and lesson of the story.**

SAMPLE - Math Unit Plan - Grade 2, Unit 1

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- Content Internalization Questions
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- Center & IW Resources
- Connections to Fluency, Counting & Number Stories
- Possible OLP Assignments
- Student Manipulative Kit Needs
- GLAD Connections & Key Vocabulary
- Sample Anchor Charts

[Attachment 39 - Sample Curriculum]

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 ideas 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 is 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 ⅓ , 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 1 - 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.**

[Attachment 39 - Sample Curriculum]

50th Percentile MAP Skills - Within scope of unit	75th 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	n/a
50th Percentile MAP Skills - Beyond scope of unit - can be used for extension	**75th 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	• 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 2 - 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

[Attachment 39 - Sample Curriculum]

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.

[Attachment 39 - Sample Curriculum]

- 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?

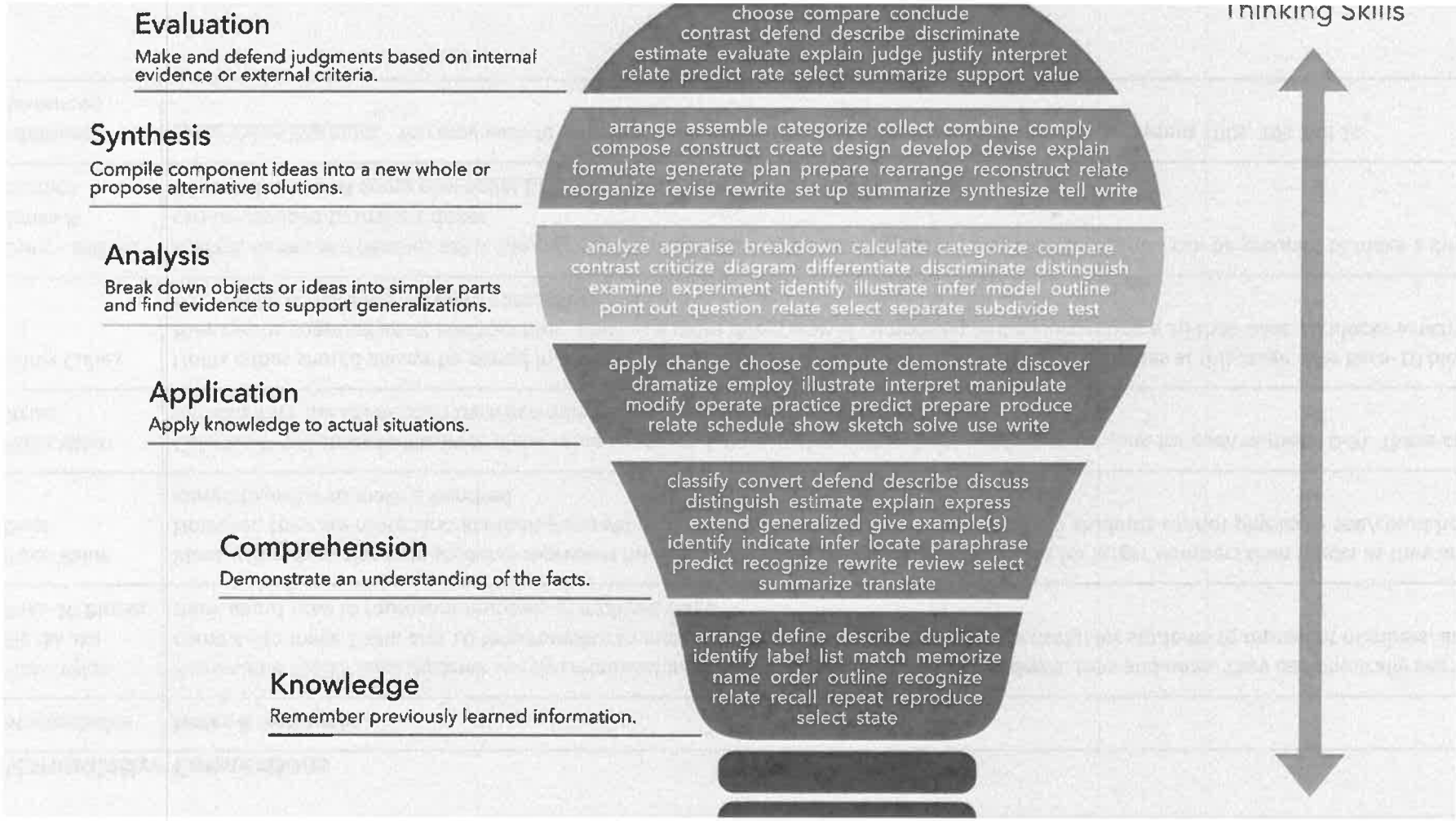
- A student looks at the number 340. They say "This number has 3 hundreds, 4 tens and 0 ones." What is correct about their statement? What is incorrect? How might you guide their language to be more precise?

Manipulative Connections

Manipulative	Notes & Resources
Place Value Blocks aka Base-10 Blocks	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.
Place Value Discs	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.
Place Value Strips	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.
Unifix Cubes	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 "traded out" which is more abstract and conceptual.
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.

[Attachment 39 - Sample Curriculum]

Bloom's Taxonomy



[Attachment 39 - Sample Curriculum]

Planning the Arc of the Unit

Unit Plan - Objectives & LP Links

Lesson #	Topic & Standard	Objective	Extended Exit Ticket Link	Bottom Line
Lesson 1	Topic 1 2NBT1 & 2NBT3	SWBAT identify the value of a digit in a three-digit number. SWBAT represent 3-digit numbers using base-10 blocks.	LINK	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.
Lesson 2		SWBAT represent numbers in expanded form.		
Lesson 3		SWBAT represent numbers within 1,200 in multiple forms (standard, word & expanded).		
	Small Group Day			
Lesson 4	Topic 1 2NBT1 & 2NBT3	SWBAT understand that groups of 100 are composed of ten "tens."	LINK	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.
Lesson 5		SWBAT bundle groups of 10 tens into a hundred and rename.		
Lesson 6		SWBAT unbundle hundreds into groups of tens and rename.		
Lesson 7		SWBAT represent 3-digit numbers using place value discs in multiple ways.		
Lesson 8		SWBAT rename 3-digit numbers in multiple ways.		
Lesson 9		**Bundles & Cartons of Pencils** SWBAT rename 3-digit numbers in multiple ways in a real world context.		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.
	Small Group Day			
Lesson 10	Topic 1 2MD8	SWBAT represent dollar amounts within $1.00 with pennies and dimes in different ways.	LINK	Students understand how money is connected to place value and that base-ten relationships extend to pennies, dimes & dollars. They can flexible build amounts within $3.00 bundling and unbundling pennies, dimes & dollars.
Lesson 11		SWBAT represent dollar amounts within $3.00 with pennies, dimes & dollar bills in different ways.		

[Attachment 39 - Sample Curriculum]

	Small Group Day			
Lesson 12	Topic 2 2NBT2 & 2NBT8	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		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	Topic 3 2NBT3	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		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).

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.

[Attachment 39 – Sample Curriculum]

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

Freckle

- **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
- **2.2(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 =)
- **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.
- **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

Mastery Goals

These are the goals that students should have achieved by the end of the unit

Freckle

NBT - Level 15

MD - Level 8

Reflex

120 Additon & Subtraction Facts mastered

[Attachment 39 - Sample Curriculum]

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.

[Attachment 39 - Sample Curriculum]

- **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 pennies.

TOPIC 2

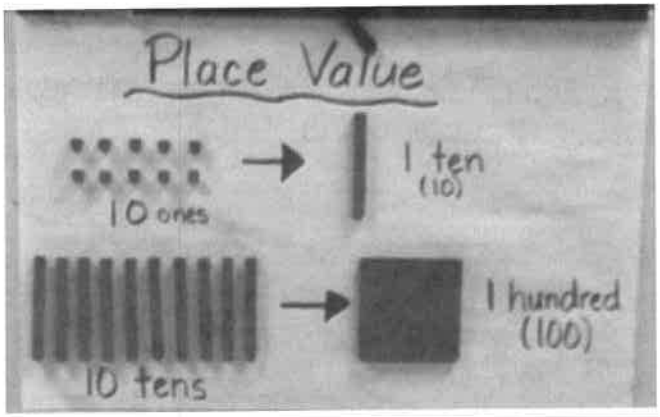
- **Count on** - to add by starting at one number and counting up
- **Count back** - to subtract by starting at one number and counting down

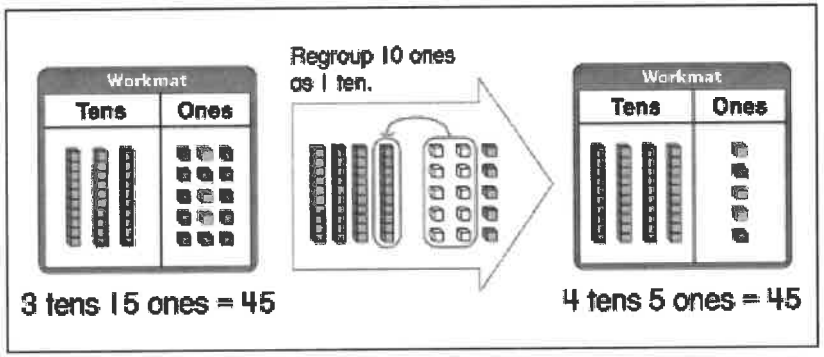
TOPIC 3

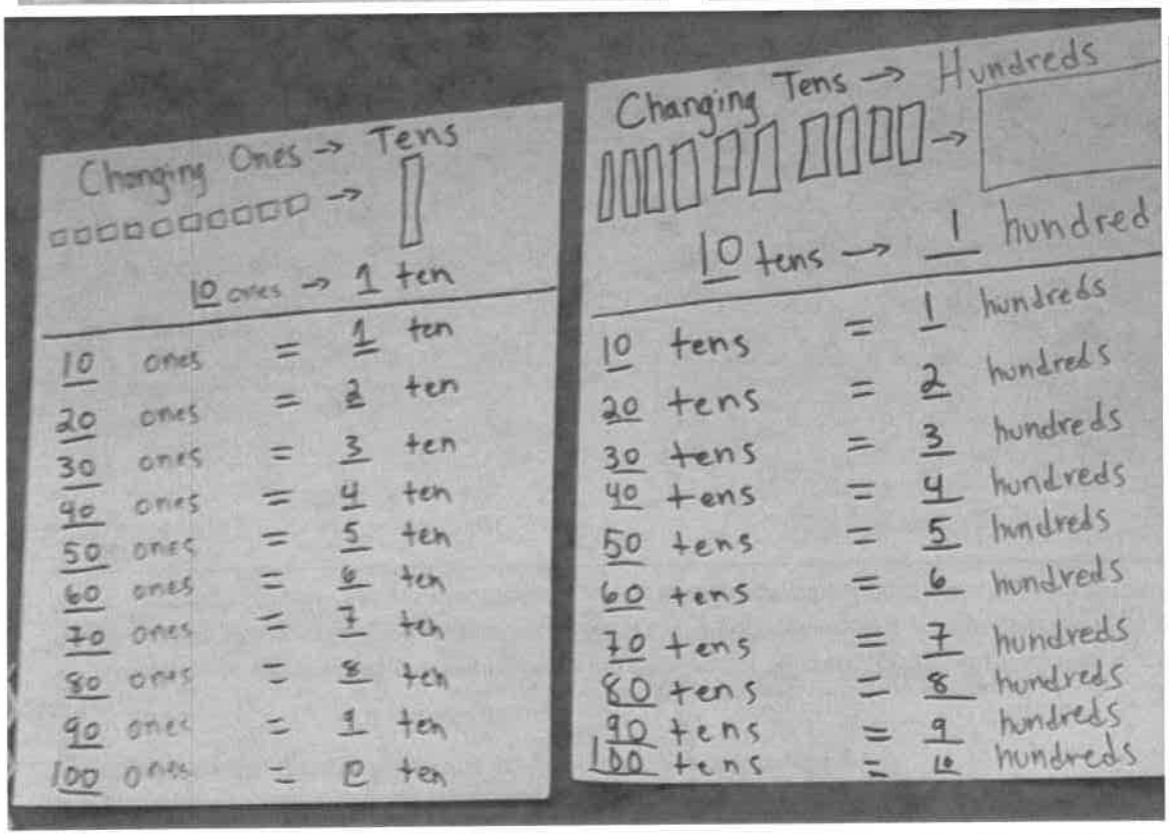
- **Compare** - to see how two or more numbers are the same or different. To find which number is greater and which is smaller.
- **> - Greater than symbol** - tells us that the value to the left of the symbol is greater than the value to the right
- **< - Less than symbol** - tells us that the value of the left of the symbol is less than the value to the right

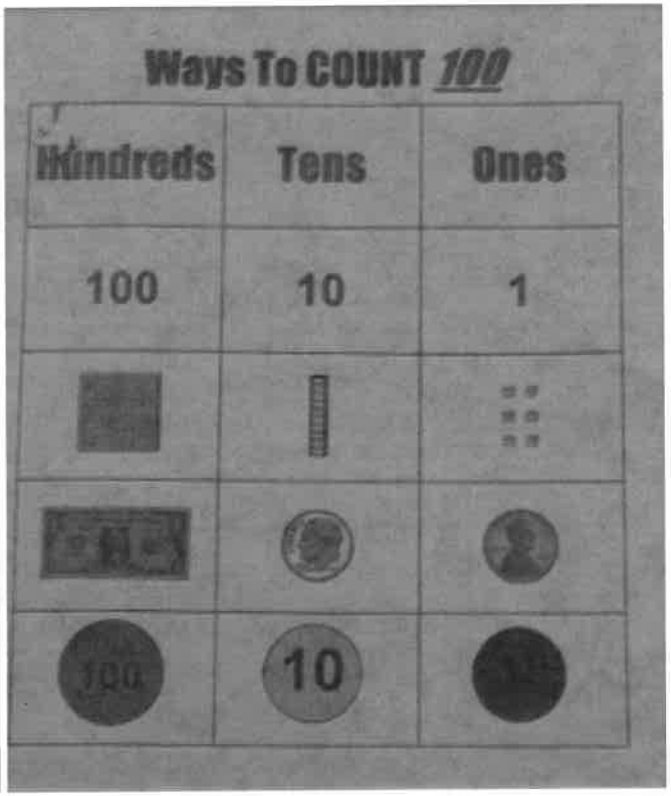
[Attachment 39 - Sample Curriculum]

Sample Anchor Charts

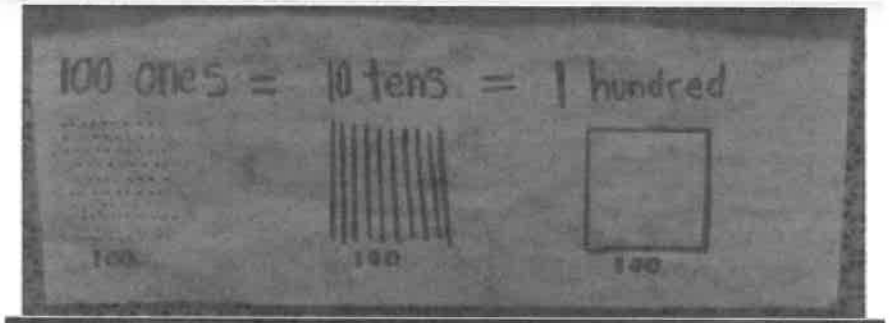


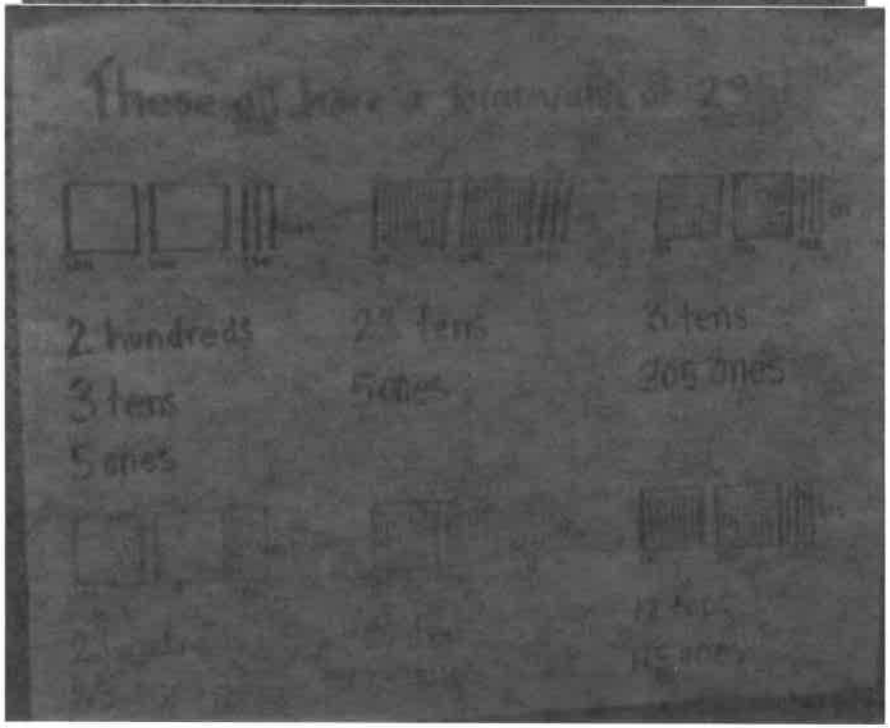


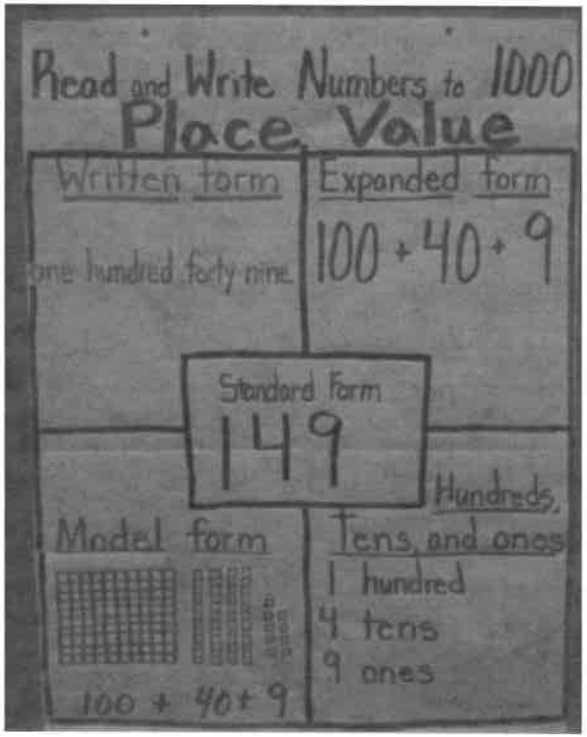




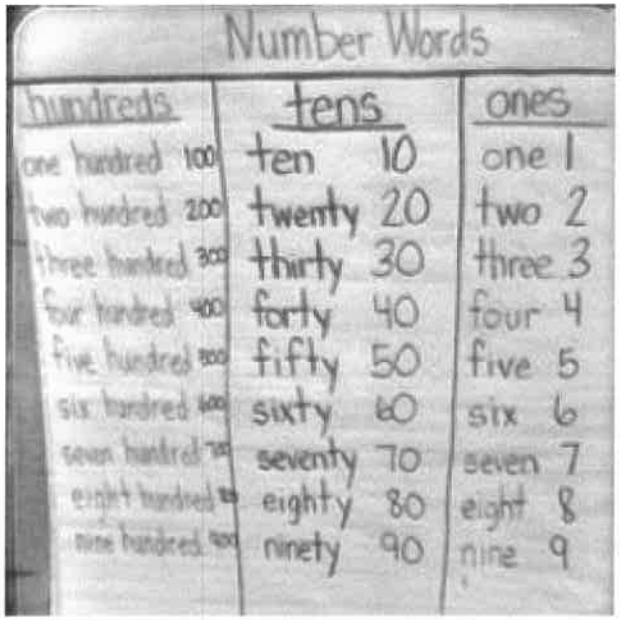
[Attachment 39 - Sample Curriculum]

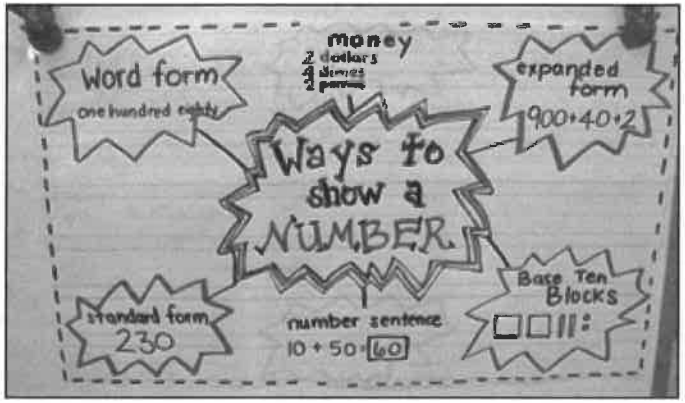


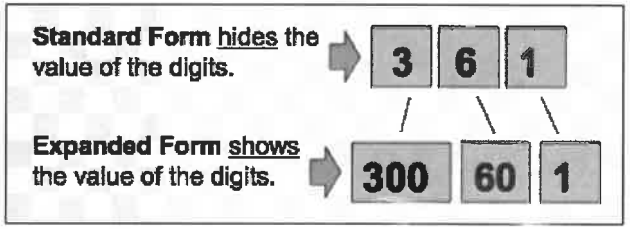


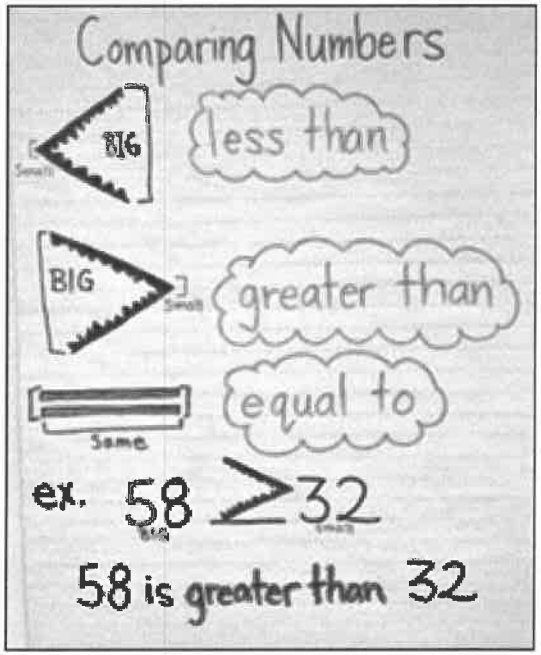


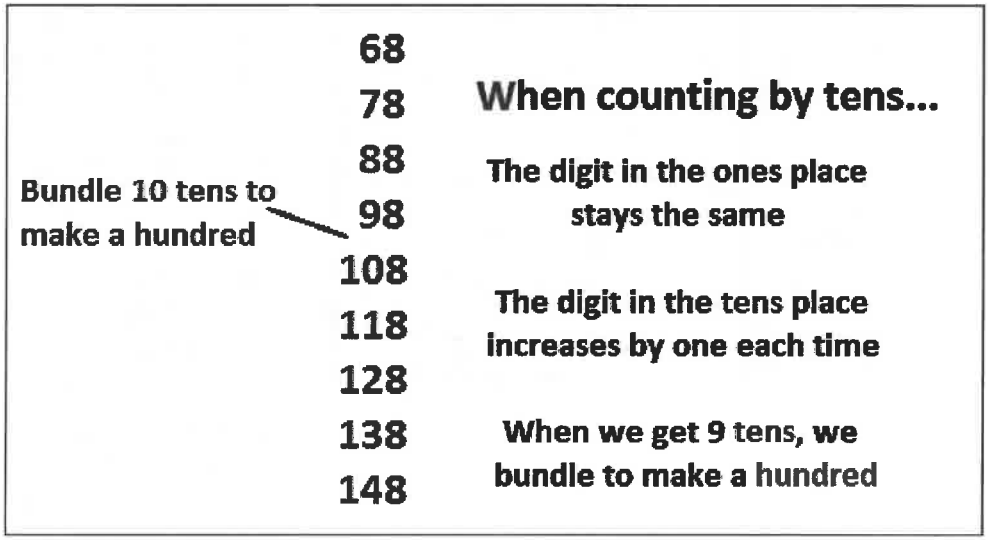
[Attachment 39 - Sample Curriculum]









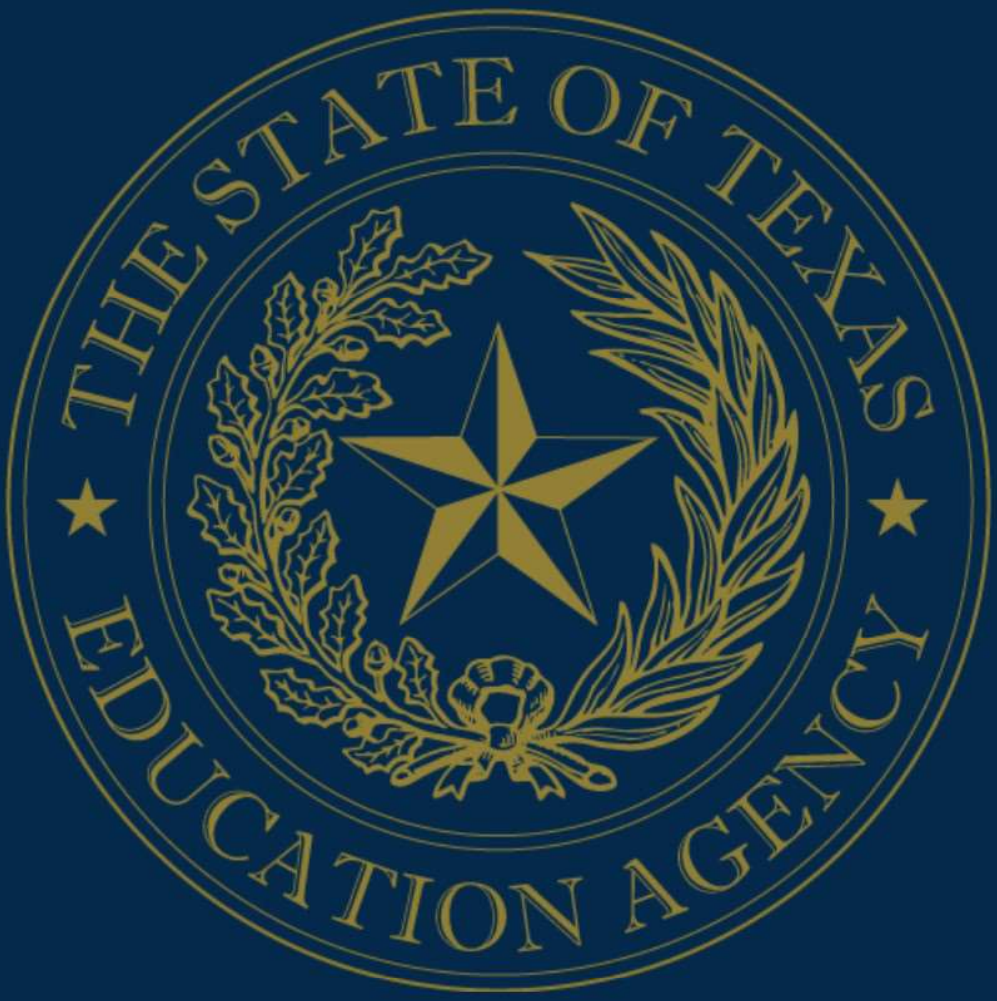


[Attachment 39 - Sample Curriculum]

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION

CMO ADDENDUM



RFA: 701-19-113

SAS: 566-19

Applicants Involving Charter Management Organizations

This addendum is required for any Generation Twenty-Five Charter Applicant that involves a Charter Management Organization (CMO). A CMO is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board.

Answer each item below as applicable to the CMO and sponsoring entity's relationship. If an applicant believes that a particular question in this addendum is not applicable to the application, the applicant should so state and explain why the particular question does not apply.

Applicants must also complete the Addendum Attachments that have been provided at the end of this document.

OVERVIEW

1. CMO Vision and Mission. Provide the vision and mission of the management company.
2. Student Populations and Educational Need. Describe the portfolio in terms of the student populations and educational needs of the schools currently serviced by the CMO.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

1. Rocketship Education's vision is to eliminate the achievement gap in our lifetime. In furtherance of that vision, Rocketship Education'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/)
2. Given Rocketship Education's mission, the schools in its portfolio primarily serve low-income communities with high minority, EL, and special education populations in four regions: (1) San Francisco Bay Area, CA; (2) Milwaukee, WI; (3) Nashville, TN; and (4) Washington D.C. During the 2019-2020 school year, approximately 76% of students in the Rocketship Education network were socioeconomically disadvantaged, 59% identified as Hispanic and 24% as African American, 44% qualified as ELs, and 10% received special education services. The student demographics by region were as follows:
- CA: 79% SED; 5% African American; 74% Hispanic; 56% EL; 9% SPED
- WI: 73% SED; 22% African American; 55% Hispanic; 26% EL; 15% SPED
- TN: 60% SED; 57% African American; 36% Hispanic; 33% EL; 11% SPED
- DC: 69% SED; 98% African American; 1% Hispanic; 1% EL; 11% SPED

During the 2019-2020 school year, Rocketship Education served over 9,000 students throughout its network, ranging from pre-kindergarten to 5th grade. As further detailed in the application and below, Rocketship Education has a proven track record of academic success with the students and families it serves.

SELECTION PROCESS

1. Explain the decision to contract with a CMO rather than operate the school directly.
2. Explain how and why this CMO was selected, including when and how the applicant learned of the CMO, which other CMOs were considered, why the CMO was selected over other CMOs, and what due diligence was conducted.

If at some point, the charter holder plans to enter into an agreement with the management company, the contract for services must be approved by the commissioner of education at least 30 calendar days prior to any performance or payments under the contract. See 19 TAC, §100.1155.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

Tarrant County has a vision for a robust and rigorous public education system that provides all students what he or she needs to be successful. In recent years, the region has made commitments to push third grade literacy and is looking to build a cradle to career pipeline that improves the K-12 system to and through college. To achieve this goal, it recognizes the need to infuse innovation into the ecosystem and help develop a more robust talent pool. To this end, regional stakeholders have sought a high-performing charter school operator with proven results serving the students and communities who need it most and to introduce fresh ideas into the system.

Rocketship Public Schools first came on the radar when leaders in the Fort Worth education and philanthropic community began exploring potential charter school networks aligned with our collective vision for impact in Fort Worth. Discussions with leaders at Charter School Growth Fund and The City Fund underscored that Rocketship is a best in class provider that is uniquely aligned with our vision to improve the entire ecosystem of public education in our community. After extensive engagement with Rocketship leadership, careful review of their data, and visiting their schools in Nashville, Tennessee to see their model in action, we became convinced that Rocketship was an ideal partner for Fort Worth and the community likewise embraced Rocketship.

Rocketship has a well established track record for launching and operating high-performing public charter elementary schools in disadvantaged communities. The decision to partner with Rocketship is based on their deep expertise operating elementary schools and working with families and communities to help improve the entire ecosystem of public education. Importantly, Rocketship's exclusive focus on elementary education was a key factor in evaluating the right partner. We are

committed to helping improving the entire public school system in Tarrant County through partnership with current public education systems, rather than focusing solely on creating a parallel K-12 system within a single charter network. Rocketship's expertise in elementary education will prepare thousands of students in their vital early years of education and ensure they are prepared for middle and high school, which will create a more enduring impact on student outcomes for the entire public education system. We believe that Rocketship's track record and the depth of resources and expertise they bring is a better choice for our pursuit of further elevating public education in Tarrant County, rather than creating a school from scratch. Moreover, Rocketship has demonstrated the ability to meaningfully execute on this model in diverse communities (i.e., Milwaukee, Nashville, Washington DC, and various communities in the Bay Area) and demographics, which gave us confidence that a partnership was the best path to realize our vision of excellence for Tarrant County public schools.

In addition, Rocketship's focus on parent engagement in elementary education equips parents and families to become strong advocates for their child's education and the needs of their community. Just as Rocketship graduates will go on to attend different schools across our communities, Rocketship parents will go on to take what they learned at Rocketship and help improve school community and accountability at the middle and high schools their students choose to attend. It's a virtuous cycle designed to scale impact well beyond the number of seats offered by Rocketship and is a driving factor why we believe Rocketship is uniquely positioned to join the growing coalition of educators and leaders working to improve public education across Fort Worth and Tarrant County.

Finally, the region is seeking a partner that was specifically committed to serving Fort Worth specifically and not Texas in general. Rocketship is the first national charter network to partner with Fort Worth and Tarrant County as its flagship region in Texas. The governing board of directors for Rocketship Texas are deeply respected, local leaders in Tarrant County. We believe this creates an ideal relationship to ensure Rocketship Texas serves the unique needs of Tarrant County students and communities and becomes an enduring catalyst for impact across the entire public education system in Tarrant County.

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.
2. List and explain any contractual obligations that the proposed CMO failed to meet in the past five years.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

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. While every community is unique, Rocketship has successfully served students and families with demographic profiles similar to those that Rocketship Texas would likely serve in Fort Worth and Tarrant County.

The following statistics summarize state-level student demographics for Rocketship schools during the 2019-2020 school year, while the Portfolio Performance section of the application offers a detailed breakdown at the individual school level:

- California: students cross 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 and Proven Superior Performance sections of the application, Rocketship has demonstrably improved the academic outcomes for its students.

Importantly, 84% of Rocketship schools outperformed their local district schools on state assessments in math and 74% outperformed in ELA. Rocketship's results were even more impressive by subgroup, with 89% of Rocketship schools

showing higher performance for socioeconomically disadvantaged students in both math and ELA, 100% outperforming local districts in math for English Learners, and 92% outperforming local districts in ELA for English Learners.

As further detailed throughout the application, Rocketship 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 Learner, 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 Education 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 Rocketship Education's experienced legal, finance, curricular design, community engagement, and analytics teams. Specific descriptions of key Rocketship Education 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 18-22. Moreover, Rocketship Education 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), as Rocketship Education is responsible for hiring and training that team in other regions.

Rocketship Education has never failed to meet any 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.
2. Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, the CMO, and any affiliated business entities.
3. 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.
4. 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.
5. 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.
6. If the school's governing board intends to enter into 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.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

1. We propose to structure Rocketship Texas as a sole member entity with Rocketship Education (the CMO) as the sole member, which is permissible under Texas Education Code Section 12.1011 for high-performing charter networks. (Evidence qualifying as a high-performing entity is provided in Attachment 39 under the section labeled "High-Performing Entity Under Texas Education Code §12.1011".) The sole corporate member governance structure is where there is a parent-entity, a nonprofit corporation that has oversight power granted to ensure that the organization's mission, vision, governance, and programming is faithfully executed. It is appropriate to ensure consistent governance and implementation of the education model. The structure also recognizes that laws treat charter schools in different states differently, and so it is an important tool the Legislature authorized to attract high performing networks from other states to establish affiliated schools in Texas. In the event that TEA deems that a sole member structure is not allowable, we then would pursue a traditional structure with the same Board of Directors as the governing body, only in that scenario Rocketship Education would not be designated as a sole member.
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 has been and will be at an arm's length.
2. There is no potential conflict of interest between the CMO and the Rocketship Texas entity. Should any arise, the parties will act in accordance with law. TEA will have the opportunity to review and approve any related party transactions as defined in Commissioner rule.
3. 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 two charter schools in the District of Columbia and is planning to open a third school in D.C in the 2020-21 school year. Rocketship Wisconsin operates two charter schools in Wisconsin.
4. There will be no legal relationship or agreements between Rocketship Texas and these other regional Rocketship entities.
5. 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 Rocketship Education as CMO, of the Texas Superintendent, and will be responsible for ensuring that Rocketship Education 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 Rocketship Education as the CMO who, in turn, operates the schools day-to-day and employs the Superintendent, who holds certain non-delegable duties and acts as an agent of the Board and assist in oversight, keeping 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 Rocketship Education (as CMO) is provided in Attachment 14. Rocketship Texas's framework for evaluating the superintendent is outlined in Attachment 15. 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 responsible for all duties assigned in its charter granted by the Texas Commissioner of Education ("Commissioner"). These responsibilities, unless, as required under Texas rules, delegated pursuant to a delegation amendment approved by the Commissioner, will include:

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;
g. Initial or final authority to select, employ, direct, evaluate, renew, nonrenew, terminate, or set compensation for the Superintendent;
h. Setting the general enrollment and grade-level configurations for each campus;
i. Approval of all agreements, Memorandum of Understanding, and other contracts with the network's authorizer;
j. Negotiation and approval of a Service/Management and Licensing Agreements with Rocketship Education as the network's operator and management organization;
k. Approval of bylaws, resolutions, and policies and procedures of school operation;
l. Approval of all changes to the schools' charter to be submitted as necessary in accordance with applicable law;
m. Participation as necessary in dispute resolution;
n. Monitoring of overall student performance;
o. Monitoring the performance of Rocketship Education as CMO, and ensuring that the network remains true to and consistent with Rocketship Texas's mission and charter;
p. Monitoring and ensuring the financial solvency of the charter schools;
q. Fundraising and development; and
r. Increasing the awareness of Rocketship Texas in the region and state.

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 presided over by the Board Chair or other officer of the Board.

To the extent appropriate and legally permissible, the Texas Board may in some circumstances delegate certain management responsibilities to the Superintendent. The Texas Board will not delegate the duties listed above, except where permitted by law..

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. In order to ensure transparency and alignment, the CMO each spring will produce an Annual Plan to achieve goals for the subsequent school year as established by the Texas Board and that will include the selection of employees in key roles. The Superintendent 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 any changes to the Annual Plan, including the selection or termination of employees, which are subject to the approval of the Superintendent. Any disagreements between the Superintendent and the CMO related to Annual Plan changes will be referred to the Texas Board for resolution. 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.

6. The exact structure of the real estate ownership and leases between the Rocketship Public Schools Texas entity and Rocketship Education and Launchpad Development (the real estate support organization) has not yet been confirmed. Once a charter is approved, Rocketship Public Schools Texas 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 but these are negotiated at arms-length and will always be beneficial to the school and at or below fair market value in accordance with TEA rule4.

ORGANIZATIONAL STRUCTURE

1. Provide a detailed description of the roles and responsibilities of the CMO.
2. Describe the scope of services and costs of all resources to be provided by the CMO.
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?
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.
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?
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.
7. Describe the plan for the operation of the school in the event of termination of the management agreement.
8. Provide as Attachment MO1 a term sheet and draft of the proposed management agreement with the CMO.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

1. The CMO will have a Network Support Team (NeST) comprised of six core functional groups with staff at both national and regional levels focused on supporting the schools:
- School Leadership and Achievement: School Leader coaching and development, curriculum design and effectiveness, including for subgroup populations
- Talent and Strategy: Talent recruitment, performance management, human resources, data analytics, organizational strategy and planning
- Business: Finance, accounting, legal, and real estate development and management
- Growth and Community Engagement: External relations, family recruitment, parent leadership
- Marketing and Communications: Marketing, internal/external comms, development
- Operations: Operational systems and support, compliance, and technology.

Staff at the national level are typically focused on scalable back-office functions, such as accounting, or national policy, strategy, and systems-building. Staff at the regional level are primarily focused on regional strategy and execution. For example, on the Growth and Community Engagement team, the CMO has a Community Engagement Manager and a team of Family Recruiters on the ground in the region (regional support), 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 builds processes and systems that can be used in all regions, provides coaching and thought partnership, and shares best practices across the network. The national and regional teams will work together to provide a wide spectrum of activities to the Texas schools (please see attached draft MOU between Rocketship Education and Rocketship Public Schools Texas for more detail, section 4).

2. 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 management services), facilities and real estate services, board facilitation, strategic planning and implementation, policy recommendation, human capital management, filing and records management, operations management, educational program design and implementation, 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. 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 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 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. This will start with a report out from the CMO to the board outlining the CMO's plans for improvement, and will include an increase in the frequency of outcomes reporting from the CMO to the board while the CMO works to increase the outcomes. The Superintendent will closely partner with the CMO to ensure the CMO is executing the plan as approved, and will partner with the CMO to evolve the plan mid-year if needed to provide extra support to reach the goals.

4. Subject to final negotiation and approval of the MOU between the parties, the CMO shall receive a network services fee in the amount of 15% 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 PCSGP grants. The amount of each monthly installment shall be based upon Rocketship Texas's current school year budget Revenues. For further 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.

5. Subject to negotiation and final approval of the MOU between the two parties, the CMO shall provide the following financial reporting to Rocketship Texas: the CMO shall report to Rocketship Texas on a quarterly basis all checks that have been issued on behalf of Rocketship Texas in excess of $100,000 or whatever amount Rocketship Texas deems appropriate. Further, the CMO will assist Rocketship Texas in preparing the following:
- Monthly and quarterly financial reports submitted to the Rocketship Texas Board, in coordination with the Superintendent
- Annual Plan, to be approved by the Superintendent, aligned with goals established by the Rocketship Texas Board
- State-required annual financial report, in coordination with Superintendent and schools
- Online financial information, in accordance with TEA regulations

6. 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.
Rocketship Texas may terminate this Agreement in accordance with the following provisions: 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, 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 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 review 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 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 review 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. Subject to negotiation and final approval of the MOU between the parties, in the event of termination of the agreement by either CMO or by Rocketship entity, 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 the agreement to assist in the transition to another service provider.

EXPANSION MANAGEMENT

1. Explain any shared or centralized support services the organization will provide to the school/ campuses in Texas. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? Using the table below, summarize CMO-level and school-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

2. Provide, as an Attachment MO2, the following CMO organization charts, clearly indicating how they interface with the charter school organization charts:
   a. Year 1 organization as a whole
   b. Year 3 organization as a whole
   c. Year 5 organization as a whole

   The organization charts should clearly delineate the roles and responsibilities of - and lines of authority and reporting among - the governing board(s), staff, any related bodies (such as advisory bodies or parent/teacher councils), and the CMO.

3. Explain how the relationship between the governing board, CMO, and school administration will be managed. Clearly delineate the roles and responsibilities of - and lines of authority and reporting among - the governing board(s), staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

1. As noted above, the CMO will have a Network Support Team (NeST) comprised of six core functional groups with staff at both national and regional levels focused on supporting the schools:
- School Leadership and Achievement: School Leader coaching and development, curriculum design and effectiveness, including for subgroup populations
- Talent and Strategy: Talent recruitment, performance management, human resources, data analytics, organizational strategy and planning
- Business: Finance, accounting, legal, and real estate development and management
- Growth and Community Engagement: External relations, family recruitment, parent leadership
- Marketing and Communications: Marketing, internal/external comms, development
- Operations: Operational systems and support, compliance, and technology.

Staff at the national level are typically focused on scalable back-office functions, such as accounting, or national policy, strategy, and systems-building. Staff at the regional level are primarily focused on regional strategy and execution. For example, on the Growth and Community Engagement team, the CMO has a Community Engagement Manager and a team of Family Recruiters on the ground in the region (regional support), 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 builds processes and systems that can be used in all regions, provides coaching and thought partnership, and shares best practices across the network. The national and regional teams will work together to provide a wide spectrum of activities to the Texas schools (please see attached draft MOU between Rocketship Education and Rocketship Public Schools Texas for more detail, section 4). Annual goals for the CMO will be set by the Rocketship Texas board and will be documented in the Annual Plan. The Rocketship Texas board shall revisit the Annual Plan at least once a year for a performance review of the CMO. Costs will be allocated between the two schools based on the relative size of the student body and each school's particular resourcing needs.

2. Please see Attachment MO2.

3. The Superintendent will report directly to the Rocketship Texas board and 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. In similar fashion, the CMO will report directly to the Rocketship Texas board as well. In order to ensure transparency and alignment, the Rocketship Texas board will establish certain goals each spring and the CMO is responsible for producing an Annual Plan to achieve the goals for the subsequent school year as established by the Texas Board; this will include the selection of employees in key roles. The Superintendent will approve the Annual Plan, which will serve as the blueprint for the Director of Schools who will be responsible for working with the

CMO to execute the plan under the Superintendent's oversight. The Superintendent and CMO will confer on any changes to the Annual Plan, including the selection or termination of employees, which are subject to the approval of the Superintendent. Any disagreements between the Superintendent and the CMO related to Annual Plan changes will be referred to the Texas Board for resolution. At this point, Rocketship Texas does not anticipate having any other external bodies that will have formal decision making authority, but reserves the right to institute parent advisory boards or similar structures in the future, if necessary and appropriate.

PERFORMANCE MANAGEMENT

1. Describe the CMO's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.
2. Describe the CMO's process for monitoring performance of the portfolio as a whole. What actions will you 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 plan.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

Rocketship employs a robust Response to Intervention (RTI) program to serve individual students who fall short of achievement expectations. 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.
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.
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 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 our school falls below student achievement expectations, we would 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.

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.
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 sectin 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.
2. Identify any current or past litigation, including arbitration proceedings, per campus, that has involved the CMO or any school it operates. If applicable, provide as an Attachment MO3: (a) the demand; (b) any response to the demand; and (c) the results of the arbitration or litigation.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

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 our 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 our authorizer have been cured.

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 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 will serve 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.

Litigation Involving Schools Within Portfolio

Pending Litigation: There is one pending litigation in California that involves an appeal by Rocketship Education of a ruling regarding the award of attorneys fees in an underlying matter that was adjudicated and decided in 2018. The pending

litigation is an appeal of the Santa Clara Superior Court's April 26, 2018 denial of Rocketship's Motion to Set Aside and Vacate Order for Code Civ. Proc. Section 1021.5 Attorney's Fees. It is entitled San Jose Unified v. Rocketship Education, et al, 6th Appellate District Court, Case No. H045884, The underlying matter was entitled 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. The underlying 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 the real party in interest. The San Jose Unified School District alleged that the County office 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 it is this order which is now being appealed. (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).



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. The case was entitled Rocketship Education d/b/a Rocketship Futuro Academy v. Mount Diablo Unified School District, Superior Court of the State of California , County of Contra Costa, Case No. 17-0137.
Rocketship Education was also named as 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 and is entitled Terri White v. Metropolitan Government of Nashville, et. al, Davidson County Circuit Court, Case No. 16C331. 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. Rocketship Education was dismissed from the case in September 2018.
As already referenced above in the Charter Consolidation section, 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 matter was entitled Alum Rock Union Elementary School District, et al, v. Santa Clara County Board of Education, Santa Clara County Superior Court ofCalifornia, Case Number 114CV260070. 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 after mediation. 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.

Attachment MO1

Provide the following:

A draft of the proposed management agreement with the CMO. *Including terms and conditions.*

COPYRIGHT MATERIAL

34 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

Attachment MO2

Provide the following:

Organization chart(s), clearly indicating how they interface with the charter school organization charts:

a. Year 1 organization as a whole
b. Year 3 organization as a whole
c. Year 5 organization as a whole

The organization 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), and the CMO.

Rocketship Education National Org Chart (CMO)

Years 1, 3, and 5

Rocketship Education Board of Directors (*CMO Board*)

Chief Executive Officer
Preston Smith





Chief Financial Officer
Keysha Bailey

- Finance & Accounting
- Facilities & Capital Finance
- Legal



Chief Talent & Strategy Officer
Lynn Liao

- Talent Recruitment
- Talent Development
- Talent Operations
- HR/Culture
- **Strategy**
  - Strategy & Scalability
  - Analytics
  - Student Information Systems



Chief Growth & Community Engagement Officer
Cheye Calvo

- Regional Community Engagement
- Family Recruitment
- Parent Leadership



Chief Communications Officer
Chris Murphy

- Marketing & Communications
- Development



Chief Operating Officer
Carolyn Davies-Lynch

- National Operations
- IT Solutions
- Compliance

- **Achievement**
  - Humanities
  - STEM
  - Personalized Learning
  - Integrated Special Education
- School Leadership
- Regional Ops

Line of Reporting & Communication

Formal Line of Communication**

Rocketship Education (CMO)

Rocketship Public Schools Texas (Charter School)

Rocketship Public Schools Texas Regional Org Chart

Years 1, 3, and 5

Board of Rocketship Public Schools Texas (*Sponsoring Entity*)



Rocketship Education (*CMO*)

Superintendent
SaJade Miller

Director of Schools

Talent Recruiter

Family Recruitment Manager

PT Family Recruiters (2)

Regional Achievement Manager

Regional Director of Operations

Associate Director of ISE

Speech Therapist*

Psychologist*

Occupational Therapist

BCBA

Principals*

Education Organizers (2)

PEIMS Coordinator

Line of Reporting & Communication

Formal Line of Communication**

Rocketship Education (CMO)

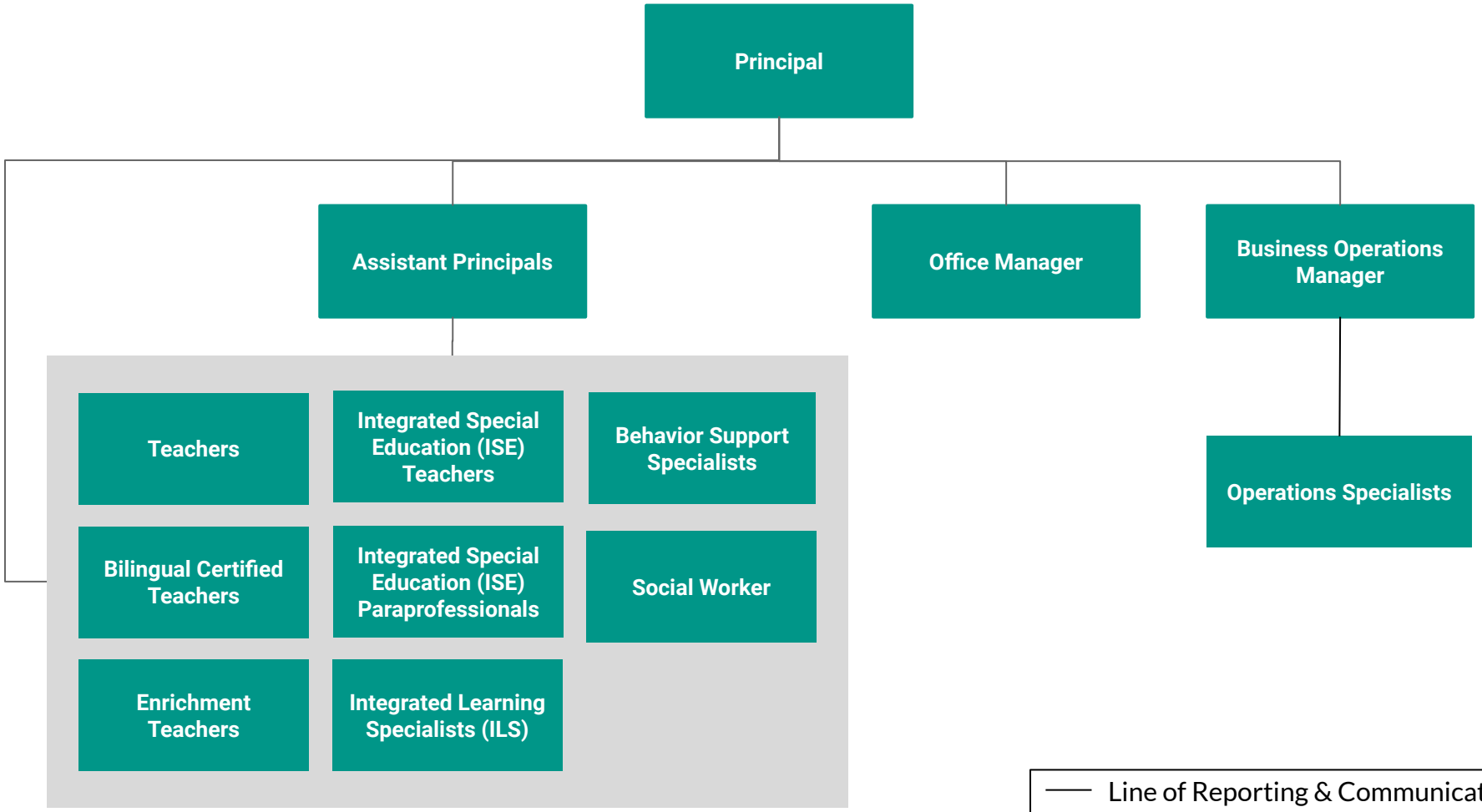
Rocketship Public Schools Texas (Charter School)

** While the positions remain constant from year 1-5, we add additional FTEs in these roles. Please see the **Attachment 23: Staffing Chart** for FTE counts by year.*

*** In addition to formal lines of communication, informal communications occur across the organization and CMO.*

Rocketship Public Schools Texas Campus Org Chart

Years 1, 3, and 5



** While the positions remain constant from year 1-5, we add additional FTEs in these roles. Please see the **Attachment 23: Staffing Chart** for FTE counts by year.*

*** In addition to formal lines of communication, informal communications occur across the organization and CMO.*

Attachment MO3

Provide the following:

Identify any current or past litigation, including arbitration proceedings, per campus, that has involved the CMO or any school it operates. If applicable, provide (a) the complaint; (b) any response to the complaint; and (c) the results of the arbitration or litigation.

Attachment MO3 current and Past Litigation:

Litigation Caption	Summary of Litigation
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.	(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).
[redacted]	[redacted]

Attachment MO3 current and Past Litigation:

[redacted]	[redacted]
[redacted]	[redacted]
Rocketship Education d/b/a Rocketship Futuro Academy v. Mount Diablo Unified School District, Superior Court of the State of California , County of Contra Costa, Case No. 17-0137.	(Past) 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

Attachment MO3 current and Past Litigation:

	Superior Court ruled in favor of Rocketship in March 2017.
[redacted]	[redacted]
Alum Rock Union Elementary School District, et al, v. Santa Clara County Board of Education, Santa Clara County Superior Court of California, Case Number 114CV260070.	(Past) 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 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.
Brett Bymaster v. Santa Clara Office of Education, et al, Superior Court of the State of California, Santa Clara County, Case No. 113CV241932.	(past) Consolidated into the *San Jose Unified School District v. Santa Clara County Office of Education, et al.* litigation, as described above.

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TL $435.00
241695

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,

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 ROCKETSHIP EIGHT CHARTER SCHOOL, operated by Real Party in Interest ROCKETSHIP 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 ROCKETSHIP 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.

///

///

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."

///

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 ROCKETSHIP EIGHT CHARTER SCHOOL, operated by ROCKETSHIP EDUCATION, at 1197 Lick Avenue, San Jose, California ("Property"), from local zoning requirements.

///

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 SCCOE and County Board to deny the request of ROCKETSHIP EDUCATION and ROCKETSHIP 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 SCCOE 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 ROCKETSHIP EDUCATION and ROCKETSHIP 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 ROCKETSHIP EDUCATION and ROCKETSHIP 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 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.

d. Rescission of the January 23, 2013 "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").

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

BURKE, WILLIAMS & SORENSEN, LLP

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FEB 22 2013
David H. Yamasaki, Court Executive Officer, Superior Court of California, County of Santa Clara
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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,

ROCKETSHIP EDUCATION, ROCKETSHIP 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

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BURKE, WILLIAMS & SORENSEN, LLP
ATTORNEYS AT LAW
MOUNTAIN VIEW

Rocketship Public Schools

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 ROCKETSHIP EDUCATION and ROCKETSHIP EIGHT CHARTER SCHOOL (collectively, "ROCKETSHIP") 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 ROCKETSHIP 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 ROCKETSHIP 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 ROCKETSHIP 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 ROCKETSHIP'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 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. (RJN, Exh. A, No. SJUSD 02-22-13-00004-5; Exh. D, No. SJUSD 02-22-13-0088-89) In 2011,

BURKE, WILLIAMS & SORENSEN, LLP
ATTORNEYS AT LAW
MOUNTAIN VIEW

Rocketship Public Schools 979

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 ROCKETSHIP EIGHT Charter School, operated by ROCKETSHIP 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. 2112-3 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 ROCKETSHIP EDUCATION and ROCKETSHIP 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. <u>The SCCOE and County Board Cannot Grant Exemptions from Zoning Under Government Code §§ 53094 and 53097.3</u>.

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. <u>The SCCOE and County Board Are Not School Districts</u>.

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 statue (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 also*, 91 Ops. Cal. Atty. Gen. 40, fn. 1 (2008))[1]

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 Beach v. Los Angeles Unified School Dist.*, (2009) 176 Cal.App.4th 889, 918-920) Had the 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 (2002), citing *Dyna-Med, Inc. v. Fair Employment & Housing Com.*, (1987) 43 Cal.3d 1379, 1391, fn. 13 [doctrine of statutory construction, *expression unis est excluso alterius*, meaning that "the expression of certain things in a statue 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. <u>The District May Seek Declaratory Relief.</u>

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 ROCKETSHIP 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 ROCKETSHIP'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

Family Educational Rights and Privacy Act Protected Material

38 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.

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COUNTY OF CONTRA COSTA
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A. GRAHAM

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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

VERIFIED PETITION FOR WRIT OF MANDATE AND COMPLAINT

[Public-Redacts Materials from Conditionally Sealed Record]

PER LOCAL RULE 5 THIS CASE IS ASSIGNED TO DEPT 9

Petitioner and Plaintiff ROCKETSHIP EDUCATION ("Rocketship"), dba ROCKETSHIP FUTURO ACADEMY, a California public charter school, alleges as follows:

I. INTRODUCTION

1. Rocketship is a California nonprofit public benefit corporation operating California public charter schools. Rocketship operates Rocketship Futuro Academy ("School"), a public charter school authorized by the California State Board of Education after a denial of authorization by the Mt. Diablo Unified School District ("District"). Rocketship serves a student population that is almost entirely low-income, minority and English Learner students. Rocketship provides an invaluable educational service to the community in that its students rank in the top 10% in both math and English

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Language Arts among all elementary school districts serving a similar student population across the state.

2. Under Proposition 39 (Educ. Code § 47614 and Cal. Code Regs., title 5, § 11969.1 through 11969.10; hereinafter referred to as "Prop. 39"), the District has a mandatory duty to provide reasonably equivalent furnished and equipped school facilities to Rocketship. Specifically, Prop. 39 mandates that "each school district shall make available, to each charter school operating in the school district, facilities sufficient for the charter school to accommodate all of the charter school's in-district students." "The intent of the people … is that public school facilities should be shared fairly among all public school pupils, including those in charter schools." (Educ. Code § 47614, subd. (a).)

3. The amount of school space that must be allocated to a charter school by a school district under Prop. 39 is predicated upon the charter school's reasonable projection of in-District average daily attendance ("ADA") of students. Attendance is the presence of a student on days when school is in session. "[A]verage daily attendance" ("ADA") is calculated by dividing the total number of days a student actually attends school by the total number of days of school taught during the same period. Enrollment is substantially different and distinct from ADA. Enrollment is the number of students formally signed up to attend a school by their parents or guardians without regard to how frequently those students attend school. The state funds all public schools, including charter schools, based on their formally reported ADA, not on their enrollment. In other words, public schools are only paid for students they actually educate on any given day, not the number of students signed up to attend that school, that is, enrolled in the school.

4. Pursuant to Prop. 39 a charter school submits its projected in-District[1] ADA to a school district as a facet of a formal written request for school facilities. (Ed. Code § 47614, subd. (b)(2).) The State Board of Education adopted implementing regulations defining the process for application and allocation of school facilities under Prop. 39. Per the Prop. 39 regulations, a charter school's projected in-District ADA is to be based on the charter school's reasonable projections, which should

[1] "In-District" ADA is the ADA generated by students who are "entitled to attend the schools of the school district and could attend a school district-operated school." (Cal. Code Regs., title 5, § 11969.2(c).)

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be developed using the charter school's in-District ADA in the prior year and the number of families expressing meaningful interest in attending the charter school in the upcoming year. "The district shall allocate facilities to the charter school for that following year based upon this projection." (Educ. Code § 47614, subd. (b)(2).) A school district must review the charter school's projected ADA and the District may submit counter-projections of in-District ADA that it considers reasonable. Without such written counter-projection(s), "the charter school's projections are no longer subject to challenge, and the school district shall base its offer of facilities on [the charter school's] projections." (Cal. Code Regs., title 5, § 11969.9, subd. (d).)

5. Rocketship made a timely and complete request to the District for facilities ("Request") under Prop. 39 for the 2017-2018 school year. Exhibit 1 is a true and correct copy of Rocketship's Request; a portion of the Request is also attached as Exhibit 3 and has been filed under seal due to confidential information contained therein. In response, on December 1, 2016, the District objected to Rocketship's in-District ADA projections (for reasons not consistent with the law) and then stated counter-projections of enrollment, not ADA, thereby failing to meet the regulatory requirement to state counter-projections of ADA. Exhibit 2 is a true and correct copy of the District's response and objections. ("District's Response"). As a result, Rocketship's ADA projections are not subject to challenge. (Cal. Code Regs., title 5, § 11969.9(d).)

6. In Exhibit 2, District's Response, the District utilized a methodology which refused to acknowledge the reasonableness of Rocketship's ADA projections and used an unreasonable process in arriving at its own projections. That process reduced Rocketship's projections by almost 200 students, thereby denying current and future Rocketship in-District students access to the District facilities to which they are entitled under the law. The District's actions are clearly punitive, arbitrary and capricious, and in derogation of applicable legal standards. Therefore, the District is now obligated, as a matter of law, to accept Rocketship's projections.

7. Furthermore, as part of the Prop. 39 process, the District harassed and intimidated families who expressed meaningful interest in having their child(ren) attend Rocketship, with the goal of motivating these families to refrain from attending Rocketship. This ongoing harassment is unlawful and must be stopped.

8. The District has and is harming some of the most at-risk students in Contra Costa County by intentionally failing to comply with its ministerial duty to accept Rocketship's reasonably projected in-District ADA and thereafter allocate to Rocketship a reasonably equivalent, contiguous, and furnished and equipped school facility to accommodate its entire projected in-District ADA of 367.65, as required by law. Without the District's full compliance with the law, Rocketship will not be able to serve a substantial number of at risk youth that would have enrolled in its school for this fall term.

9. To remedy this immediate and grievous harm, Rocketship brings this action to compel District to comply with its mandatory ministerial duty to allocate reasonably equivalent, contiguous, and furnished and equipped facilities to Rocketship to accommodate its entire projected in-District ADA of 367.65 for the 2017-2018 school year, because the District failed to properly state its own counter-projections of ADA (rendering Rocketship's projections "no longer subject to challenge" and mandating the District to "base its offer of facilities on" Rocketship's projections). Also, Rocketship's in-District ADA projections were and are reasonable, as demonstrated by the significant supporting documentation provided by Rocketship. The District's rejection of the same was therefore arbitrary and capricious and not supported by any evidence. In addition, Rocketship brings this action seeking the Court to declare that its in-District ADA projections are reasonable and not subject to reduction by the District, and to enjoin the District from taking any actions to allocate space to Rocketship based on an in-District ADA of less than 367.65. Rocketship further seeks injunctive relief ordering the District to cease and desist from contacting current or prospective Rocketship parents regarding verifying meaningful interest, or to harass or threaten them regarding their interest in enrolling their child(ren) at Rocketship.

II. PARTIES

10. Plaintiff Rocketship is an active California nonprofit public benefit corporation, entity number C2853527 incorporated in February 2006. Rocketship operates the California public charter school known as Rocketship Futuro which has been authorized as a charter school by the California State Board of Education and operates within the geographic boundaries of the District.

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11. Defendant District is a school district located in Contra Costa County, California. The District is, and at all times mentioned herein was, a public entity duly existing under the laws of the State of California, operating as a public school district providing educational services in the County of Contra Costa, California.

12. Rocketship is ignorant of the true names and capacities of defendants sued herein as Does 1-10, inclusive, and therefore sues these defendants by these fictitious names. Rocketship will amend this Complaint to allege their true names and capacities when ascertained. Rocketship is informed and believes, and thereon alleges, that each of the fictitiously named defendants is responsible in some manner for the occurrences herein alleged, and that its injuries, as herein alleged were proximately caused by the wrongful conduct of these fictitiously named defendants.

III. FACTUAL ALLEGATIONS

A. Overview of Proposition 39

13. Charter schools are part of California's public school system and students who attend charter schools are public school students. (*Wilson v. State Board of Education* (1999) 75 Cal.App.4th 1125.)

14. Prop. 39 is a statutory initiative approved by the voters of California. In November of 2000, the people of this State passed Prop. 39, which requires school districts to share public school facilities with charter schools operating within the school district. School districts are required to provide public school "facilities sufficient to accommodate all of the charter school's in-District students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending the other public schools of the district. Facilities provided shall be contiguous, furnished, and equipped and shall remain the property of the school district." (Ed. Code § 47614.) The process for allocating facilities under Prop. 39 is an annual one.

15. Prop. 39's requirements and obligations are based upon the legal principal that school districts hold public school facilities in trust for all public school children in the State of California. These school facilities are largely built and paid for with bond monies and property taxes, which are in turn funded by the residents of the school district. Every student in the school district's boundaries is therefore entitled to benefit from and share in those facilities. When a student elects to attend a

public charter school, that student's share of the facilities held in trust by the District is mandated to be allocated to the charter school.

16. In order for a charter school to be eligible to receive Prop. 39 facilities, it must make an annual request for facilities no later than November 1 in the year preceding the year in which facilities are to be allocated. Educ. Code § 47614, subd. (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.)

17. The written facilities request must include: (1) reasonable projections of ADA[2] generated by "in-District" students (defined by Cal. Code Regs., tit. 5, § 11969.2, subd. (c) "as students who are entitled to attend the schools of the school district and could attend a school district-operated school," and out-of-district ADA; (2) a description of the methodology for the ADA projections; (3) if relevant, documentation of the number of in-District students meaningfully interested in attending the charter school; (4) the charter school's instructional calendar; (5) information regarding the general geographic area in which the charter school wishes to locate; and (6) information on the charter school's educational program that is relevant to assignment of facilities. (Cal. Code Regs., tit. 5, §§ 11969.9, subds. (b) and (c).)

18. When a charter school projects a substantial increase in its in-District ADA from the prior year, its Prop. 39 request must include "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." (Cal. Code Regs., tit. 5, § 11969.9, subd. (c)(1)(C).) Neither Prop. 39, nor the Implementing Regulations, define the types of documents that must be submitted with the Prop. 39 request to

[2] School districts are only obligated under Prop. 39 to allocate reasonably equivalent school facilities to accommodate the number of units of ADA representing students who would otherwise be eligible to attend the school district's schools.

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support a charter school's ADA projections.

19. 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 v. Aurora,* (2003) 112 Cal.App.4th 185, 195-96; Ed. Code § 47614, subd. (b)(2).)

20. The California Court of Appeals, in *California School Bds. Assn. v. State Bd. of Education*, noted in confirming that a request for an existing charter school that projects a substantial increase in enrollment:

> "...must provide '*some explanation*' and 'a showing' of the charter school's projected ADA because the facilities request must still explain the charter school's methodology, break down its projections into grade level and district school that would otherwise be attended, and the district can access the charter school's prior year documentation to evaluate the request. If the charter school overestimates its projected ADA, the district will be entitled to reimbursement for over allocated space. (Ed. Code § 47614, subd. (b)(2).) ... Considered together, the provisions of Regulations, section 11969.9 require a charter school to provide a school district with *some explanation*, based on a documentary showing, of its ADA projections. Although the School District Associations argue more information is necessary, we see no reason to believe, on this facial challenge to the regulation, that the information required by section 11969.9 will be insufficient to allow a school district to carry out its duties to evaluate the facilities request and provide reasonably equivalent facilities."
>
> (*California School Bds. Assn. v. State Bd. of Education* (2010) 191 Cal.App.4th 530, 564-65; emphasis added.)

21. In addition, the Final Statement of Reasons approved by the State Board of Education ("SBE") and released with the new Proposition 39 regulations stated that "documentation of the number of in-District students meaningfully interested in attending the charter school is sufficient to determine the reasonableness of the projection though the documentation *need not be verifiable for precise arithmetical accuracy*," and provides additional clarity on the matter of what types of documentation are considered sufficient:

> "Submission to the district of the names and addresses of meaningfully interested students and parents would be limited to new charter schools (that have no historical information on enrollment and attendance) and continuing schools to the extent of anticipated [*substantial*] increases in enrollment. **Required information would be limited to names and**

> **addresses,** consistent with the statement of legislative intent in *EC* Section 49073.5 to "minimize" the release of telephone numbers "in the absence of express parental consent." Names and addresses should be sufficient foundational information for school districts to determine the reasonableness of ADA projections." (Final Statement of Reasons at p. 6; emphasis added.)

22. Upon receipt of a written facilities request from a charter school, 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**."
>
> (Cal. Code Regs., tit. 5, § 11969.9, subd. (d); emphasis added.)

23. If, by December 1, a school district expresses proper written objections and counter-projections of ADA, the charter school then "shall respond to any objections expressed by the school district and to the district's projections.... The charter school shall reaffirm or modify its previous projections as necessary to respond to the information received from the district pursuant to subdivision (d)." (Cal. Code Regs., tit. 5, § 11969.9, subd. (e).)

24. By no later than the following February 1, the school district must prepare and provide to the charter school a preliminary proposal regarding the reasonably equivalent, contiguous, and furnished and equipped facilities space to be allocated to the charter school. At a minimum, the preliminary proposal shall include, among other things, the projections of in-District classroom ADA on which the proposal is based. (Cal. Code Regs., tit. 5, § 11969.9, subd. (f).) Subsequently, the charter school has the opportunity to review and comment on the preliminary proposal, as well as make counter-proposals to the school district no later than March 1. (Cal. Code Regs., tit. 5, § 11969.9, subd. (g).) Thereafter, the school district must provide a final offer of reasonably equivalent, contiguous, and furnished and equipped facilities to the charter school by April 1. This final offer notification must specifically identify, among other things: (1) the classroom, specialized classroom, and non-teaching station space offered for the charter school's use; (2) if shared space is offered, the specific sharing arrangements; (3) the in-District 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, a written explanation of the reasons for the differences. (Cal. Code Regs., tit. 5, § 11969.9, subd. (h).) The charter school then has thirty days from receipt of the final offer to notify the school district if it intends to occupy the space. (Cal. Code Regs., tit. 5, § 11969.9, subd. (i).)

25. Cal. Code Regs., tit. 5, § 11969.8 provides the remedy if a charter school has overestimated its projected in-District ADA: The District may collect a reimbursement for over-allocated space. This is the sole regulatory penalty for a charter school which has over-projected its in-District ADA.

B. Rocketship's Prop. 39 Request for 2017-2018 School Year

1. Rocketship's November 1, 2016 Request

26. On November 1, 2016, Rocketship timely submitted its Prop. 39 request ("Request") for the School to the District. (Exhibit 1.) Rocketship's Prop. 39 Request contained all the information required by the Implementing Regulations. In the Request, Rocketship stated it "has determined that a reasonable projection of the Charter School's in-District average daily classroom attendance for the 2016-17 school year is 367.65." Rocketship projected 367.65 units of ADA for the 2017-2018 school year for grades Transitional Kindergarten ("TK"), Kindergarten ("K"), First, Second and Third grades. Rocketship's Request included substantial supporting documentation of the number of in-District students meaningfully interested in attending Rocketship which was more than sufficient for the District to determine the reasonableness of its in-District ADA projections for the 2017-2018 school year. (Exhibit 1.)

27. The documentation supporting Rocketship's projected ADA for the 2017-2018 year was in three different forms. First, Rocketship submitted Intent to Re/Enroll forms from (a) 80 current Rocketship students as well as (b) 247 new "meaningfully interested" students. (Exhibit 3 to this Petition contains true and correct copies of the Intent to Re/Enroll forms submitted with Rocketship's Request.) These Intent to Re/Enroll forms include the name of the students, their grade level in 2017-2018, whether they were a District resident, their District school of residence, whether they were a current Rocketship student, 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."

28. Second, 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. (Exhibit 1.)

29. Third, Rocketship attached ADA reports for the school to demonstrate that its attendance rate (the percentage of students who attended school on any given day), which it used to make its ADA projections, was reasonable.

30. To document meaningful interest of students who wish to enroll in a charter school for purposes of a Prop. 39 request, a charter school is only legally required to submit names and addresses of students, which Rocketship did. (*see* ¶ 18, *supra*, State Board Final Statement of Reasons, "Required information would be limited to names and addresses....")

31. As required by Cal. Code Regs., tit. 5, § 11969.9, subd. (c)(1)(B), in the Exhibit 1 Request, at pages 7-9, Rocketship described the methodology it used to develop its ADA projections in its Request. Specifically, Rocketship explained in detail that it calculated its ADA projections, first by using the cohort survival method, in which the enrollment in each grade level is rolled forward one grade and the incoming Kindergarten class remains the same size as the outgoing Kindergarten class. The District also uses this methodology to make its enrollment projections, and as a result, Rocketship was confident this method is reliable and reasonable. Rocketship then looked at the number of Intent to Re/Enroll forms it had received from potential new in-District students in grades TK-3, and added that number of students to its current in-District enrollment at each grade level to arrive at its projections of total in-District classroom[3] ADA for the 2017-2018 school year. Rocketship's ADA projections therefore reflected the exact number of students who had expressed meaningful interest in enrolling in the School at the time it submitted the Prop. 39 Request.

2. <u>Rocketship's Cease and Desist Letter</u>

32. After receiving complaints from Rocketship parents and prospective Rocketship parents that the District was calling them and asserting that signing an Intent to Re/Enroll form and validating their signature to the District meant that their child(ren) were forfeiting their right to attend a District

[3] Because Rocketship's program is entirely classroom-based, it did not

school in 2017-2018, Rocketship sent a letter to the District on November 15, 2016 demanding that the District cease and desist from further contacting parents and intimidating or scaring them by misrepresenting the impact of the Intent to Re/Enroll forms. (A true and correct copy of this letter is attached hereto as Exhibit 4.) In Exhibit 4, Rocketship reminded the District it is prohibited from requiring any student enrolled in the District to attend a charter school (Educ. Code § 47605, subd. (f)) and that it would be illegal under Education Code Section 49068 and Cal. Admin. Code, title 5, § 438 to disenroll a student without a parent's express permission.

3. The District's December 1, 2016 Objection Letter

33. The District responded to Rocketship's Request for facilities and objected to Rocketship's ADA projections by letter dated December 1, 2016 from District's Superintendent Nellie Meyer (Exhibit 2, District's Response). In the District's Response, the District counter-projected Rocketship School's enrollment as "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 total number of "students" as calculated by District is a measure of enrollment, not ADA. The number of students is not a calculation, nor a projection, of ADA of any type. The quoted portion of the District's Response contains the only counter-projections the District provided by December 1, 2016. The District's Response did not make any counter-projections of in-District ADA, as required by the regulations. As a result, in accordance with Cal. Admin. Code, title 5, § 11969.9(d), Rocketship's in-District ADA projections "are no longer subject to challenge and the school district shall base its offer of facilities on" Rocketship's November 1, 2016 Request projections.

34. The District's Response claims that Rocketship's ADA projections were not reasonable because, "[m]any of the forms were illegible"; "[m]any of the forms contained telephone numbers that did not work, that were disconnected, or were the wrong number"; "[m]any of the forms lacked required information, such as the District school of attendance"; "[s]ome forms listed incorrect information about parents and/or students; [a] number of forms were submitted for students who resided outside the boundaries of the District, and who are therefore ineligible to receive facilities under Proposition 39"; "[t]he "Charter School's request failed to comply with Cal. Code Regs., title 5,

§ 11969.9(c)(2) by failing to identify the school in the school district that the student would otherwise attend for all students forming the basis of its ADA projections." The District's Response did not identify which students or forms fell into these categories, what forms lacked which information, which forms contained incorrect information, or which students or forms it felt was reasonable to ignore as a result of its objections.

35. The District's Response also included the script it allegedly used when it called parents:

> "Did you sign a form stating that you are meaningfully interested and intend to enroll your child in the Rocketship Education Mt. Diablo Charter School for the 2017-2018 school year?
>
> • Yes No (If "Yes," continue. If "No," do not continue.)
>
> • Do you have one or more children scheduled to enter grades Transitional Kindergarten through Five in the 2017-2018 school Year? • Yes No (If "Yes," continue to the next question. If "No," do not continue.)
>
> • We would like to verify the following information for your children scheduled to enter school in the 2017-2018 school year: • For each child, what is his/her birthday?
>
> • For each child, what is his/her school attendance area [or, for non-District students, school district of attendance?]
>
> • For each child, what school and grade level are they currently enrolled in (if any)?
>
> • Are you still meaningfully interested in enrolling your child in the Rocketship Charter School for the 2017-2018 school year?"

a. The District Failed to State Any Counter-Projections of ADA, Thereby Rendering Rocketship's ADA Projections No Longer Subject to Challenge.

36. Cal. Code Regs., title 5, § 11969.9(d) states that, after it receives a charter school's Prop. 39 request, the 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**

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school's projections are no longer subject to challenge, and the school district shall base its offer of facilities on those projections."

(Emphasis added.)

37. In District's Response, the District failed to include any counter-projections of ADA, including in-District Classroom ADA. Therefore, Rocketship's in-District ADA projections are no longer subject to challenge and the District must allocate facilities to Rocketship to accommodate the in-District ADA projection of 365.67 as stated in its Request, Exhibit 1.

38. More specifically, the District's Response stated that the District's counter-projections were: "a total of 135 in-District students, consisting of the 80 current students submitting Intent-To-Enroll Forms, and the 55 for which verification of meaningful interest was obtained." The Regulations establish that the District shall include counter-projections of ADA, not enrollment projections. Enrollment is simply not specified as a relevant measurement for purposes of Prop. 39. The subsections within Cal. Code Regs., title 5, § 11969.9 which refer to the required elements of the District's Preliminary Proposal and Final Offer solely mention the District's projections of *in-District classroom ADA*. The District's failure to include any projection of the in-District classroom ADA by December 1, leaves Rocketship's in-District classroom ADA projection of 367.65 no longer subject to challenge. The District therefore has a ministerial duty to allocate reasonably equivalent, contiguous, and furnished and equipped facilities to Rocketship to accommodate 367.65 in-District ADA for the 2017-2018 school year.

b. The District Scared, Threatened, or Harassed Parents When it Called Them to "Verify" Meaningful Interest

39. As set forth in the cease and desist letter to the District dated November 15, 2016, Rocketship was informed by parents that the District's calls to "verify" their meaningful interest did not follow the precise script the District claimed to use, and the District made misrepresentations during these calls. In addition, when Rocketship called parents/guardians who signed Intent to Re/Enroll forms to cross-reference the District's verification data, a number of parent/guardians told Rocketship that during the District's call, the District indicated that their child could not return to the District if the child enrolled in Rocketship. Further, at least one parent/guardian said that she was extremely interested in enrolling her child in Rocketship in 2017-2018 but changed her mind because

the District frightened her and told her that she needed to decide on the spot, and if she enrolled her child at Rocketship her child would lose his/her place at the District school and would not be allowed to return. Attached as Exhibits 7 and 8 are declarations from Rocketship employees who spoke to parents subsequent to the District's verification calls, and who were told of the District's harassment, threats, and misrepresentations.

40. Moreover, as evidenced by the script above, none of the questions asked by the District were directed towards establishing the one piece of information that is arguably allowable under Prop. 39: verifying whether, ***at the time the parent signed*** the Intent to Re/Enroll form, they were meaningfully interested in enrolling their child in Rocketship. Instead, the District's script essentially challenged all the information provided by parents on the form, by forcing them to repeat and justify their meaningful interest, even though they had completed and signed the form. Further, the District asked if the parents were "still" meaningfully interested in attending Rocketship at the end of the call – a question that reveals the District's true intent to hopefully dissuade parents from seeking to enroll in the charter schools. Further, there is no basis in law for the District to disregard any parent's signature if they change their mind after signing the forms; the reasonableness of Rocketship's projections of ADA are measured at the time they were made (November 1), not two months later; the District cannot disregard signatures of parents who change their mind after the request is submitted.

41. The District provided to Rocketship notes, contained within Exhibit 5, in response to Rocketship's Public Records Act request, claiming this document was the only record maintained by the District related to its "verification" calls to parents. The parent names on the District's script notes from their claimed telephone calls to parents are often different from the parent names on the Intent to Re/Enroll forms, suggesting the District either did not verify they were actually speaking to a child's parent or guardian, or were talking to a different parent or person than the individual who signed the Intent to Re/Enroll form. Rocketship has also determined many of the students' grades listed in the District's script notes significantly vary from the grades listed in Rocketship's records for the same students, suggesting that the parent/guardian and/or the District may have been talking about different students during their call. These incongruences undermine the validity of the District's "verification" efforts.

42. The District's purpose in asking these questions of meaningfully interested families, and in telling parents they need to withdraw their meaningful interest, or they would lose their spot in their District school, was not to verify meaningful interest. Rather, the District's purpose was to harass, threaten and intimidate the families who expressed support for Rocketship, so as to reduce the number of students who enroll in Rocketship and so keep the funding associated with these students for itself. The District's purpose was also to reduce the amount of facilities it would be obligated to provide to Rocketship under Prop. 39.

c. The District Unreasonably Refused to Count Any Intent to Enroll Forms for Parents it Could Not Reach by Phone, Even Though It Had A Signed Statement by That Parent Confirming their Meaningful Interest in Enrolling their Child in Rocketship.

43. In its December 1, 2016 District's Response, the District refused to count all those Intent to Re/Enroll form students where the District claims it could not reach the parent by telephone, because the parent did not return their call, or because the telephone 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 allegedly 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 approximately 80 forms submitted by existing families, and the approximately 55 forms for students where the District claimed the parent confirmed their meaningful interest on the phone. The District's action to disregard those Intent to Re/Enroll forms indicating meaningful interest is entirely unsupported by California law, and contrary to the Prop. 39 implementing regulations procedure that relies upon a paper verification process only.

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d. The District's Efforts to "Verify" the Meaningful Interest of Parents are Invalid and Contrary to California Law.

44. As evidenced by the District's script, *supra,* for those parents District reached by telephone, the District never asked parents whether, at the time of signing the Intent to Re/Enroll forms, they were meaningfully interested in having their child attend Rocketship. Instead, the District asked if, at the time of the phone call, the parent was still meaningfully interested in having their child attend Rocketship. This belated process is not the intent of the review process provided for in Prop. 39 nor is it consistent with California law.

45. Prop. 39's process for a charter school requesting facilities from a school district, which includes projecting a school's ADA, works like many other forms of petition in that it seeks to predict the public's interest in the school **at the time the information is submitted,** not some later date. Typically, in California, petitions for government action are deemed complete once they are submitted and a person's name cannot be removed from the petition at a later date. For example, when the Registrar of Voters is required to verify signatures on an initiative or petition, he or she compares the signatures on the initiative or petition with the signatures on an individual's voter registration card. (Elec. Code §§ 9030 and 9031.) Further, California Elections Code § 9602 allows a voter to withdraw his signature from an initiative or referendum only up to the date the petition is filed. California Elections Code § 11303 allows a voter to withdraw his signature from a recall petition only prior to the date the petition is filed. Food and Agriculture Code § 8453, Government Code § 58033, and Water Code § 20724 all allow signatures for formation of citrus pest districts, election district formations, and irrigation district formations, respectively, to be withdrawn by written request only before a petition has been submitted. "The right of withdrawal [is restricted] to the period before the filing of the petition with the officer or body authorized to receive it." (*Uhl v. Collins* (1932) 217 Cal. 1, 3.) Articulating the policy behind such a rule, the court explained, "[i]n order to accomplish anything, the proponents of a measure must be able to rely upon signatures obtained, and if continually forced to seek new ones to take the place of withdrawals, may never be able to prepare a proper petition within the limited period which usually exists. To permit withdrawals after the petition is completed and filed, and the work of securing signatures abandoned, seems to us to make the system wholly unworkable." (*Id.* at 4.)

46. Concurring with *Uhl* thirty years after it was published, in *Strauss v. Board of Supervisors of the County of Los Angeles* the Court affirmed two of the reasons behind the well-settled law: first, that the statutory and constitutional provisions authorizing the filing of petitions do not have counterpart provisions authorizing withdrawals; and second, that the initiative system would be rendered unworkable if it permitted withdrawals after a petition was completed, filed, and the work of securing signatures abandoned. (*Strauss v. Bd. of Supervisors of the Co. of Los Angeles* (1960) 181 Cal.App.2d 133, 136.) The absence of specific withdrawal language, the court reasoned, means that the legislature did not intend to allow for withdrawal of signatures after a petition was filed. (*Id.* at 137.) The court also commented briefly on the issue of conferring and revoking jurisdiction, citing to another opinion that held, "'signers of a petition of this general character may not, after filing, withdraw their names and thereby defeat the jurisdiction of the body with which the petition was filed.'" (*Id.*)

47. The same analysis applies here. The District did not ask parents if, at the time they signed the Intent to Re/Enroll form, they were meaningfully interested in enrolling their child in the School (which would be the logical standard for verifying if Rocketship's Nov. 1 projections were reasonable), thereby verifying the validity of the signatures. Instead, according to the District's December 1, 2016 letter, the District asked "are you **still** meaningfully interested in enrolling your child in the Rocketship Charter School for the 2017-2018 school year?" As in *Strauss*, this renders the work of securing signatures to support a Prop. 39 request unworkable because the School's request for facilities has already been completed and filed, with the work of securing Intent to Re/Enroll forms abandoned – and the District has stated it will not let Rocketship provide any further supporting documentation or verification (though Rocketship contests the legality of this position). The District's verification process was therefore invalid.

e. The District Incorrectly Stated that Rocketship Overprojected its in-District ADA for 2016-2017.

48. The District's Response wrongly claims that Rocketship's projected "ADA for 2016-2017 fell well short of its projection of 330.40 ADA" for 2016-2017 thereby "proving the unreliability of the Intent-to-Enroll Forms for that request year as well." Further, it does not constitute

a lawful basis for objecting to or denying Rocketship's projected ADA.

49. The previous year's ADA projections figures are irrelevant because the discrepancy between Rocketship's 2016-2017 enrollment and Rocketship's 2016-2017 ADA projections was the result of the fact that that the District and Rocketship entered into an "in-lieu agreement"[4] for 2016-2017 facilities in June, 2016 to accommodate only 150 in-District ADA, thereby artificially limiting the number of students who could attend Rocketship. It does not mean that the previous year's ADA projections were not reasonable when they were submitted (in November of the prior year, 2015) because the School subsequently chose to restrict the number of students it would enroll from the original number it planned to enroll, and therefore it does not provide a basis for the District rejecting the ADA projections at issue for 2017-2018.

50. To the contrary, despite the District's relentless efforts to dissuade parents from enrolling their children in Rocketship in 2016-2017, Rocketship collected 289 Intent to Enroll forms. Many of those parents who did not subsequently enroll told Rocketship that they were harassed and mislead by the District and therefore did not attend Rocketship in 2016-2017. Other families did not attend Rocketship Futuro Academy once Rocketship and the District entered into the in-lieu facilities agreement, due to the agreed upon school location being geographically too far away for those families. As a result, it was unreasonable and improper for the District to claim that the difference between Rocketship's 2016-2017 actual ADA and Rocketship's 2016-2017 ADA projections was due to the unreliability of the Intent-to-Enroll forms, and use that to claim Rocketship's projections are unreasonable in an effort to justify its counter-projection of a lower enrollment.

4. <u>Rocketship's January 2, 2016 Response Letter and Further Communications with Parents</u>.

51. As provided for in Cal. Code Regs., title 5, § 11969.9(e), Rocketship sent the District a comprehensive response to all of the objections outlined in the District's Response and projections on January 2, 2017. This letter meticulously identified each objection expressed by the District and

[4] Pursuant to Cal. Code Regs., title 5, § 11969.1 school district and charter schools can enter into agreements outside the strict requirements of Prop. 39 by mutual agreement; in 2016-17 Rocketship and the District agreed to enter into an in-lieu agreement for fewer classrooms as Rocketship did not wish to be placed on two district sites during its first year of operation.

refuted it, or explained why it was without merit. A true and correct copy of the January 2, 2017 Rocketship Response letter is attached hereto as Exhibit 6.

52. In addition to noting the lack of reasonableness in the District's objections in District's Response, as well as documenting the District's illegal behavior, Rocketship's January 2 letter identified other reasons the District's objections to Rocketship's ADA projections were without foundation, and the District's own projections of enrollment were themselves unreasonable.

53. Rocketship noted that the District's Response assumes that in 2017-2018 Rocketship will only enroll less than half the number of Transitional Kindergarten ("TK") and Kindergarten students than it enrolled in 2016-2017, even though 2017-2018 will be the first year Rocketship offers TK and even though Rocketship received a very large number of applications for Kindergarten in 2016-2017, and many of its applications for 2017-2018 are also for Kindergarten.

54. Rocketship pointed out that the District's objection that many of the forms "lacked required information, such as the District school of attendance" was without foundation, as Prop. 39 only requires a charter school to provide the names and addresses of meaningfully interested students, which address can then be used to determine a student's District school of residence as well as the student's grade level.

55. Rocketship noted that its own projections were reasonable and supported by supporting documentation because they were based on the number of students currently enrolled at the school, plus the number of Intent to Re/Enroll forms it had received for each grade level as of the date of the Request. Rocketship noted that the District's assumption that only those current Rocketship students who submitted Intent Re/Enroll forms will return to the school (as opposed to all current students) was unreasonable and inconsistent with both Prop. 39 and the District's own practices. More specifically, this is inconsistent with Prop. 39, which provides that, at a minimum, a charter school can assume that its then-current ADA will return for the subsequent year. (See Cal. Code Regs., title 5, § 11969.9(c)(1)(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...") In addition, when the District makes its own enrollment projections for its own programs and schools, it assumes that all current students will

return for the next school year, even though its own enrollment has been steadily dropping for the last thirteen years. (See Exhibit 6, produced as part of the January 2 RSED response).

56. Rocketship emphasized that its Intent to Re/Enroll forms were far more reliable than the District's efforts to "verify" parent meaningful interest (by harassing and threatening parents and throwing out the form of any parent who they could not reach by phone), because the Intent to Re/Enroll forms specifically state, in writing, that a parent is meaningfully interested in enrolling their child in Rocketship, and have been signed by the parent (in addition to including the name, addresses, phone number, grade level in 2017-2018, date of birth and District school of residence).

57. Rocketship's January 2 letter also carefully re-reviewed the supporting documentation submitted with its Request and determined that of the 335 in-District Intent to Re/Enroll forms submitted with the Request, approximately 36 of the forms represented age-ineligible students and 12 more forms for TK-3rd grade students did not include a parent/guardian name (though this information is not actually required, given that the only required information is the names and addresses of meaningfully interested students). After this comprehensive review of the supporting documentation, Rocketship determined that it provided the District with 288 legible and fully completed Intent to Re/Enroll for grade-eligible in-District students with its Request. In addition, Rocketship attached information on an additional approximate 25 enrollment applications that it had received from new in-District students for the 2017-2018 school year (who did not also submit Intent to Re/Enroll forms). As a result, in an effort to be reasonable Rocketship modified its in-District ADA projections to 285 in-District ADA.

FIRST CAUSE OF ACTION

(Writ of Mandate pursuant to Code of Civil Procedure §1085)

58. Rocketship incorporates by reference and thereby re-alleges here each and every allegation set forth in the preceding paragraphs 1- 57.

59. A traditional writ of mandate under Cal. Code Civ. Proc. § 1085 is the method of compelling the performance of a legal, ministerial duty. (*Pomona Police Officers' Assn. v. City of Pomona*, 58 Cal.App.4th 578,583-584 (1997).) Traditional mandate is used to review adjudicatory actions or decisions when the agency is not required to hold an evidentiary hearing or when the duty

is ministerial. (*Excelsior College v. Board of Registered Nursing* (2006) 136 Cal. App. 4th 1218, 1237.) A court may issue a writ whenever the agency's action is either arbitrary or "in derogation of the applicable legal standards." (*Id.* at 1238.) Further, a court may issue a writ of mandate if an administrative agency has exceeded its authority in the exercise of its quasi-legislative powers. (*Clean Air Constituency v. California State Air Resources Board*, (1974) 11 Cal.3d 801, 809.) In reviewing an agency's quasi-legislative action, the court must determine whether the agency "acted within the scope of its delegated authority, whether it employed fair procedures, and whether its action is arbitrary, capricious, or lacking in evidentiary support." (*Saleeby v. State Bar of California*, (1985) 39 Cal.3d 547, 561.). A petition for traditional mandamus is also appropriate in all actions "to compel the performance of an act which the law specially enjoins as a duty resulting from an office, trust, or station...." (Cal. Civ. Pro. § 1085.)

60. Applicable law provides that the District holds its facilities in trust for the public, and must administer those facilities as required by law for the benefit of all California public school children. Rocketship submitted a complete and legally compliant Prop. 39 request to the District by the regulatory deadline. (Exhibit 1.) As alleged in detail *supra,* the District then failed to provide Rocketship with counter-projections of in-District ADA, if it had any, by December 1, 2016, as required by Cal. Code Regs., title 5, § 11969.9, subd. (d). Having not stated its own projections by the deadline, Rocketship's projections "are no longer subject to challenge, and the school district shall base its offer of facilities on those projections." (*Id.*) Furthermore, Rocketship made reasonable projections of in-District ADA in its Request, Exhibit 1, and the District failed to timely establish those projections are not reasonable. The District's wholesale rejection of projected students solely due to its inability to reach parents by telephone is both unreasonable and impermissible under applicable law. The District's counter-projections of student enrollment are not reasonable. The District's rejection of Rocketship's projected ADA was therefore arbitrary and capricious, in derogation of the applicable legal standards, and not supported by substantial evidence. The District therefore had and has a mandatory, nondiscretionary, ministerial duty, pursuant to the Education Code, including but not limited to, Section 47614, and the California Code of Regulations, including Cal. Code Regs., title 5, §§ 11969.3 and 11969.9, to accept Rocketship's projected in-District ADA of 367.65 and to base its upcoming offer of facilities solely on that projection of ADA.

61. Further, Rocketship, in Exhibit 6, its January 2, 2017 response to District's Response, having revaluated its projections and identified approximately 36 of the forms represented age-ineligible students and 12 more forms for TK-3rd grade students did not include a parent/guardian name, reduced its projections to 285 in-District ADA.

62. At all relevant times, District has stated it refuses to allocate school facilities to Rocketship for the 2017-2018 school year to accommodate Rocketship's entire projected in-District ADA as required under applicable law, either for the original 367.65 or the modified 285 in-District ADA. District, in Exhibit 5, has affirmatively stated it will only provide facilities for "a total of 135 in-District students" rather than the 367.65 in-District ADA as projected by Rocketship in its Request, Exhibit 1. At all times relevant herein, District has been able to perform the duty described above and is able to so perform. Notwithstanding such ability and despite petitioner's demand for performance of the duty, District continues to fail and refuse to perform such duty. Absent being ordered to comply with its duty to provide Rocketship with facilities in accordance with its ADA projections, District will continue to fail and refuse to offer to provide the required facilities in its preliminary offer do not later than February 1, 2017 and subsequently in its final notification of the space offered due on or before April 1, 2017.

63. Rocketship is beneficially interested in issuance of the writ and has standing to sue in that Rocketship operates and has operated the School that is being and will be denied reasonably equivalent facilities sufficient to serve the projected ADA.

64. Rocketship has performed any and all conditions precedent to filing this action, including the Request, Exhibit 1, pursuant to Cal. Code Regs., title 5, § 11969.9(c), making its annual request of "reasonably equivalent school facilities" to the District for the 2017-2018 school year and the January 2, 2017 letter from Rocketship to the District, Exhibit 6, responding to the District's December 1, 2016 objection. Rocketship lacks a plain, speedy and adequate remedy at law

65. Without relief from this Court, District will continue forward to deny Rocketship facilities for its projected in-District ADA and instead will prepare an initial offer of facilities by February 1, 2017 and a final offer of facilities by April 1, 2017 based upon its erroneous and non-compliant December 1, 2016 enrollment projection. Rocketship is being, and will continue to be,

harmed by the District's failure to perform its legal duties as Rocketship's community, teachers, students, and parents will suffer harm in that they each will be denied the public school facilities to which they are legally entitled. In addition, Rocketship seeks immediate relief from this Court because it will be irreparably harmed without direction as to how many units of ADA (and thus, number of students) the facility it is allocated by the District must accommodate. This is because the school will be completing its enrollment process and holding its lottery for enrollment soon and must know how many students it will be able to accept and how many it will be required to turn away. If Rocketship has to wait until April to find out how many students its facilities will accommodate, based on the District's final offer, it will have to accept a smaller number of students initially so that it is not forced to disenroll students at a later date. Once students have been denied enrollment, or placed on a waitlist, they will enroll elsewhere and it becomes extremely difficult to recruit those students back to the school. In addition, Rocketship must know how many teachers to hire (a process that starts in February and March), and the longer it waits, the smaller the pool of available, qualified candidates.

66. In accordance with the Cal. Code Regs., title 5, § 11969.9(d) and Education Code section 47614, District would be legally required to base its offer of facilities, both 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 Response made and presented a "modified total projected in-District classroom ADA of 285." This modification and reduction is reaffirmed in a binding manner by Rocketship. Therefore, Rocketship hereby requests that the court issue a peremptory writ in the first instance commanding District to base its preliminary offer and final notification of space offered of reasonably equivalent facilities pursuant to Prop. 39 on Rocketship's reduced projected in-District ADA of 285 and grant such other and further relief and order as the Court may direct.

SECOND CAUSE OF ACTION

(Declaratory Relief Pursuant to Code of Civil Procedure § 1060)

67. Plaintiff realleges and incorporates every allegation contained in paragraphs 1 through 66 above as though set forth in full.

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SACRAMENTO, CA 95825

68. An actual controversy has arisen and now exists between Rocketship and the District. Rocketship contends the District failed to state any counter-projections of in-District ADA in its December 1, 2016 letter and therefore Rocketship's projections of in-District ADA are no longer subject to challenge, and the District must base its offer(s) of facilities on those projections, pursuant to Cal. Code Regs., title 5, § 11969.9, subd. (d). In addition, Rocketship contends that the District's objections to Rocketship's projections of in-District ADA are unreasonable, insufficient, arbitrary and capricious, and violate California law, and therefore may not be used as the basis to reduce Rocketship's in-District ADA projections. The District, on the other hand, disputes these contentions and absent judicial action, will deny Rocketship the facilities to which it is legally entitled for the School and its students. Also, Rocketship revaluated and on its own reduced its in-District ADA projection to 285 in its January 2 response to District's Response, Exhibit 6, and contends District is required to provide facilities to house this 285 in-District ADA in its offers to Rocketship. However, District contends it need only provide facilities for 135 students, without regard to in-District ADA.

69. The District acted in an inappropriate, arbitrary and capricious manner and Rocketship is informed and believes, with the intended purpose of harming Rocketship by contacting parents and asking them questions that were improper and outside the legitimate scope of the District's stated purpose to "verify" that, at the time the parent signed an Intent to Re/Enroll form, they were meaningfully interested in enrolling their child at Rocketship, and in a number of causes made parents feel intimidated or threatened such that they stated they were not meaningfully interested even though they were. The District's efforts also violated California law by disregarding and discounting out statements of meaningful interest from parents even though Rocketship had already submitted its Request and, according to the District, was not allowed to submit further documentation supporting its Request.

70. In addition, Rocketship alleges on information and belief that the District made these contacts and statement and asked these questions for the purpose of frightening and intimidating parents from confirming their interest in having their child(ren) attend Rocketship and to thereby improperly create false reasons to reduce Rocketship's projected in-District ADA, and by extension, limit the facilities the District must provide to Rocketship. Rocketship is informed and believes that

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the misconduct of District has resulted in discouraging and stopping the enrollment of students in Rocketship, all to the harm of those students, and to Rocketship.

71. Petitioner/Plaintiff Rocketship has no adequate and speedy remedy at law to resolve the parties' disputes. As a result of the urgency and importance of the disputed issues and the limited timelines for offers mandated in Prop. 39, it is necessary and appropriate for the Court to resolve this dispute by issuing a judicial declaration determining the respective rights and obligations of Rocketship and the District.

72. Rocketship seeks a judicial determination of its legal rights and the District's legal duties, and a declaration stating that:

(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.

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(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; subsequent withdrawal of the form is not sufficient to disregard a statement of meaningful interest submitted with the Prop. 39 Request.

VI. PRAYER FOR RELIEF

WHEREFORE, Petitioner/Plaintiff Rocketship prays judgment against District as follows:

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' 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.

(c) 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.

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(d) 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).

4. For attorney's fees in accordance with Code of Civil Procedure 1021.5 or such other applicable provision of law;

5. For costs of suit herein; and

6. For such other and further relief as the court may deem proper.

Respectfully Submitted,

Dated: January 30, 2017

YOUNG, MINNEY & CORR, LLP

By: _____
WILLIAM J. TRINKLE
Attorneys for Plaintiff
ROCKETSHIP EDUCATION

VERIFICATION

I, Leah Cowdrey, am the Associate Counsel of Rocketship Education, and am authorized to make this verification on its behalf. I have read the foregoing **VERIFIED PETITION FOR WRIT OF MANDATE AND COMPLAINT** 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 27th day of January, 2017

Leah Cowdrey

Leah Cowdrey

CIRCUIT COURT SUMMONS NASHVILLE, TENNESSEE

STATE OF TENNESSEE
DAVIDSON COUNTY
20TH JUDICIAL DISTRICT

☐ First
☒ Alias
☐ Pluries

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

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

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
or	2505 21st Avenue South, Suite 400
PLAINTIFF'S ADDRESS	Address Nashville, TN 37212

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.

Copy

FILED
2016 APR 20 PM 12:21
RICHARD R. ROOKER, CLERK
D.C.

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 ACQUISTION, 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

Copy

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

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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

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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.

Copy

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.

Taylor C. Sutherland

COPY

SUM-100

SUMMONS
(CITACION JUDICIAL)

FOR COURT USE ONLY
(SOLO PARA USO DE LA CORTE)

ENDORSED

2014 FEB -4 A 3:00

David H. Yamasaki, Clerk of the Superior Court
County of Santa Clara, California
By: J. CAO-NGUYEN

NOTICE TO DEFENDANT: SANTA CLARA COUNTY BOARD OF EDUCATION; AND SANTA CLARA COUNTY OFFICE OF EDUCATION
(AVISO AL DEMANDADO):

ROCKETSHIP EDUCATION, REAL PARTY IN INTEREST

YOU ARE BEING SUED BY PLAINTIFF:
(LO ESTÁ DEMANDANDO EL DEMANDANTE): ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT; EVERGREEN SCHOOL DISTRICT; FRANKLIN-MCKINLEY SCHOOL DISTRICT; AND MOUNT PLEASANT ELEMENTARY SCHOOL DISTRICT

BY FAX

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.courtinfo.ca.gov/selfhelp*), 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 want 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.courtinfo.ca.gov/selfhelp*), 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.
¡AVISO! *Lo han demandado. Si no responde dentro de 30 días, la corte puede decidir en su contra sin escuchar su versión. Lea 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.sucorte.ca.gov*), en la biblioteca de leyes de su condado o en la corte que le quede más cerca. Si no puede pagar la cuota de presentación, pida al secretario de la corte que le dé un formulario de exención 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 inmediatamente. 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.sucorte.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 exentos por imponer un gravamen sobre cualquier recuperación de $10,000 ó 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 desechar el caso.*

The name and address of the court is:
(El nombre y dirección de la corte es):
Santa Clara Superior Court
191 North First Street
San Jose, CA 95113

CASE NUMBER:
(Número del Caso): 114CV260070

The name, address, and telephone number of plaintiff's attorney, or plaintiff without an attorney, is:
(El nombre, la dirección y el número de teléfono del abogado del demandante, o del demandante que no tiene abogado, es):
Sue Ann Salmon Evans, SBN 151562 562-366-8500 562-366-8505
Clarissa R. Canady, SBN 194473; William B. Tunick, SBN 245481
DANNIS WOLIVER KELLEY
115 Pine Avenue, Suite 500, Long Beach, CA 90802

DATE: *(Fecha)* FEB - 4 2014 DAVID H. YAMASAKI Chief Executive Officer, Clerk
Clerk, by *(Secretario)* J. CAO-NGUYEN, Deputy *(Adjunto)*

(For proof of service of this summons, use Proof of Service of Summons *(form POS-010).)*
(Para prueba de entrega de esta citatión use el formulario Proof of Service of Summons, *(POS-010)).*

[SEAL]

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 416.60 (minor)
   ☐ CCP 416.20 (defunct corporation) ☐ CCP 416.70 (conservatee)
   ☐ CCP 416.40 (association or partnership) ☐ CCP 416.90 (authorized person)
   ☐ other *(specify):*
4. ☐ by personal delivery on *(date):*

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Attorneys for Petitioners/Plaintiffs ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT; EVERGREEN SCHOOL DISTRICT; FRANKLIN-MCKINLEY SCHOOL DISTRICT; and MOUNT PLEASANT ELEMENTARY SCHOOL DISTRICT

ENDORSED
2014 FEB -4 A 3:00
David H. Yamasaki, Clerk of the Superior Court
County of Santa Clara, California
By CAO-NGUYEN
Deputy Clerk

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[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 charter 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 School Boards Assoc. v. State Bd. of Educ.* (2010) 186 Cal.App.4th 1298, 1319 ["*CSBA v. SBE*"].) 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:

District	Rocketship No. and Planned Start Date	Revised Start Date
Alum Rock Union Elementary School District	Rocketship 9 (2013) Rocketship 14 (2014) Rocketship 19 (2015) Rocketship 24 (2016)	2014 2014 2015 2016
Campbell Union School District	Rocketship 20 (2015)	2015
Franklin-McKinley School District	Rocketship 11 (2013) Rocketship 15 (2014) Rocketship 21 (2015)	2015 2016 2017
Mt. Pleasant Elementary School District	Rocketship 25 (2016)	2018
Oak Grove School District	Rocketship 16 (2014) Rocketship 22 (2015) Rocketship 26 (2016)	2018 2018 2018
San Jose Unified School District	Rocketship 8 (2012) Rocketship 12 (2013) Rocketship 13 (2013) Rocketship 17 (2014) Rocketship 23 (2015) Rocketship 27 (2016) Rocketship 28 (2016)	2014 2014 2015 2017 2016 2017 2017
Santa Clara Unified School District	Rocketship 18 (2014)	2016
Evergreen School District	Rocketship 10 (2013)	2018

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: _____
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

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

ENDORSED
FILED
2013 FEB 27 P 3:24
Clerk of the Superior Court
By: _____
J. Gonzalez-Wagner

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. **113CV241932**

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).

CHRISTOPHER SCHUMB
ATTORNEY AT LAW
10 Almaden Blvd., Ste. 1250
San Jose, CA 95113
Telephone (408) 271-3245

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 ROCKETSHIP 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

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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 ROCKETSHIP 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 ROCKETSHIP intends to purchase the PROPERTY then build and operate a school on it. Petitioner is further informed and believes and thereon alleges that ROCKETSHIP 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, ROCKETSHIP is the real party in interest in the above-entitled action.

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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

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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.

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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

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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

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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

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ATTORNEY AT LAW
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San Jose, CA 95113
Telephone (408) 271-2345

Attachment MO4

Provide the following:

Nonprofit Charter Management Organizations:
Provide, for the organization as a whole and any related business entities:

a. The last three years of independent financial audit reports and management letters; and
b. 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 your organization or any campus that you operate.

--OR--

For-profit Charter Management Organizations:
Provide:

a. The last three years' financial statements; and
b. 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 the overall operations are distinctly represented.

Discuss any material audit findings for your organization or any school that you operate.

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.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

Consolidated Audited Financial Statements
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

Tennessee
Rocketship Nashville Northeast Elementary
Rocketship United Academy
Rocketship Partners Community Prep

Wisconsin
Rocketship Southside Community Prep

DC
Rocketship Rise Academy
Rocketship Legacy Prep

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

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ROCKETSHIP EDUCATION
AND ITS AFFILIATES

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CliftonLarsonAllen LLP
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INDEPENDENT AUDITOR'S 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 non-profit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2017, 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 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 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 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 financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the 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 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 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, 2017, 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 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 financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the 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 financial statements as a whole.

Report on Summarized Comparative Information

The 2016 financial statements were audited by Vicenti Lloyd & Stutzman LLP, whose practice became part of CliftonLarsonAllen LLP as of June 1, 2017, and whose report dated November 1, 2016, expressed an unmodified opinion on those statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2016, 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, 2018 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 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 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

CliftonLarsonAllen LLP
Glendora, California
January 30, 2018

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
June 30, 2017
with comparative totals for June 30, 2016

	Rocketship Education	Rocketship Education Wisconsin Inc.	Rocketship Education D.C Public Charter School, Inc.	Launchpad Development Company	Eliminations	2017 Total	2016 Total
ASSETS							
CURRENT ASSETS:							
Cash and cash equivalents (notes 1,2)	$ 17,762,317	$ 547,725	$ 2,020,323	$ 22,934,812	$ -	$ 43,265,177	$ 24,573,632
Restricted cash (note 1)	-	-	-	10,634,074	-	10,634,074	7,624,930
Accounts receivable (note 3)	7,795,383	359,490	31,411	17,202	-	8,203,486	7,889,515
Deferred rent asset	-	-	-	53,960	(53,960)	-	-
Grants receivable (note 4)	52,944	-	423,297	-	-	476,241	503,160
Note receivable	-	-	-	560,000	-	560,000	-
Prepaid expenses and deposits	1,695,106	30,572	81,872	339,508	(778,959)	1,368,099	2,497,514
Total current assets	27,305,750	937,787	2,556,903	34,539,556	(832,919)	64,507,077	43,088,751
LONG-TERM ASSETS:							
Grants receivable (note 4)	-	-	96,325	-	-	96,325	235,474
Intracompany receivable	5,332,098	-	-	-	(5,332,098)	-	-
Security deposits	400,000	-	-	-	(400,000)	-	-
Note receivable	-	-	-	-	-	-	560,000
Deferred rent asset	-	-	-	3,924,804	(3,924,804)	-	-
Property, plant and equipment, net (note 5)	5,286,787	-	-	94,703,092	-	99,989,879	89,243,223
Total long-term assets	11,018,885	-	96,325	98,627,896	(9,656,902)	100,086,204	90,038,697
Total assets	$ 38,324,635	$ 937,787	$ 2,653,228	$ 133,167,452	$ (10,489,821)	$ 164,593,281	$ 133,127,448
LIABILITIES AND NET ASSETS							
CURRENT LIABILITIES:							
Accounts payable and accrued liabilities	$ 5,670,110	$ 195,631	$ 265,626	$ 651,705	$ -	$ 6,783,072	$ 7,979,336
Accrued interest	85,119	-	-	676,698	-	761,817	516,835
Deferred rent liability	52,272	1,688	-	-	(53,960)	-	-
Deferred revenues	793,406	-	29,942	778,959	(778,959)	823,348	1,341,972
Current portion of loans payable (note 6)	612,526	-	-	9,110,000	-	9,722,526	7,617,636
Total current liabilities	7,213,433	197,319	295,568	11,217,362	(832,919)	18,090,763	17,455,779
LONG-TERM LIABILITIES:							
Security deposits	-	-	-	400,000	(400,000)	-	-
Accrued interest	113,478	-	-	-	-	113,478	149,196
Deferred rent liability	3,293,116	22,826	637,865	1,893,838	(3,924,804)	1,922,841	1,350,949
Intracompany payable	-	2,277,511	3,054,587	-	(5,332,098)	-	-
Loans payable (note 6)	3,075,002	-	-	123,855,034	-	126,930,036	97,240,060
Total long-term liabilities	6,481,596	2,300,337	3,692,452	126,148,872	(9,656,902)	128,966,355	98,740,205
NET ASSETS:							
Unrestricted	24,595,459	(1,874,869)	(2,031,117)	(4,198,782)	-	16,490,691	16,442,127
Temporarily restricted (note 7)	34,147	315,000	696,325	-	-	1,045,472	489,337
Total net assets	24,629,606	(1,559,869)	(1,334,792)	(4,198,782)	-	17,536,163	16,931,464
Total liabilities and net assets	$ 38,324,635	$ 937,787	$ 2,653,228	$ 133,167,452	$ (10,489,821)	$ 164,593,281	$ 133,127,448

The accompanying notes are an integral part of these financial statements.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

CONSOLIDATED STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2017
with comparative totals for the Year Ended June 30, 2016

	Rocketship Education	Rocketship Education Wisconsin Inc.	Rocketship Education D.C Public Charter School, Inc.	Launchpad Development Company	Eliminations	2017 Total	2016 Total
UNRESTRICTED NET ASSETS:							
Revenues							
LCFF State Aid	$ 38,756,121	$ -	$ -	$ -	$ -	$ 38,756,121	$ 36,874,280
Apportionment revenue	10,171,029	3,889,300	6,568,579	-	-	20,628,908	11,304,499
Property taxes	13,886,120	-	-	-	-	13,886,120	9,388,704
Other State revenue	10,856,170	74,601	1,393,599	-	-	12,324,370	11,818,504
Federal revenue	9,765,468	858,660	433,339	-	-	11,057,467	9,850,236
Other local revenue	2,426,175	129,180	10,641	14,419,119	(14,218,970)	2,766,145	385,359
Contributions	7,009,317	72,689	1,190,225	25,000	(100,000)	8,197,231	8,141,627
Amounts released from restriction	264,170	-	-	-	-	264,170	299,290
Total unrestricted revenues	93,134,570	5,024,430	9,596,383	14,444,119	(14,318,970)	107,880,532	88,062,499
Program Expenses							
Educational programs	71,118,629	4,323,993	9,349,742	-	(14,218,970)	70,573,394	55,869,661
Supporting Services							
Site supports and program development	10,963,748	-	-	17,088,856	(75,000)	27,977,604	20,076,599
Administration and general	6,767,925	705,752	1,553,616	278,677	(25,000)	9,280,970	5,748,392
Total supporting services	17,731,673	705,752	1,553,616	17,367,533	(100,000)	37,258,574	25,824,991
Total expenses	88,850,302	5,029,745	10,903,358	17,367,533	(14,318,970)	107,831,968	81,694,652
Increase (decrease) in unrestricted net assets	4,284,268	(5,315)	(1,306,975)	(2,923,414)	-	48,564	6,367,847
TEMPORARILY RESTRICTED NET ASSETS:							
Amounts released from restriction	(264,170)	-	-	-	-	(264,170)	(299,290)
Contributions	4,020	315,000	501,285	-	-	820,305	300,160
Increase (decrease) in temporarily restricted net assets	(260,150)	315,000	501,285	-	-	556,135	870
Beginning net assets	20,605,488	(1,869,554)	(529,102)	(1,275,368)	-	16,931,464	10,562,747
Ending net assets	$ 24,629,606	$ (1,559,869)	$ (1,334,792)	$ (4,198,782)	$ -	$ 17,536,163	$ 16,931,464

The accompanying notes are an integral part of these financial statements.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

CONSOLIDATED STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2017
with comparative totals for the Year Ended June 30, 2016

	Rocketship Education	Rocketship Education Wisconsin Inc.	Rocketship Education D.C Public Charter School, Inc.	Launchpad Development Company	Eliminations	2017 Total	2016 Total
CASH FLOWS from OPERATING ACTIVITIES:							
Change in Net Assets	$ 4,024,118	$ 309,685	$ (805,690)	$ (2,923,414)	$ -	$ 604,699	$ 6,368,717
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Depreciation and amortization	203,639	-	-	2,753,514	-	2,957,153	2,265,143
Allowance for non-recoverable project costs	-	-	-	1,721,312	-	1,721,312	(105,540)
(Increase) or decrease in operating assets:							
Accounts receivable	(3,919)	(278,666)	(31,411)	37,094	-	(276,902)	175,572
Grants receivable	244,650	-	(78,582)	-		166,068	13,130
Prepaid expenses and other current assets	434,288	31,974	(28,023)	239,181	-	677,420	(1,558,793)
Deferred rent asset	-	-	-	(795,740)	795,740	-	-
Increase or (decrease) in operating liabilities:							
Accounts payable and accrued liabilities	1,362,640	424,536	966,209	(1,570,028)	-	1,183,357	1,456,653
Deferred revenues	(548,566)	-	29,942	451,995	-	(66,629)	1,298,564
Deferred rent liability	(49,784)	(87,727)	637,865	904,023	(795,740)	608,637	165,857
Net cash flows from operating activities	5,667,066	399,802	690,310	817,937	-	7,575,115	10,079,303
CASH FLOWS from INVESTING ACTIVITIES:							
Proceeds from sale of stock	-	-	-	-	-	-	249,350
Proceeds from disposal of property, plant and equipment	-	-	-	-	-	-	3,611
Purchases of property, plant and equipment	(127,333)	-	-	(18,638,983)	-	(18,766,316)	(26,165,647)
Net cash flows from investing activities	(127,333)	-	-	(18,638,983)	-	(18,766,316)	(25,912,686)
CASH FLOWS from FINANCING ACTIVITIES:							
Change in restricted cash	-	-	-	(3,009,144)	-	(3,009,144)	(2,488,573)
Intracompany loans	(2,526,236)	(238,123)	519,568	-	-	(2,244,791)	(2,244,791)
Proceeds from debt	3,750,000	-	-	41,087,264	-	44,837,264	41,539,443
Repayment of debt	(2,562,500)	-	-	(7,138,083)	-	(9,700,583)	(12,471,695)
Net cash flows from by financing activities	(1,338,736)	(238,123)	519,568	30,940,037	-	29,882,746	24,334,384
Net increase (decrease) in cash and cash equivalents	4,200,997	161,679	1,209,878	13,118,991	-	18,691,545	8,501,001
Cash and cash equivalents at the beginning of the year	13,561,320	386,046	810,445	9,815,821	-	24,573,632	16,072,631
Cash and cash equivalents at the end of the year	$ 17,762,317	$ 547,725	$ 2,020,323	$ 22,934,812	$ -	$ 43,265,177	$ 24,573,632
CASH PAID FOR INTEREST (Net)	$ 2,028	$ 55,744	$ -	$ 6,732,585	$ (55,744)	$ 6,734,613	$ 5,376,401
CAPITALIZED INTEREST	$ -	$ -	$ -	$ 111,379	$ -	$ 111,379	$ 130,858

The accompanying notes are an integral part of these 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

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

Rocketship Education (RSED) (continued)

- ***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 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).

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, D.C. 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 August 2016, and Rocketship Legacy Prep (RLP) opening 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 and 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)*** – Facilities development

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

Launchpad Development Company (continued)

- ***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) –*** Facilities development
- ***Launchpad Development Sixteen LLC (LLC16) –*** RRS Facilities
- ***Launchpad Development Seventeen LLC (LLC17) –*** Facilities development
- ***Launchpad Development Eighteen LLC (LLC18) –*** 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) –*** 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) –*** Facilities development

Basis of Presentation – RSEA presents its financial statements as a California non-profit 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.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

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.

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, 2017.

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 three to thirty-five years. RSEA capitalizes all expenditures for land, buildings and equipment in excess of $5,000.

Income Taxes – RSEA is comprised of various non-profit 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.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

RSEA files all appropriate tax returns in the U.S. federal jurisdiction, and the state of California.

RSEA files informational returns in the U.S. federal jurisdiction, and the states in which it operates, as applicable. The statute of limitations for federal and state purposes is generally three and four years, respectively.

Evaluation of Subsequent Events – RSEA has evaluated subsequent events through January 30, 2018, the date these financial statements were available to be issued. There were no subsequent events requiring recognition or disclosure.

New Accounting Standard – In April 2015, the Financial Accounting Standards Board issued Accounting Standards Update 2015-03 *Simplifying the Presentation of Debt Issue Costs*. This update changes the presentation of debt issue costs from being reported as separate asset on the statement of financial position to being reported as a reduction of the applicable debt. RSEA implemented this standard for its annual financial statements for the year ended June 30, 2017. This change in accounting principal did not impact net assets or statement of activities.

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, 2016, 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 all of these amounts are collectible; therefore no provisions for uncollectible accounts were recorded. As of June 30, 2017, all amounts are considered collectible within one year.

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, 2017 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:

	RSED	LDC	RSEA Total
Land	$ -	$ 16,291,010	$ 16,291,010
Furniture and equipment	763,258	422,130	1,185,388
Buildings	5,620,817	87,292,622	92,913,439
Other	-	1,434,231	1,434,231
Less: Accumulated depreciation	(1,097,288)	(10,736,901)	(11,834,189)
Total	$ 5,286,787	$ 94,703,092	$ 99,989,879

Depreciation expense was $2,719,729 for the year ended June 30, 2017.

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 percent. 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 percent 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.

NOTE 6 - DEBT: (continued)

RSN – Charter School Growth Fund (continued)

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.

The remaining non-convertible $1.05 million of the loan plus accrued interest will be due on June 30, 2018 ($300,000), June 30, 2019 ($250,000) and June 30, 2020 ($500,000).

In December 2012, RSN and CSGF entered into a $125,000 School Startup Subordinated Loan Agreement at an effective interest rate of 1.0 percent. The loan is scheduled to be repaid in full on June 30, 2019.

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 percent. 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, 2017, five of Rocketship's California schools have revolving loans payable to the California School Finance Authority (CSFA) ranging from $65,500 to $250,000, totaling $812,528 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 2020.

NOTE 6 - DEBT: (continued)

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".

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 debt is required to have a term of not less than seven (7) years and was made on an interest-only payment basis. As required by the Lender, RSN provided a partial Lease Guaranty to the Borrower in support of the financing. This loan is subject to reporting requirements and covenants customary to this type of credit transaction.

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%.

NOTE 6 - DEBT: (continued)

LLC8 – RSA Bonds Payable (Series 2012A and 2012B Bonds) (continued)

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, CA. The loan has an interest rate of 5.50% and is repayable in 36 months.

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).

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.

NOTE 6 - DEBT: (continued)

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).

LDC – Obligated Group Bonds (Series 2017A, 2017B, 2017C, 2017D, 2017E and 2017F)

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).

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NOTE 6 - DEBT: (continued)

Future maturities of debt in summary:

June 30,	RSED	LDC	Total
2018	$ 612,526	$ 9,110,000	$ 9,722,526
2019	562,502	2,225,000	2,787,502
2020	887,500	3,545,000	4,432,500
2021	625,000	2,455,000	3,080,000
2022	-	5,405,000	5,405,000
Thereafter	1,000,000	115,085,000	116,085,000
Subtotal	3,687,528	137,825,000	141,512,528
Cost of Issuance and Discounts/Premiums	-	(4,859,966)	(4,859,966)
Total	$ 3,687,528	$ 132,965,034	$ 136,652,562

Amortization expense for cost of issuance and discounts/premiums was $237,724 for the year ended June 30, 2017.

NOTE 7 - NET ASSET RESTRICTIONS:

Temporarily restricted net assets of $1,045,472 relate to grants that are specifically restricted to future operations.

NOTE 8 - OPERATING LEASES:

RSN administrative offices - In October 2012, RSN entered into a 5 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. During the year ended June 30, 2017, temporarily restricted net assets released from restriction from in-kind rent was $125,290 (net of prior year discount) and lease expense totaled $163,190. At June 30, 2017, the fair value of future in-kind rent included in the lease through October 2017 has been recorded as $42,444 grants receivable and temporarily restricted contribution revenue.

RSN leases administrative offices in San Jose, CA, Concord, CA, Milwaukee, WI, and Nashville, TN under various operating leases. Lease expense for all regional administrative offices totaled $220,919 for the year ended June 30, 2017.

NOTE 8 - OPERATING LEASES: (continued)

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, 2017 was $100,000.

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, 2017 was $95,004.

LLC12-RFZ site land lease - 35 year land lease, $24,000 payable monthly during the year ended June 30, 2017. 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, 2017, total lease expense of $385,804 has been accrued and lease payments totaled $286,000.

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, 2017. 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, 2017, total lease expense of $43,426 has been accrued and lease payments totaled $34,702.

RRWC facility lease – one year lease for facilities with the authorizing district. Lease expense recognized for the year ended June 30, 2017 was $60,886.

LLC15 site lease – 15 year land lease, $25,000 payable monthly during the year ended June 30, 2017. 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, 2017, total lease expense of $405,351 has been accrued and lease payments totaled $306,500.

RFA facility lease – one year lease for facilities with the authorizing district. Lease expense recognized for the year ended June 30, 2017 was $36,768.

NOTE 8 - OPERATING LEASES: (continued)

MLLC1-RSCP facility lease – 10 year facility lease, $43,526, plus additional rent items, payable monthly. The facility was purchased by MLLC1 in February 2017. Due to an uneven payment schedule prior to February 2017, lease expense was 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, 2017, total lease expense of $276,036 has been recorded, inclusive of current year lease payments totaling $388,277 and the $112,241 credit from the prior year.

RNNE facility lease – 29 year facility lease, $51,365, plus additional rent items, payable monthly. The facility was purchased by NLLC1 in February 2017. Due to an uneven payment schedule prior to February 2017, lease expense was accrued on a straight line basis over the life of the lease. Following the purchase, the prior year accrued balance of $340,845 was written down, resulting in a decrease in current lese expense. For the year ended June 30, 2017, total lease expense of $137,423 has been recorded, inclusive of current year lease payments totaling $478,268 and the $340,845 credit from the prior year.

NLLC2- RUA facility lease – 29 year facility lease, $53,908, plus additional rent items, payable monthly during the year ended June 30, 2017. 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, 2017 total lease expense of $863,682 has been accrued and lease payments totaled $708,579.

DLLC1-RISE facility lease – 29 year facility lease, $174,828, plus additional rent items, payable monthly during the year ended June 30, 2017. 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, 2017 total lease expense of $2,791,626 has been accrued and lease payments totaled $3,429,492.

RPP facility lease – one year facility lease, $10,000 payable monthly during the year ended June 30, 2018. RPP did not incur any lease expense during the year ended June 30, 2017. RSN recognized $6,000 lease expense between April and June 2017 while preparing the facility for RPP's use during the 2017/18 school year.

NOTE 8 - OPERATING LEASES: (continued)

The following is a schedule of future minimum lease payments required under the operating leases:

June 30,	RSN	RFZ	RPP	LLC10	LLC11
2018	$ 86,864	$ 35,223	$ 120,000	$ 100,800	$ 95,004
2019	-	35,751	-	100,800	95,004
2020	-	36,287	-	100,800	95,004
2021	-	36,832	-	100,800	95,004
2022	-	37,384	-	100,800	95,004
Thereafter	-	1,186,500	-	1,612,800	1,995,084
Total	$ 86,864	$ 1,367,977	$ 120,000	$ 2,116,800	$ 2,470,104

June 30,	LLC12	LLC15	DLLC1	NLLC2	RSEA Total
2018	$ 302,400	$ 378,000	$ 2,097,931	$ 646,893	$ 3,863,115
2019	316,800	378,000	2,097,931	646,893	3,671,179
2020	316,800	378,000	2,097,931	646,893	3,671,715
2021	316,800	396,900	2,145,134	660,647	3,752,117
2022	316,800	396,900	2,193,400	675,511	3,815,799
Thereafter	10,795,926	3,878,805	66,607,851	19,386,617	105,463,583
Total	$ 12,365,526	$ 5,806,605	$ 77,240,178	$ 22,663,454	$ 124,237,508

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).

NOTE 9 - EMPLOYEE RETIREMENT: (continued)

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.

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, 2016, total plan net assets are $189 billion, the total actuarial present value of accumulated plan benefits is $333 billion, contributions from all employers totaled $3.4 billion, and the plan is 63.7% 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, CA 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 9.205% 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, 2017 was 12.58% 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:

	STRS	
Year Ended June 30,	Required Contribution	Percent Contributed
2015	$1,014,836	100%
2016	$1,420,048	100%
2017	$1,924,652	100%

NOTE 9 - EMPLOYEE RETIREMENT: (continued)

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.

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, 2017 to the Teacher Legacy Pension Plan was 9.04 percent 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 percent 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 percent, 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

NOTE 9 - EMPLOYEE RETIREMENT: (continued)

sponsoring governmental entity of the school if the required employer contributions are not remitted. Employer contributions by RSEA for the year ended June 30, 2017 to the Teacher Retirement Plan were 4.00 percent 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.

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, 2017 RSEA contributed $401,988 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 2016/17, lease payments under this agreement totaled $1,118,528.

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 2016/17, lease payments under this agreement totaled $1,039,902.

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 $1,101,557 has been accrued. For school year 2016/17, lease payments under this agreement totaled $1,100,495.

NOTE 10 - RELATED PARTY TRANSACTIONS: (continued)

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 $941,462 has been accrued. For school year 2016/17, lease payments under this agreement totaled $951,118.

In 2011, RDP entered into a 20 year lease with LLC5 through 2031. The lease agreement was amended July 2012. For the school year 2016/17, lease payments under this agreement totaled $931,964. Related to the lease, LDC has placed $325,000 into a fully pledged reserve account for the benefit of the lender.

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 2016/17, lease payments under this agreement totaled $1,137,525.

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 2016/17, lease payments under this agreement totaled $730,312.

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 2016/17, lease payments under this agreement totaled $1,103,273.

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 2016/17, lease payments under this agreement totaled $1,349,760.

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 2016/17, lease payments under this agreement totaled $771,113.

NOTE 10 - RELATED PARTY TRANSACTIONS: (continued)

In 2017, RRWC entered into a 19-year facility lease agreement with LLC15 through 2036. 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 $199,158 has been accrued. For school year 2016/17, lease payments under this agreement totaled $132,498.

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, 2017, 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 $108,828 and lease payments totaled $81,314.

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 $143,176 has been accrued. For school year 2016/17, lease payments under this agreement totaled $111,803.

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 $863,682 has been accrued. For school year 2016/17, lease payments under this agreement totaled $708,579.

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, 2017 total lease expense of $2,791,626 has been accrued and lease payments totaled $3,429,492.

NOTE 10 - RELATED PARTY TRANSACTIONS: (continued)

Future estimated payments under these leases as of June 30, 2017 are as follows:

June 30,	RMS	RSSP	RLS	ROMO	RDP	RBM
2018	$ 1,016,140	$ 1,033,731	$ 1,100,000	$ 945,693	$ 712,301	$ 1,130,841
2019	1,008,461	1,038,839	1,100,000	947,108	950,000	1,124,587
2020	1,004,894	1,037,829	1,100,000	945,542	950,000	1,129,129
2021	1,005,461	1,031,890	1,100,000	946,063	950,000	1,128,415
2022	1,005,223	1,036,436	1,100,000	947,569	950,000	1,127,060
Thereafter	20,005,292	21,934,518	33,000,000	18,620,815	28,500,000	23,956,269
Total	$ 25,045,471	$ 27,113,243	$ 38,500,000	$ 23,352,790	$ 33,012,301	$ 29,596,301

June 30,	RSA	RSK	RFZ	RRWC	RRS	RNNE
2018	$ 724,520	$ 1,024,464	$ 1,366,250	$ 423,372	$ 1,014,847	$ 575,000
2019	724,657	1,020,585	1,375,718	825,000	1,013,385	575,000
2020	724,946	1,013,722	1,375,032	825,000	1,005,092	575,000
2021	724,609	1,014,162	1,380,217	825,000	1,004,162	575,000
2022	723,645	1,013,542	1,379,039	825,000	1,003,542	575,000
Thereafter	3,872,726	20,183,191	31,134,413	11,593,419	19,943,191	17,250,000
Total	$ 7,495,103	$ 25,269,666	$ 38,010,669	$ 15,316,791	$ 24,984,219	$ 20,125,000

June 30,	RUA	RSCP	RISE	Total
2018	$ 646,893	$ 425,000	$ 2,097,931	$ 14,236,983
2019	646,893	425,000	2,097,931	14,873,164
2020	646,893	425,000	2,097,931	14,856,010
2021	660,647	425,000	2,145,134	14,915,760
2022	675,511	425,000	2,193,400	14,979,967
Thereafter	19,386,617	12,750,000	66,607,851	348,738,302
Total	$ 22,663,454	$ 14,875,000	$ 77,240,178	$ 422,600,186

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 percent 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 2016/17, RSCP paid RSN quarterly interest payments totaling $55,744.

NOTE 10 - RELATED PARTY TRANSACTIONS: (continued)

Rocketship Education fees charged to Rocketship Education D.C.

RSN charged RSDC $490,782 and $1,673,858 for start-up services in support of the region during years ended June 30, 2017 and 2016, respectively.

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, 2017, development fees of $150,000 were collected from LLC16.

Management Services

RMS, RSSP, RLS, ROMO, RDP, RBM, RSA, RSK, RFZ, RRWC, RRS, RFA, RNNE, RUA, RPP, RSCP and RISE all receive management and support services from RSN for which they pay management fees.

For the year ended June 30, 2017, management fees were as follows:

	Management Fees		
RMS	$ 877,580	RRS	740,853
RSSP	822,784	RFZ	1,021,596
RLS	815,179	RFA	164,645
ROMO	951,467	RRWC	392,765
RDP	706,667	RNNE	814,255
RBM	989,676	RUA	780,859
RSA	780,824	RSCP	628,130
RSK	957,853	RISE	853,717
		Total	$ 12,298,850

NOTE 10 - RELATED PARTY TRANSACTIONS: (continued)

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, 2017, the amount of Donated Services recorded from RSN to Launchpad was $25,000.

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:

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 the Series 2017 bonds are as follows:

June 30,	LDC
2018	$ -
2019	-
2020	-
2021	-
2022	60,000
Thereafter	16,165,000
Subtotal	16,225,000
Cost of Issuance and Discounts/Premiums	(1,331,723)
Total	$ 14,893,277

SUPPLEMENTARY INFORMATION

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
For the Year Ended June 30, 2017

Rocketship Education (RSED) is a California non-profit 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 Mateo Sheedy Elementary (RMS), chartered by the Santa Clara County Office of Education, Charter Number: 0850 – Established 2007, Expires 2020
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 Discovery Prep (RDP), chartered by the Santa Clara County Office of Education, Charter Number: 1193 – Established 2010, Expires 2021
Rocketship Brilliant Minds (RBM), chartered by the Santa Clara County Office of Education, Charter Number: 1393 – Established 2012, Expires 2017
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 Fuerza Community Prep (RFZ), chartered by the Santa Clara County Office of Education, Charter Number: 1687 – Established 2014, Expires 2019
Rocketship Redwood City Prep (RRWC), chartered by the Redwood City Elementary School District, Charter Number: 1736 – Established 2015, Expires 2020
Rocketship Rising Stars (RRS), chartered by the Santa Clara County Office of Education, Charter Number: 1778– Established 2016, Expires 2021
Rocketship Futuro Academy (RFA), chartered by the State Board of Education, Charter Number: 1805– Established 2016, Expires 2021

Tennessee Charter Schools:
Rocketship Nashville Northeast Elementary (RNNE)
Rocketship United Academy (RUA)
Rocketship Partners Community Prep (RPP) - begins 17/18

Wisconsin Charter Schools (Operated by Rocketship Education Wisconsin, Inc.):
Rocketship Southside Community Prep (RSCP)

Washington D.C. Charter Schools (Operated by Rocketship Education D.C. Public Charter School, Inc.):
Rocketship Rise Academy (RISE) – Established 2016
Rocketship Legacy Prep (RLP) – begins 17/18

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (Continued)
For the Year Ended June 30, 2017

Board of Directors

Name	Office	2-Year Term Expires
Fred Ferrer	President	2018
Louis Jordan	Treasurer	2019
Arra Yerganian	Secretary	2019
Alex Hernandez	Member	2019
Alex Terman	Member	2018
Deborah McGriff	Member	2019
Greg Stanger	Member	2018
Raymond Raven	Member	2017
Ralph Weber	Member	2017
Jolene Sloter	Member	2017
David Kaval	Member	2018
Don Shalvey	Member	2019

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
Adam Nadeau	Vice President, Personalized Learning & Achievement
Jaclyn O'Brien	Vice President, Schools
Christopher Murphy	Vice President, Marketing and Communications

ROCKETSHIP EDUCATION
AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF FINANCIAL POSITION - SCHOOLS
June 30, 2017

		California						
	RSN	RMS	RSSP	RLS	ROMO	RDP	RBM	Total Page 1
ASSETS								
CURRENT ASSETS:								
Cash and cash equivalents	$ 3,421,526	$ 858,833	$ 2,580,790	$ 1,110,771	$ 2,620,874	$ 611,871	$ 1,360,071	$ 12,564,736
Accounts receivable	675	400,811	523,248	627,020	517,827	924,850	872,003	3,866,434
Grants receivable	52,944	-	-	-	-	-	-	52,944
Prepaid expenses and deposits	352,343	397,377	28,700	20,688	19,988	143,001	21,968	984,065
Total current assets	3,827,488	1,657,021	3,132,738	1,758,479	3,158,689	1,679,722	2,254,042	17,468,179
LONG-TERM ASSETS:								
Grants receivable	-	-	-	-	-	-	-	-
Intracompany receivable	9,193,336	-	11,642	-	-	-	-	9,204,978
Security deposits	-	-	-	100,000	100,000	100,000	-	300,000
Property, plant & equipment, net	461,869	1,219,057	856,587	872,857	574,523	475,853	97,862	4,558,608
Total long-term assets	9,655,205	1,219,057	868,229	972,857	674,523	575,853	97,862	14,063,586
Total assets	$ 13,482,693	$ 2,876,078	$ 4,000,967	$ 2,731,336	$ 3,833,212	$ 2,255,575	$ 2,351,904	$ 31,531,765
LIABILITIES AND NET ASSETS								
CURRENT LIABILITIES:								
Accounts payable and accrued liabilities	$ 1,854,135	$ 256,832	$ 199,511	$ 204,908	$ 285,464	$ 185,927	$ 224,435	$ 3,211,212
Accrued interest	85,119	-	-	-	-	-	-	85,119
Deferred rent liability	-	-	1,952	-	12,875	-	26,402	41,229
Deferred revenue	-	110,731	179,798	37,277	120,574	156,014	33,684	638,078
Current portion of loans payable	300,000	-	-	-	-	-	-	300,000
Total current liabilities	2,239,254	367,563	381,261	242,185	418,913	341,941	284,521	4,275,638
LONG-TERM LIABILITIES:								
Accrued interest	99,114	-	-	-	-	-	-	99,114
Deferred rent liability	-	-	187,359	1,062	485,884	-	773,346	1,447,651
Intracompany payable	-	-	-	-	-	1,338,702	-	1,338,702
Loans payable	1,875,000	-	-	-	-	-	-	1,875,000
Total long-term liabilities	1,974,114	-	187,359	1,062	485,884	1,338,702	773,346	4,760,467
NET ASSETS:								
Unrestricted	9,235,178	2,508,515	3,432,347	2,488,089	2,928,415	574,932	1,294,037	22,461,513
Temporarily restricted	34,147	-	-	-	-	-	-	34,147
Total net assets	9,269,325	2,508,515	3,432,347	2,488,089	2,928,415	574,932	1,294,037	22,495,660
Total liabilities and net assets	$ 13,482,693	$ 2,876,078	$ 4,000,967	$ 2,731,336	$ 3,833,212	$ 2,255,575	$ 2,351,904	$ 31,531,765

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

CONSOLIDATING STATEMENT OF FINANCIAL POSITION - SCHOOLS (Continued)
June 30, 2017

		California						
	From Page 1	RSA	RSK	RFZ	RRWC	RRS	RFA	Total Page 2
ASSETS								
CURRENT ASSETS:								
Cash and cash equivalents	$ 12,564,736	$ 947,172	$ 1,638,264	$ 925,684	$ 204,786	$ 288,025	$ 220,893	$ 16,789,560
Accounts receivable	3,866,434	1,155,013	485,380	735,830	516,332	558,008	156,186	7,473,183
Grants receivable	52,944	-	-	-	-	-	-	52,944
Prepaid expenses and deposits	984,065	32,981	322,756	27,782	33,251	37,134	24,769	1,462,738
Total current assets	17,468,179	2,135,166	2,446,400	1,689,296	754,369	883,167	401,848	25,778,425
LONG-TERM ASSETS:								
Grants receivable	-	-	-	-	-	-	-	-
Intracompany receivable	9,204,978	-	-	-	-	-	-	9,204,978
Security deposits	300,000	100,000	-	-	-	-	-	400,000
Property, plant & equipment, net	4,558,608	408,875	168,494	55,234	24,166	12,168	1,471	5,229,016
Total long-term assets	14,063,586	508,875	168,494	55,234	24,166	12,168	1,471	14,833,994
Total assets	$ 31,531,765	$ 2,644,041	$ 2,614,894	$ 1,744,530	$ 778,535	$ 895,335	$ 403,319	$ 40,612,419
LIABILITIES AND NET ASSETS								
CURRENT LIABILITIES:								
Accounts payable	$ 3,211,212	301,270	324,177	337,604	268,145	246,861	229,530	4,918,799
Accrued interest	85,119	-	-	-	-	-	-	85,119
Deferred rent liability	41,229	8,747	-	-	-	-	-	49,976
Deferred revenue	638,078	39,408	-	15,920	-	-	-	693,406
Current portion of loans payable	300,000	-	62,512	62,512	62,502	62,500	62,500	612,526
Total current liabilities	4,275,638	349,425	386,689	416,036	330,647	309,361	292,030	6,359,826
LONG-TERM LIABILITIES:								
Accrued interest	99,114	-	-	2,844	2,055	1,522	1,522	107,057
Deferred rent liability	1,447,651	80,460	-	1,294,146	66,660	32,289	-	2,921,206
Intracompany payable	1,338,702	-	-	-	969,533	-	364,645	2,672,880
Loans payable	1,875,000	-	-	100,000	225,002	287,500	287,500	2,775,002
Total long-term liabilities	4,760,467	80,460	-	1,396,990	1,263,250	321,311	653,667	8,476,145
NET ASSETS:								
Unrestricted	22,461,513	2,214,156	2,228,205	(68,496)	(815,362)	264,663	(542,378)	25,742,301
Temporarily restricted	34,147	-	-	-	-	-	-	34,147
Total net assets	22,495,660	2,214,156	2,228,205	(68,496)	(815,362)	264,663	(542,378)	25,776,448
Total liabilities and net assets	$ 31,531,765	$ 2,644,041	$ 2,614,894	$ 1,744,530	$ 778,535	$ 895,335	$ 403,319	$ 40,612,419

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF FINANCIAL POSITION - SCHOOLS (Continued)
June 30, 2017

		Tennessee								
	From Page 2	RNNE	RUA	RPP	Eliminations	RSED Total	Wisconsin	D.C.	Eliminations	Total
ASSETS										
CURRENT ASSETS:										
Cash and cash equivalents	$ 16,789,560	$ 401,905	$ 454,369	$ 116,483	$ -	$ 17,762,317	$ 547,725	$ 2,020,323	$ -	$ 20,330,365
Accounts receivable	7,473,183	232,890	89,310	-	-	7,795,383	359,490	31,411	-	8,186,284
Grants receivable	52,944	-	-	-	-	52,944	-	423,297	-	476,241
Prepaid expenses and deposits	1,462,738	46,441	51,034	134,893	-	1,695,106	30,572	81,872	-	1,807,550
Total current assets	25,778,425	681,236	594,713	251,376	-	27,305,750	937,787	2,556,903	-	30,800,440
LONG-TERM ASSETS:										
Grants receivable	-	-	-	-	-	-	-	96,325	-	96,325
Intracompany receivable	9,204,978	-	-	-	(3,872,880)	5,332,098	-	-	(5,332,098)	-
Security deposits	400,000	-	-	-	-	400,000	-	-	-	400,000
Property, plant & equipment, net	5,229,016	17,146	15,720	24,905	-	5,286,787	-	-	-	5,286,787
Total long-term assets	14,833,994	17,146	15,720	24,905	(3,872,880)	11,018,885	-	96,325	(5,332,098)	5,783,112
Total assets	$ 40,612,419	$ 698,382	$ 610,433	$ 276,281	$ (3,872,880)	$ 38,324,635	$ 937,787	$ 2,653,228	$ (5,332,098)	$ 36,583,552
LIABILITIES AND NET ASSETS										
CURRENT LIABILITIES:										
Accounts payable	$ 4,918,799	$ 274,851	$ 268,495	$ 207,965	$ -	$ 5,670,110	$ 195,631	$ 265,626	$ -	$ 6,131,367
Accrued interest	85,119	-	-	-	-	85,119	-	-	-	85,119
Deferred rent liability	49,976	2,296	-	-	-	52,272	1,688	-	-	53,960
Deferred revenue	693,406	-	-	100,000	-	793,406	-	29,942	-	823,348
Current portion of loans payable	612,526	-	-	-	-	612,526	-	-	-	612,526
Total current liabilities	6,359,826	277,147	268,495	307,965	-	7,213,433	197,319	295,568	-	7,706,320
LONG-TERM LIABILITIES:										
Accrued interest	107,057	2,844	2,055	1,522	-	113,478	-	-	-	113,478
Deferred rent liability	2,921,206	31,373	340,537	-	-	3,293,116	22,826	637,865	-	3,953,807
Intracompany payable	2,672,880	600,000	600,000	-	(3,872,880)	-	2,277,511	3,054,587	(5,332,098)	-
Loans payable	2,775,002	100,000	100,000	100,000	-	3,075,002	-	-	-	3,075,002
Total long-term liabilities	8,476,145	734,217	1,042,592	101,522	(3,872,880)	6,481,596	2,300,337	3,692,452	(5,332,098)	7,142,287
NET ASSETS:										
Unrestricted	25,742,301	(312,982)	(700,654)	(133,206)	-	24,595,459	(1,874,869)	(2,031,117)	-	20,689,473
Temporarily restricted	34,147	-	-	-	-	34,147	315,000	696,325	-	1,045,472
Total net assets	25,776,448	(312,982)	(700,654)	(133,206)	-	24,629,606	(1,559,869)	(1,334,792)	-	21,734,945
Total liabilities and net assets	$ 40,612,419	$ 698,382	$ 610,433	$ 276,281	$ (3,872,880)	$ 38,324,635	$ 937,787	$ 2,653,228	$ (5,332,098)	$ 36,583,552

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

CONSOLIDATING STATEMENT OF ACTIVITIES - SCHOOLS
For the Year Ended June 30, 2017

		California						
	RSN	**RMS**	**RSSP**	**RLS**	**ROMO**	**RDP**	**RBM**	**Total Page 1**
UNRESTRICTED NET ASSETS:								
Revenues								
LCFF State Aid	$ -	$ 1,229,935	$ 3,282,862	$ 4,535,417	$ 3,607,101	$ 3,833,373	$ 5,637,279	$ 22,125,967
Apportionment revenue	-	-	-	-	-	-	-	-
Property taxes	-	3,652,609	1,412,738	47,620	1,792,207	90,931	38,898	7,035,003
Other State revenue	-	1,065,169	1,105,642	985,097	1,310,367	1,097,328	1,156,449	6,720,052
Federal revenue	242,463	756,032	606,092	706,969	718,951	618,772	697,237	4,346,516
Other local revenue	12,876,142	27,887	21,018	23,700	38,789	10,387	31,419	13,029,342
Contributions	5,133,739	177,887	179,676	123,270	133,510	155,732	127,357	6,031,171
Amounts released from restriction	264,170	-	-	-	-	-	-	264,170
Total unrestricted revenues	18,516,514	6,909,519	6,608,028	6,422,073	7,600,925	5,806,523	7,688,639	59,552,221
Program Expenses								
Educational programs	432,582	5,893,185	5,231,959	5,346,342	5,783,700	5,028,438	5,785,757	33,501,963
Supporting Services								
Site supports and program development	10,963,748	-	-	-	-	-	-	10,963,748
Administration and general	6,167,010	943,636	926,405	861,023	1,005,460	745,910	1,046,438	11,695,882
Total supporting services	17,130,758	943,636	926,405	861,023	1,005,460	745,910	1,046,438	22,659,630
Total expenses	17,563,340	6,836,821	6,158,364	6,207,365	6,789,160	5,774,348	6,832,195	56,161,593
Increase (decrease) in unrestricted net assets	953,174	72,698	449,664	214,708	811,765	32,175	856,444	3,390,628
TEMPORARILY RESTRICTED NET ASSETS:								
Amounts released from restriction	(264,170)	-	-	-	-	-	-	(264,170)
Contributions	4,020	-	-	-	-	-	-	4,020
Increase (decrease) in temporarily restricted net assets	(260,150)	-	-	-	-	-	-	(260,150)
Beginning net assets	8,576,301	2,435,817	2,982,683	2,273,381	2,116,650	542,757	437,593	19,365,182
Ending net assets	$ 9,269,325	$ 2,508,515	$ 3,432,347	$ 2,488,089	$ 2,928,415	$ 574,932	$ 1,294,037	$ 22,495,660

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

CONSOLIDATING STATEMENT OF ACTIVITIES - SCHOOLS (Continued)
For the Year Ended June 30, 2017

		California						
	From Page 1	**RSA**	**RSK**	**RFZ**	**RRWC**	**RRS**	**RFA**	**Total Page 2**
UNRESTRICTED NET ASSETS:								
Revenues								
LCFF State Aid	$ 22,125,967	$ 4,187,950	$ 3,645,765	$ 4,047,160	$ 1,204,053	$ 2,956,826	$ 588,400	$ 38,756,121
Apportionment revenue	-	-	-	-	-	-	-	-
Property taxes	7,035,003	159,020	1,809,273	1,834,738	1,203,408	1,405,867	438,811	13,886,120
Other State revenue	6,720,052	993,606	955,206	1,035,353	245,358	753,560	153,035	10,856,170
Federal revenue	4,346,516	698,634	684,882	681,147	346,941	1,077,285	483,403	8,318,808
Other local revenue	13,029,342	22,739	60,841	40,562	12,188	40,342	6,902	13,212,916
Contributions	6,031,171	170,922	183,324	173,466	68,272	280,557	101,290	7,009,002
Amounts released from restriction	264,170	-	-	-	-	-	-	264,170
Total unrestricted revenues	59,552,221	6,232,871	7,339,291	7,812,426	3,080,220	6,514,437	1,771,841	92,303,307
Program Expenses								
Educational programs	33,501,963	5,179,118	5,613,732	6,069,568	3,179,457	5,420,732	2,113,069	61,077,639
Supporting Services								
Site supports and program development	10,963,748	-	-	-	-	-	-	10,963,748
Administration and general	11,695,882	824,294	1,012,403	1,080,450	417,388	784,480	174,917	15,989,814
Total supporting services	22,659,630	824,294	1,012,403	1,080,450	417,388	784,480	174,917	26,953,562
Total expenses	56,161,593	6,003,412	6,626,135	7,150,018	3,596,845	6,205,212	2,287,986	88,031,201
Increase (decrease) in unrestricted net assets	3,390,628	229,459	713,156	662,408	(516,625)	309,225	(516,145)	4,272,106
TEMPORARILY RESTRICTED NET ASSETS:								
Amounts released from restriction	(264,170)	-	-	-	-	-	-	(264,170)
Contributions	4,020	-	-	-	-	-	-	4,020
Increase (decrease) in temporarily restricted net assets	(260,150)	-	-	-	-	-	-	(260,150)
Beginning net assets	19,365,182	1,984,697	1,515,049	(730,904)	(298,737)	(44,562)	(26,233)	21,764,492
Ending net assets	$ 22,495,660	$ 2,214,156	$ 2,228,205	$ (68,496)	$ (815,362)	$ 264,663	$ (542,378)	$ 25,776,448

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

CONSOLIDATING STATEMENT OF ACTIVITIES - SCHOOLS (Continued)
For the Year Ended June 30, 2017

	From Page 2	Tennessee RNNE	Tennessee RUA	Tennessee RPP	Eliminations	RSED Total	Wisconsin	D.C.	Eliminations	Total
UNRESTRICTED NET ASSETS:										
Revenues										
LCFF State Aid	$ 38,756,121	$ -	$ -	$ -	$ -	$ 38,756,121	$ -	$ -	$ -	$ 38,756,121
Apportionment revenue	-	5,158,087	5,012,942	-	-	10,171,029	3,889,300	6,568,579	-	20,628,908
Property taxes	13,886,120	-	-	-	-	13,886,120	-	-	-	13,886,120
Other State revenue	10,856,170	-	-	-	-	10,856,170	74,601	1,393,599	-	12,324,370
Federal revenue	8,318,808	815,852	630,808	-	-	9,765,468	858,660	433,339	-	11,057,467
Other local revenue	13,212,916	13,647	16,615	-	(10,817,003)	2,426,175	129,180	10,641	(2,027,756)	538,240
Contributions	7,009,002	315	-	-	-	7,009,317	72,689	1,190,225	-	8,272,231
Amounts released from restriction	264,170	-	-	-	-	264,170	-	-	-	264,170
Total unrestricted revenues	92,303,307	5,987,901	5,660,365	-	(10,817,003)	93,134,570	5,024,430	9,596,383	(2,027,756)	105,727,627
Program Expenses										
Educational programs	61,077,639	4,803,484	5,104,300	133,206	-	71,118,629	4,323,993	9,349,742	-	84,792,364
Supporting Services										
Site supports and program development	10,963,748	-	-	-	-	10,963,748	-	-	-	10,963,748
Administration and general	15,989,814	814,255	780,859	-	(10,817,003)	6,767,925	705,752	1,553,616	(2,027,756)	6,999,537
Total supporting services	26,953,562	814,255	780,859	-	(10,817,003)	17,731,673	705,752	1,553,616	(2,027,756)	17,963,285
Total expenses	88,031,201	5,617,739	5,885,159	133,206	(10,817,003)	88,850,302	5,029,745	10,903,358	(2,027,756)	102,755,649
Increase (decrease) in unrestricted net assets	4,272,106	370,162	(224,794)	(133,206)	-	4,284,268	(5,315)	(1,306,975)	-	2,971,978
TEMPORARILY RESTRICTED NET ASSETS:										
Amounts released from restriction	(264,170)	-	-	-	-	(264,170)	-	-	-	(264,170)
Contributions	4,020	-	-	-	-	4,020	315,000	501,285	-	820,305
Increase (decrease) in temporarily restricted net assets	(260,150)	-	-	-	-	(260,150)	315,000	501,285	-	556,135
Beginning net assets	21,764,492	(683,144)	(475,860)	-	-	20,605,488	(1,869,554)	(529,102)	-	18,206,832
Ending net assets	$ 25,776,448	$ (312,982)	$ (700,654)	$ (133,206)	$ -	$ 24,629,606	$ (1,559,869)	$ (1,334,792)	$ -	$ 21,734,945

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

CONSOLIDATING STATEMENT OF CASH FLOWS - ROCKETSHIP SCHOOLS
For the Year Ended June 30, 2017

		California						
	RSN	**RMS**	**RSSP**	**RLS**	**ROMO**	**RDP**	**RBM**	**Total Page 1**
CASH FLOWS from OPERATING ACTIVITIES:								
Change in Net Assets	$ 693,024	$ 72,698	$ 449,664	$ 214,708	$ 811,765	$ 32,175	$ 856,444	$ 3,130,478
Adjustments to reconcile change in net assets to net cash flows from operating activities:								
Depreciation	-	38,930	27,861	27,125	20,542	19,041	5,962	139,461
(Increase) or decrease in operating assets:								
Accounts receivable	199,255	522,131	6,484	212,795	97,853	47,354	(344,297)	741,575
Grants receivable	244,650	-	-	-	-	-	-	244,650
Prepaid expenses and deposits	255,126	(192,699)	49,237	69,189	66,265	(21,490)	63,851	289,479
Increase or (decrease) in operating liabilities:								
Accounts payable and accrued liabilities	(53,882)	(17,063)	(84,469)	(141,427)	(85,833)	216,938	133,962	(31,774)
Deferred revenue	(147,116)	(80,834)	11,426	(75,856)	76,174	109,481	(8,000)	(114,725)
Deferred rent liability	-	-	(7,679)	1,062	(9,656)	-	(33,590)	(49,863)
Net cash flows from operating activities	1,191,057	343,163	452,524	307,596	977,110	403,499	674,332	4,349,281
CASH FLOWS from INVESTING ACTIVITIES:								
Purchase of property, plant and equipment	87,265	(47,783)	(126,378)	(123,528)	30,966	22,595	1,593	(155,270)
Net cash flows from investing activities	87,265	(47,783)	(126,378)	(123,528)	30,966	22,595	1,593	(155,270)
CASH FLOWS from FINANCING ACTIVITIES:								
Intracompany loans	(3,520,661)	-	(11,642)	-	-	52,964	(181,515)	(3,660,854)
Proceeds from debt	2,800,000	-	-	-	-	-	-	2,800,000
Repayment of debt	(1,900,000)	-	-	-	-	-	(62,506)	(1,962,506)
Net cash flows from financing activities	(2,620,661)	-	(11,642)	-	-	52,964	(244,021)	(2,823,360)
Net increase (decrease) in cash and cash equivalents	(1,342,339)	295,380	314,504	184,068	1,008,076	479,058	431,904	1,370,651
Cash and cash equivalents at the beginning of the year	4,763,865	563,453	2,266,286	926,703	1,612,798	132,813	928,167	11,194,085
Cash and cash equivalents at the end of the year	$ 3,421,526	$ 858,833	$ 2,580,790	$ 1,110,771	$ 2,620,874	$ 611,871	$ 1,360,071	$ 12,564,736
CASH PAID FOR INTEREST	$ -	$ -	$ -	$ -	$ -	$ -	$ 158	$ 158

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

CONSOLIDATING STATEMENT OF CASH FLOWS - ROCKETSHIP SCHOOLS (Continued)
For the Year Ended June 30, 2017

		California						
	From Page 1	RSA	RSK	RFZ	RRWC	RRS	RFA	Total Page 2
CASH FLOWS from OPERATING ACTIVITIES:								
Change in Net Assets	$ 3,130,478	$ 229,459	$ 713,156	$ 662,408	$ (516,625)	$ 309,225	$ (516,145)	$ 4,011,956
Adjustments to reconcile change in net assets to net cash flows from operating activities:								
Depreciation	139,461	19,247	7,638	4,309	7,838	2,731	16,187	197,411
(Increase) or decrease in operating assets:								
Accounts receivable	741,575	(339,944)	976,182	(277,380)	(210,306)	(507,740)	(135,216)	247,171
Grants receivable	244,650	-	-	-	-	-	-	244,650
Prepaid expenses and deposits	289,479	2,511	(109,396)	53,821	21,834	173,443	93,300	524,992
Increase or (decrease) in operating liabilities:								
Accounts payable and accrued liabilities	(31,774)	221,064	(52,357)	471,000	51,336	177,848	195,601	1,032,718
Deferred revenue	(114,725)	(1,740)	(16,040)	(7,000)	-	(301,947)	(207,114)	(648,566)
Deferred rent liability	(49,863)	(14,722)	-	67,925	66,660	32,289	-	102,289
Net cash flows from operating activities	4,349,281	115,875	1,519,183	975,083	(579,263)	(114,151)	(553,387)	5,712,621
CASH FLOWS from INVESTING ACTIVITIES:								
Purchase of property, plant and equipment	(155,270)	66,332	41,334	(3,787)	-	(14,899)	(17,658)	(83,948)
Net cash flows from investing activities	(155,270)	66,332	41,334	(3,787)	-	(14,899)	(17,658)	(83,948)
CASH FLOWS from FINANCING ACTIVITIES:								
Intracompany loans	(3,660,854)	(208,886)	(70,048)	(404,581)	642,768	-	364,645	(3,336,956)
Proceeds from debt	2,800,000	-	-	-	250,000	250,000	450,000	3,750,000
Repayment of debt	(1,962,506)	(62,506)	(62,496)	(62,496)	(312,496)	-	(200,000)	(2,662,500)
Net cash flows from financing activities	(2,823,360)	(271,392)	(132,544)	(467,077)	580,272	250,000	614,645	(2,249,456)
Net increase (decrease) in cash and cash equivalents	1,370,651	(89,185)	1,427,973	504,219	1,009	120,950	43,600	3,379,217
Cash and cash equivalents at the beginning of the year	11,194,085	1,036,357	210,291	421,465	203,777	167,075	177,293	13,410,343
Cash and cash equivalents at the end of the year	$ 12,564,736	$ 947,172	$ 1,638,264	$ 925,684	$ 204,786	$ 288,025	$ 220,893	$ 16,789,560
CASH PAID FOR INTEREST	$ 158	$ 162	$ 251	$ 232	$ 1,225	$ -	$ -	$ 2,028

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

CONSOLIDATING STATEMENT OF CASH FLOWS - ROCKETSHIP SCHOOLS (Continued)
For the Year Ended June 30, 2017

		Tennessee								
	From Page 2	RNNE	RUA	RPP	Eliminations	RSED Total	Wisconsin	D.C.	Eliminations	Total
CASH FLOWS from OPERATING ACTIVITIES:										
Change in Net Assets	$ 4,011,956	$ 370,162	$ (224,794)	$ (133,206)	$ -	$ 4,024,118	$ 309,685	$ (805,690)	$ -	$ 3,528,113
Adjustments to reconcile change in net assets to net cash flows from operating activities:										
Depreciation	197,411	2,882	3,346	-	-	203,639	-	-	-	203,639
(Increase) or decrease in operating assets:										
Accounts receivable	247,171	(195,834)	(55,256)	-	-	(3,919)	(278,666)	(31,411)	-	(313,996)
Grants receivable	244,650	-	-	-	-	244,650	-	(78,582)	-	166,068
Prepaid expenses and deposits	524,992	44,253	(64)	(134,893)	-	434,288	31,974	(28,023)	-	438,239
Increase or (decrease) in operating liabilities:										
Accounts payable and accrued liabilities	1,032,718	33,886	86,549	209,487	-	1,362,640	424,536	966,209	-	2,753,385
Deferred revenue	(648,566)	-	-	100,000	-	(548,566)	-	29,942	-	(518,624)
Deferred rent liability	102,289	(307,176)	155,103	-	-	(49,784)	(87,727)	637,865	-	500,354
Net cash flows from operating activities	5,712,621	(51,827)	(35,116)	41,388	-	5,667,066	399,802	690,310	-	6,757,178
CASH FLOWS from INVESTING ACTIVITIES:										
Purchase of property, plant and equipment	(83,948)	(12,024)	(6,456)	(24,905)	-	(127,333)	-	-	-	(127,333)
Net cash flows from investing activities	(83,948)	(12,024)	(6,456)	(24,905)	-	(127,333)	-	-	-	(127,333)
CASH FLOWS from FINANCING ACTIVITIES:										
Intracompany loans	(3,336,956)	381,528	429,192	-	-	(2,526,236)	(238,123)	519,568	-	(2,244,791)
Proceeds from debt	3,750,000	-	-	-	-	3,750,000	-	-	-	3,750,000
Repayment of debt	(2,662,500)	-	-	100,000	-	(2,562,500)	-	-	-	(2,562,500)
Net cash flows from financing activities	(2,249,456)	381,528	429,192	100,000	-	(1,338,736)	(238,123)	519,568	-	(1,057,291)
Net increase (decrease) in cash and cash equivalents	3,379,217	317,677	387,620	116,483	-	4,200,997	161,679	1,209,878	-	5,572,554
Cash and cash equivalents at the beginning of the year	13,410,343	84,228	66,749	-	-	13,561,320	386,046	810,445	-	14,757,811
Cash and cash equivalents at the end of the year	$ 16,789,560	$ 401,905	$ 454,369	$ 116,483	$ -	$ 17,762,317	$ 547,725	$ 2,020,323	$ -	$ 20,330,365
CASH PAID FOR INTEREST	$ 2,028	$ -	$ -	$ -	$ -	$ 2,028	$ 55,744	$ -	$ (55,744)	$ 2,028

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

CONSOLIDATING STATEMENT OF FINANCIAL POSITION - OBLIGATED GROUP
June 30, 2017

	RMS	RSSP	RBM	RFZ	Obligated Group 2017	RSK	RRS	Total
ASSETS								
CURRENT ASSETS:								
Cash and cash equivalents	$ 858,833	$ 2,580,790	$ 1,360,071	$ 925,684	$ 5,725,378	$ 1,638,264	$ 288,025	$ 7,651,667
Accounts receivable	400,811	523,248	872,003	735,830	2,531,892	485,380	558,008	3,575,280
Grants receivable	-	-	-	-		-	-	-
Prepaid expenses and deposits	397,377	28,700	21,968	27,782	475,827	322,756	37,134	835,717
Total current assets	1,657,021	3,132,738	2,254,042	1,689,296	8,733,097	2,446,400	883,167	12,062,664
LONG-TERM ASSETS:								
Intracompany receivable	-	11,642	-	-	11,642	-	-	11,642
Property, plant & equipment, net	1,219,057	856,587	97,862	55,234	2,228,740	168,494	12,168	2,409,402
Total long-term assets	1,219,057	868,229	97,862	55,234	2,240,382	168,494	12,168	2,421,044
Total assets	$ 2,876,078	$ 4,000,967	$ 2,351,904	$ 1,744,530	$ 10,973,479	$ 2,614,894	$ 895,335	$ 14,483,708
LIABILITIES AND NET ASSETS								
CURRENT LIABILITIES:								
Accounts payable and accrued liabilities	$ 256,832	$ 199,511	$ 224,435	$ 337,604	$ 1,018,382	$ 324,177	$ 246,861	$ 1,589,420
Deferred rent liability	-	1,952	26,402	-	28,354	-	-	28,354
Deferred revenue	110,731	179,798	33,684	15,920	340,133	-	-	340,133
Current portion of loans payable	-	-	-	62,512	62,512	62,512	62,500	187,524
Total current liabilities	367,563	381,261	284,521	416,036	1,449,381	386,689	309,361	2,145,431
LONG-TERM LIABILITIES:								
Accrued interest	-	-	-	2,844	2,844	-	1,522	4,366
Deferred rent liability	-	187,359	773,346	1,294,146	2,254,851	-	32,289	2,287,140
Loans payable	-	-	-	100,000	100,000	-	287,500	387,500
Total long-term liabilities	-	187,359	773,346	1,396,990	2,357,695	-	321,311	2,679,006
NET ASSETS:								
Unrestricted	2,508,515	3,432,347	1,294,037	(68,496)	7,166,403	2,228,205	264,663	9,659,271
Total net assets	2,508,515	3,432,347	1,294,037	(68,496)	7,166,403	2,228,205	264,663	9,659,271
Total liabilities and net assets	$ 2,876,078	$ 4,000,967	$ 2,351,904	$ 1,744,530	$ 10,973,479	$ 2,614,894	$ 895,335	$ 14,483,708

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

CONSOLIDATING STATEMENT OF ACTIVITIES - OBLIGATED GROUP
For the Year Ended June 30, 2017

	RMS	RSSP	RBM	RFZ	Obligated Group Total	RSK	RRS	Total
UNRESTRICTED NET ASSETS:								
Revenues								
LCFF State Aid	$ 1,229,935	$ 3,282,862	$ 5,637,279	$ 4,047,160	$ 14,197,236	$ 3,645,765	$ 2,956,826	$ 20,799,827
Property taxes	3,652,609	1,412,738	38,898	1,834,738	6,938,983	1,809,273	1,405,867	10,154,123
Other State revenue	1,065,169	1,105,642	1,156,449	1,035,353	4,362,613	955,206	753,560	6,071,379
Federal revenue	756,032	606,092	697,237	681,147	2,740,508	684,882	1,077,285	4,502,675
Other local revenue	27,887	21,018	31,419	40,562	120,886	60,841	40,342	222,069
Contributions	177,887	179,676	127,357	173,466	658,386	183,324	280,557	1,122,267
Total unrestricted revenues	6,909,519	6,608,028	7,688,639	7,812,426	29,018,612	7,339,291	6,514,437	42,872,340
Program Expenses								
Educational programs	5,893,185	5,231,959	5,785,757	6,069,568	22,980,469	5,613,732	5,420,732	34,014,933
Supporting Services								
Administration and general	943,636	926,405	1,046,438	1,080,450	3,996,929	1,012,403	784,480	5,793,812
Total supporting services	943,636	926,405	1,046,438	1,080,450	3,996,929	1,012,403	784,480	5,793,812
Total expenses	6,836,821	6,158,364	6,832,195	7,150,018	26,977,398	6,626,135	6,205,212	39,808,745
Increase (decrease) in unrestricted net assets	72,698	449,664	856,444	662,408	2,041,214	713,156	309,225	3,063,595
Beginning net assets	2,435,817	2,982,683	437,593	(730,904)	5,125,189	1,515,049	(44,562)	6,595,676
Ending net assets	$ 2,508,515	$ 3,432,347	$ 1,294,037	$ (68,496)	$ 7,166,403	$ 2,228,205	$ 264,663	$ 9,659,271

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

CONSOLIDATING STATEMENT OF CASH FLOWS - OBLIGATED GROUP
For the Year Ended June 30, 2017

	RMS	RSSP	RBM	RFZ	Obligated Group Total	RSK	RRS	Total
CASH FLOWS from OPERATING ACTIVITIES:								
Change in Net Assets	$ 72,698	$ 449,664	$ 856,444	$ 662,408	$ 2,041,214	$ 713,156	$ 309,225	$ 3,063,595
Adjustments to reconcile change in net assets to net cash flows from operating activities:								
Depreciation	38,930	27,861	5,962	4,309	77,062	7,638	2,731	87,431
(Increase) or decrease in operating assets:								
Accounts receivable	522,131	6,484	(344,297)	(277,380)	(93,062)	976,182	(507,740)	375,380
Grants receivable	-	-	-	-		-	-	-
Prepaid expenses and deposits	(192,699)	49,237	63,851	53,821	(25,790)	(109,396)	173,443	38,257
Increase or (decrease) in operating liabilities:								
Accounts payable and accrued liabilities	(17,063)	(84,469)	133,962	471,000	503,430	(52,357)	177,848	628,921
Deferred revenue	(80,834)	11,426	(8,000)	(7,000)	(84,408)	(16,040)	(301,947)	(402,395)
Deferred rent liability	-	(7,679)	(33,590)	67,925	26,656	-	32,289	58,945
Net cash flows from operating activities	343,163	452,524	674,332	975,083	2,445,102	1,519,183	(114,151)	3,850,134
CASH FLOWS from INVESTING ACTIVITIES:								
Purchase of property plant and equipment	(47,783)	(126,378)	1,593	(3,787)	(176,355)	41,334	(14,899)	(149,920)
Net cash flows from investing activities	(47,783)	(126,378)	1,593	(3,787)	(176,355)	41,334	(14,899)	(149,920)
CASH FLOWS from FINANCING ACTIVITIES:								
Intracompany loans	-	(11,642)	(181,515)	(404,581)	(597,738)	(70,048)	-	(667,786)
Proceeds from debt	-	-	-	-	-	-	250,000	250,000
Repayment of debt	-	-	(62,506)	(62,496)	(125,002)	(62,496)	-	(187,498)
Net cash flows from financing activities	-	(11,642)	(244,021)	(467,077)	(722,740)	(132,544)	250,000	(605,284)
Net increase (decrease) in cash and cash equivalents	295,380	314,504	431,904	504,219	1,546,007	1,427,973	120,950	3,094,930
Cash and cash equivalents at the beginning of the year	563,453	2,266,286	928,167	421,465	4,179,371	210,291	167,075	4,556,737
Cash and cash equivalents at the end of the year	$ 858,833	$ 2,580,790	$ 1,360,071	$ 925,684	$ 5,725,378	$ 1,638,264	$ 288,025	$ 7,651,667
CASH PAID FOR INTEREST	$ -	$ -	$ 158	$ 232	$ 390	$ 251	$ -	$ 641

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

SCHEDULE OF INSTRUCTIONAL MINUTES - CALIFORNIA
For the Year Ended June 30, 2017

	2016-17 Minutes			
	Requirement	**Actual**	**Traditional Days**	**Status**
Kindergarten:				
RMS	36,000	55,875	179	In compliance
RSSP	36,000	55,185	179	In compliance
RLS	36,000	57,205	179	In compliance
ROMO	36,000	57,085	179	In compliance
RDP	36,000	66,820	177	In compliance
RBM	36,000	44,765	177	In compliance
RSA	36,000	57,725	179	In compliance
RSK	36,000	56,320	179	In compliance
RFZ	36,000	55,645	179	In compliance
RRWC	36,000	55,320	179	In compliance
RFA	36,000	54,380	180	In compliance
RRS	36,000	56,310	179	In compliance
Grade 1:				
RMS	50,400	57,410	179	In compliance
RSSP	50,400	54,520	179	In compliance
RLS	50,400	56,080	179	In compliance
ROMO	50,400	56,605	179	In compliance
RDP	50,400	56,730	177	In compliance
RBM	50,400	55,615	177	In compliance
RSA	50,400	54,775	179	In compliance
RSK	50,400	54,880	179	In compliance
RFZ	50,400	55,415	179	In compliance
RRWC	50,400	53,190	179	In compliance
RFA	50,400	53,920	180	In compliance
RRS	50,400	52,090	179	In compliance
Grade 2:				
RMS	50,400	56,540	179	In compliance
RSSP	50,400	54,520	179	In compliance
RLS	50,400	56,080	179	In compliance
ROMO	50,400	56,125	179	In compliance
RDP	50,400	57,190	177	In compliance
RBM	50,400	55,615	177	In compliance
RSA	50,400	52,960	179	In compliance
RSK	50,400	54,400	179	In compliance
RFZ	50,400	55,415	179	In compliance
RRWC	50,400	53,190	179	In compliance
RFA	50,400	53,920	180	In compliance
RRS	50,400	52,090	179	In compliance

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

SCHEDULE OF INSTRUCTIONAL MINUTES - CALIFORNIA
For the Year Ended June 30, 2017

	2016-17 Minutes			
	Requirement	Actual	Traditional Days	Status
Grade 3:				
RMS	50,400	54,955	179	In compliance
RSSP	50,400	54,750	179	In compliance
RLS	50,400	57,205	179	In compliance
ROMO	50,400	56,125	179	In compliance
RDP	50,400	57,190	177	In compliance
RBM	50,400	56,075	177	In compliance
RSA	50,400	53,855	179	In compliance
RSK	50,400	55,710	179	In compliance
RFZ	50,400	54,085	179	In compliance
RRWC	50,400	53,420	179	In compliance
RRS	50,400	57,640	179	In compliance
Grade 4:				
RMS	54,000	55,850	179	In compliance
RSSP	54,000	57,205	179	In compliance
RLS	54,000	57,205	179	In compliance
ROMO	54,000	56,605	179	In compliance
RDP	54,000	58,960	177	In compliance
RBM	54,000	58,925	177	In compliance
RSA	54,000	54,520	179	In compliance
RSK	54,000	57,500	179	In compliance
RFZ	54,000	54,085	179	In compliance
RRWC	54,000	54,750	179	In compliance
RRS	54,000	56,310	179	In compliance
Grade 5:				
RMS	54,000	55,750	179	In compliance
RSSP	54,000	67,920	179	In compliance
RLS	54,000	57,205	179	In compliance
ROMO	54,000	56,605	179	In compliance
RDP	54,000	62,750	177	In compliance
RBM	54,000	59,985	177	In compliance
RSA	54,000	55,415	179	In compliance
RSK	54,000	74,265	179	In compliance
RFZ	54,000	58,535	179	In compliance
RRWC	54,000	53,420	179	In compliance

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

SCHEDULE OF AVERAGE DAILY ATTENDANCE - CALIFORNIA
For the Year Ended June 30, 2017

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades TK/K-3:				
RMS	386.36	387.10	385.14	385.96
RSSP	366.28	366.28	361.78	361.78
RLS	358.75	358.86	356.85	356.98
ROMO	411.62	413.26	409.49	411.35
RDP	349.66	349.66	345.36	345.36
RBM	451.41	452.37	450.12	450.82
RSA	324.28	324.42	324.34	324.43
RSK	429.53	429.64	428.83	429.48
RFZ	470.68	470.90	466.99	467.30
RRWC	205.73	205.98	206.01	206.28
RRS	397.22	397.22	402.77	402.77
RFA	117.91	117.98	120.31	120.44
Subtotal	4,269.43	4,273.67	4,257.99	4,262.95
Grades 4-6:				
RMS	175.32	175.40	174.58	174.69
RSSP	110.58	110.62	109.20	109.22
RLS	107.16	107.16	106.43	106.52
ROMO	141.04	141.57	140.93	141.11
RDP	102.50	102.50	101.23	101.23
RBM	123.57	123.71	122.20	122.31
RSA	177.14	177.20	176.42	176.42
RSK	130.25	130.35	129.10	129.36
RFZ	126.46	126.60	125.70	125.87
RRWC	57.05	57.05	56.49	56.58
RRS	44.65	44.65	44.41	44.41
Subtotal	1,295.72	1,296.81	1,286.69	1,287.72
Grand Total	5,565.15	5,570.48	5,544.68	5,550.67

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

RECONCILIATION OF ANNUAL FINANCIAL
REPORT WITH AUDITED FINANCIAL STATEMENTS - CALIFORNIA
For the Year Ended June 30, 2017

	RMS	RSSP	RLS	ROMO	RDP	RBM
June 30, 2017 Annual Financial Report fund balances (net assets)	$ 2,513,505	$ 3,497,778	$ 2,482,500	$ 2,928,415	$ 574,932	$ 1,294,037
Increasing (decreasing) the fund balance (net assets):						
Accounts payable	(4,990)	-	-	-	-	-
Deferred revenue	-	(65,431)	5,589	-	-	-
Net adjustments and reclassifications	(4,990)	(65,431)	5,589	-	-	-
June 30, 2017 Audited Financial Statement fund balances (net assets)	$ 2,508,515	$ 3,432,347	$ 2,488,089	$ 2,928,415	$ 574,932	$ 1,294,037

	RSA	RSK	RFZ	RRWC	RRS	RFA
June 30, 2017 Annual Financial Report fund balances (net assets)	$ 2,214,156	$ 2,228,205	$ (68,496)	$ (815,362)	$ 264,663	$ (542,378)
Increasing (decreasing) the fund balance						
Accounts payable	-	-	-	-	-	-
Deferred revenue	-	-	-	-	-	-
Net adjustments and reclassifications	-	-	-	-	-	-
June 30, 2017 Audited Financial Statement fund balances (net assets)	$ 2,214,156	$ 2,228,205	$ (68,496)	$ (815,362)	$ 264,663	$ (542,378)

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2017

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA #	PTID	RSN	RMS	RSSP	RLS	ROMO	RDP	RBM	RSA	Total Page
U.S. Department of Education											
Pass Through Program From:											
California Department of Education											
Title I, Part A, Basic Grants											
Low-Income and Neglected	84.010	14329	$ -	$ 243,276	$ 153,991	$ 232,922	$ 218,016	$ 213,678	$ 199,543	$ 227,382	$ 1,488,808
Metro Nashville Public Schools											
Title I, Part A, Basic Grants											
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction											
Title I, Part A, Basic Grants											
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	-	-
DC State Board of Education											
Title I, Part A, Basic Grants											
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	-	-
Title I, Part A, Basic Grants											
Low-Income and Neglected Totals			-	243,276	153,991	232,922	218,016	213,678	199,543	227,382	1,488,808
Pass Through Program From:											
California Department of Education											
Title II	84.367	14341	-	2,850	2,661	2,672	2,566	2,315	2,417	2,628	18,109
Metro Nashville Public Schools											
Title II	84.367	N/A	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction											
Title II	84.367	N/A	-	-	-	-	-	-	-	-	-
DC State Board of Education											
Title II	84.367	N/A	-	-	-	-	-	-	-	-	-
Title II Totals			-	2,850	2,661	2,672	2,566	2,315	2,417	2,628	18,109

N/A – Not available.

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (Continued)
For the Year Ended June 30, 2017

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA #	PTID	Previous Page	RSK	RFZ	RRWC	RRS	RFA	RNNE	RUA	Wisconsin	DC	Federal Expenditures
U.S. Department of Education													
Pass Through Program From													
California Department of Education:													
Title I, Part A, Basic Grants													
Low-Income and Neglected	84.010	14329	$ 1,488,808	$ 204,220	$ 188,118	$ 86,591	$ 130,733	$ 47,376	$ -	$ -	$ -	$ -	$ 2,145,846
Metro Nashville Public Schools:													
Title I, Part A, Basic Grants													
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	259,565	184,688	-	-	444,253
Wisconsin Department of Public Instruction:													
Title I, Part A, Basic Grants													
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	-	260,934	-	260,934
DC State Board of Education													
Title I, Part A, Basic Grants													
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	-	-	68,605	68,605
Title I, Part A, Basic Grants													
Low-Income and Neglected Totals			1,488,808	204,220	188,118	86,591	130,733	47,376	259,565	184,688	260,934	68,605	2,919,638
Pass Through Program From													
California Department of Education:													
Title II	84.367	14341	18,109	2,532	2,344	1,034	1,619	543	-	-	-	-	26,181
Metro Nashville Public Schools													
Title II	84.367	N/A	-	-	-	-	-	-	10,714	8,096	-	-	18,810
Wisconsin Department of Public Instruction													
Title II	84.367	N/A	-	-	-	-	-	-	-	-	2,188	-	2,188
DC State Board of Education													
Title II	84.367	N/A	-	-	-	-	-	-	-	-	-	16,155	16,155
Title II Totals			18,109	2,532	2,344	1,034	1,619	543	10,714	8,096	2,188	16,155	63,334

N/A – Not available.

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (Continued)
For the Year Ended June 30, 2017

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA #	PTID	RSN	RMS	RSSP	RLS	ROMO	RDP	RBM	RSA	Total Page
Pass Through Program From:											
California Department of Education											
Title III - Immigrant Education Program	84.365	15146	-	1,297	865	951	2,766	1,297	1,297	-	8,473
Title III - Limited English Proficiency	84.365	14356	-	31,588	34,707	32,695	39,435	27,061	33,198	25,754	224,438
Wisconsin Department of Public Instruction											
Title III	84.365	N/A	-	-	-	-	-	-	-	-	-
Title III Totals			-	32,885	35,572	33,646	42,201	28,358	34,495	25,754	232,911
Pass Through Program From:											
U.S. Department of Education	84.282M	N/A	7,880	-	-	-	-	-	-	-	7,880
California Department of Education											
Title V, Part B	84.282	14941	234,583	-	-	-	-	-	-	-	234,583
Charter School Program Cluster			242,463	-	-	-	-	-	-	-	242,463
Pass Through Program From:											
U.S. Department of Education											
Special Education IDEA	84.027	13379	-	79,121	73,787	73,787	76,708	65,151	74,168	71,374	514,096
Metro Nashville Public Schools											
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction											
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	-	-
DC State Board of Education											
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	-	-
Special Education IDEA Totals			-	79,121	73,787	73,787	76,708	65,151	74,168	71,374	514,096
Pass Through Program From:											
Wisconsin Department of Public Instruction											
Special Education IDEA Preschool	84.173	N/A	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
DC State Board of Education											
Special Education IDEA Preschool	84.173	N/A	-	-	-	-	-	-	-	-	-
Special Education IDEA Preschool Totals			-	-	-	-	-	-	-	-	-
Special Education Cluster			-	79,121	73,787	73,787	76,708	65,151	74,168	71,374	514,096
Total U.S Department of Education			242,463	358,132	266,011	343,027	339,491	309,502	310,623	327,138	2,496,387

N/A – Not available.

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (Continued)
For the Year Ended June 30, 2017

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA #	PTID	Previous Page	RSK	RFZ	RRWC	RRS	RFA	RNNE	RUA	Wisconsin	DC	Federal Expenditures
Pass Through Program From:													
California Department of Education													
Title III - Immigrant Education Program	84.365	15146	8,473	1,383	1,470	346	2,421	346	-	-	-	-	14,439
Title III - Limited English Proficiency	84.365	14356	224,438	36,618	29,979	17,102	27,061				-	-	335,198
Wisconsin Department of Public Instruction													
Title III - Immigrant	84.365	N/A	-	-	-	-	-	-	-	-	31,801	-	31,801
Title III Totals			232,911	38,001	31,449	17,448	29,482	346	-	-	31,801	-	381,438
Pass Through Program From:													
U.S. Department of Education	84.282M	N/A	7,880	-	-	44,151	665,813	362,530	-	17,134	-	68,690	1,097,508
California Department of Education													
Title V, Part B	84.282	14941	234,583	-	-	-	-	-	-	-	-	-	234,583
Charter School Program Cluster			242,463	-	-	44,151	665,813	362,530	-	17,134	-	68,690	1,332,091
Pass Through Program From:													
U.S. Department of Education													
Special Education IDEA	84.027	13379	514,096	77,851	74,803	30,734	-	-	-	-	-	-	697,484
Metro Nashville Public Schools													
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	113,103	34,980	-	-	148,083
Wisconsin Department of Public Instruction													
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	-	89,585	-	89,585
DC State Board of Education													
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	-	-	29,463	29,463
Special Education IDEA Totals			514,096	77,851	74,803	30,734	-	-	113,103	34,980	89,585	29,463	964,615
Pass Through Program From:													
Wisconsin Department of Public Instruction													
Special Education IDEA Preschool	84.173	N/A	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 11,639	$ -	$ 11,639
DC State Board of Education													
Special Education IDEA Preschool	84.173	N/A	-	-	-	-	-	-	-	-	-	622	622
Special Education IDEA Preschool Totals			-	-	-	-	-	-	-	-	11,639	622	12,261
Special Education Cluster:			514,096	77,851	74,803	30,734	-	-	113,103	34,980	101,224	30,085	976,876
Total U.S Department of Education			2,496,387	322,604	296,714	179,958	827,647	410,795	383,382	244,898	396,147	183,535	5,673,377

N/A – Not available.

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (Continued)
For the Year Ended June 30, 2017

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA #	PTID	RSN	RMS	RSSP	RLS	ROMO	RDP	RBM	RSA	Total Page
U.S. Department of Agriculture:											
Pass Through Program From											
California Department of Education											
National School Lunch Program	10.555	N/A	-	206,783	174,348	194,797	194,709	156,169	197,794	198,899	1,323,499
Metro Nashville Public Schools											
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction											
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	-	-
DC State Board of Education											
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	-	-
National School Lunch Program Totals			-	206,783	174,348	194,797	194,709	156,169	197,794	198,899	1,323,499
California Department of Education											
School Breakfast Program	10.553	N/A	-	164,949	140,902	142,063	158,624	132,225	164,193	146,516	1,049,472
NSLP Commodities	10.553	N/A	-	22,343	21,002	23,253	22,298	17,047	20,798	22,252	148,993
Metro Nashville Public Schools											
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction											
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	-	-
Donated Commodities - Noncash	10.555	N/A	-	-	-	-	-	-	-	-	-
DC State Board of Education											
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	-	-
School Breakfast Program and Commodities Totals			-	187,292	161,904	165,316	180,922	149,272	184,991	168,768	1,198,465
Child Nutrition Cluster			-	394,075	336,252	360,113	375,631	305,441	382,785	367,667	2,521,964
Total U.S. Department of Agriculture:			-	394,075	336,252	360,113	375,631	305,441	382,785	367,667	2,521,964
U.S. Department of Health and Human Services:											
Pass Through Program From											
California Department of Education:											
Medicaid	93.778	N/A	-	3,825	3,829	3,829	3,829	3,829	3,829	3,829	26,799
Pass Through Program From											
Wisconsin Department of Health Services:											
Medical Assistance Program	93.778	N/A	-	-	-	-	-	-	-	-	-
Total U.S Department of Health and Human Services			-	3,825	3,829	3,829	3,829	3,829	3,829	3,829	26,799
Total Federal Expenditures			$ 242,463	$ 756,032	$ 606,092	$ 706,969	$ 718,951	$ 618,772	$ 697,237	$ 698,634	$ 5,045,150

N/A – Not available.

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (Continued)
For the Year Ended June 30, 2017

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA #	PTID	Previous Page	RSK	RFZ	RRWC	RRS	RFA	RNNE	RUA	Wisconsin	DC	Federal Expenditures
U.S. Department of Agriculture:													
Pass Through Program From													
California Department of Education:													
National School Lunch Program	10.555	N/A	1,323,499	190,431	196,240	90,932	141,561	38,535	-	-	-	-	1,981,198
Metro Nashville Public Schools													
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	262,842	265,825	-	-	528,667
Wisconsin Department of Public Instruction													
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	-	262,696	-	262,696
DC State Board of Education													
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	-	-	159,205	159,205
National School Lunch Program Totals			1,323,499	190,431	196,240	90,932	141,561	38,535	262,842	265,825	262,696	159,205	2,931,766
California Department of Education:													
School Breakfast Program	10.553	N/A	1,049,472	145,084	163,998	64,089	86,519	24,954	-	-	-	-	1,534,116
NSLP Commodities	10.553	N/A	148,993	22,934	20,366	9,410	17,729	7,842	-	-	-	-	227,274
Metro Nashville Public Schools													
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	169,628	120,085	-	-	289,713
Wisconsin Department of Public Instruction													
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	-	157,826	-	157,826
Donated Commodities - Noncash	10.553	N/A	-	-	-	-	-	-	-	-	24,540	-	24,540
DC State Board of Education													
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	-	-	90,599	90,599
School Breakfast Program and Commodities Totals			1,198,465	168,018	184,364	73,499	104,248	32,796	169,628	120,085	182,366	90,599	2,324,068
Child Nutrition Cluster			2,521,964	358,449	380,604	164,431	245,809	71,331	432,470	385,910	445,062	249,804	5,255,834
Total U.S Department of Education			2,521,964	358,449	380,604	164,431	245,809	71,331	432,470	385,910	445,062	249,804	5,255,834
U.S. Department of Health and Human Services:													
Pass Through Program From													
California Department of Education:													
Medicaid	93.778	N/A	26,799	3,829	3,829	2,552	3,829	1,277	-	-	-	-	42,115
Pass Through Program From													
Wisconsin Department of Health Services:													
Medical Assistance Program	93.778	N/A	-	-	-	-	-	-	-	-	17,451	-	17,451
Total U.S Department of Health and Human Services			26,799	3,829	3,829	2,552	3,829	1,277	-	-	17,451	-	59,566
Total Federal Expenditures			$ 5,045,150	$ 684,882	$ 681,147	$ 346,941	$ 1,077,285	$ 483,403	$ 815,852	$ 630,808	$ 858,660	$ 433,339	$ 10,988,777

N/A – Not available.

See the accompanying notes to supplementary information.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

NOTES TO SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2017

NOTE 1 - PURPOSE OF SCHEDULES:

A. Consolidating Statements

These statements provide detailed financial information of each charter school.

B. Consolidating Statements- Obligated Group

These statements provide detailed financial information of RMS, RSSP, RBM, RSK, RFZ, and RRS as related schools to the Obligated Group in the Series 2016A and 2016B bond issues.

C. 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.

D. 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.

E. 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.

F. 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, 2017. 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.

F. 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.

G. 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, 2017, 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, 2018.

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.

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*

Our consideration of internal control over financial reporting 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. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been 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

CliftonLarsonAllen LLP
Glendora, California
January 30, 2018

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, 2017. 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.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

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, 2017.

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.

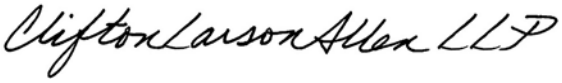
A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement 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.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Purpose of this Report

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, 2018

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 *2016-2017 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, 2017. 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 *2016-2017 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 Performed
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE - CALIFORNIA

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	No[1]
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

[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, 2017.

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 *2016-2017 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

CliftonLarsonAllen LLP
Glendora, California
January 30, 2018

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2017

SECTION I – SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: *Unmodified*

Internal control over financial reporting:

Material weakness(es) identified?	____ *Yes*	X *No*	
Significant deficiency(ies) identified?	____ *Yes*	X *None Reported*	

Noncompliance material to financial statements noted? ____ *Yes* X *No*

Federal Awards

Internal control over major federal awards:

Material weakness(es) identified?	____ *Yes*	X *No*	
Significant deficiency(ies) identified?	____ *Yes*	X *None Reported*	

Type of auditor's report issued on compliance for major federal programs: *Unmodified*

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:

CFDA Number(s)	Name of Federal Program or Cluster
84.010	Title I, Part A – Low Income and Neglected

Dollar threshold used to distinguish between type A and type B programs: $750,000

Auditee qualified as low-risk auditee? ____ *Yes* X *No*

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 20, 2017

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

SECTION II – FINANCIAL STATEMENT FINDINGS

There were no findings and questioned costs related to the basic financial statements.

SECTION III – FEDERAL AND STATE AWARD FINDINGS AND QUESTIONED COSTS

There were no findings and questioned costs related to federal awards.

State Award Findings:

Reference Number: 2017-001
Description: Special Education Ineligible Staff

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: RSCP employed a special education individual that taught outside the license grade range issued by the department.

Cause: RSCP did not follow-up to verify the employee had the proper license.

Effect: The RSCP is not in compliance with Wisconsin state statutes.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 20, 2017

Auditors' Recommendation: We recommend RSCP verify that all staff has an appropriate license within the grade range they are teaching.

Management Response: Going forward, the employee in question will only teach inside the license grade range issued by the department. Rocketship has rearranged our caseloads to ensure that all staff have the appropriate license for the grade range that they are teaching.

ROCKETSHIP EDUCATION
AND ITS AFFILIATES

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2017

There were no findings and questioned costs related to the basic financial statements, federal awards or state awards for the prior year.

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

ROCKETSHIP EDUCATION AND ITS AFFILIATES
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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.

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

CliftonLarsonAllen LLP

Glendora, Calfiornia

January 30, 2019

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2017)

	Rocketship Education	Rocketship Education Wisconsin Inc.	Rocketship Education DC Public Charter School, Inc.	Launchpad Development Company	Eliminations	2018 Total	2017 Total
ASSETS							
CURRENT ASSETS							
Cash and Cash Equivalents	$ 20,844,116	$ 883,567	$ 2,453,937	$ 14,612,692	$ -	$ 38,794,312	$ 43,265,177
Restricted Cash	-	29,664	-	11,333,336	-	11,363,000	10,634,074
Accounts Receivable	9,235,556	3,667	-	294,198	-	9,533,421	8,203,486
Grants Receivable	-	533,532	870,751	-	-	1,404,283	476,241
Note Receivable	-	-	-	-	-	-	560,000
Prepaid Expenses and Deposits	2,349,122	48,343	46,422	903,568	-	3,347,455	1,368,099
Total Current Assets	32,428,794	1,498,773	3,371,110	27,143,794	-	64,442,471	64,507,077
LONG-TERM ASSETS							
Grants Receivable	-	75,000	-	-	-	75,000	96,325
Intracompany Receivable	4,949,638	334	643,470	-	(5,593,442)	-	-
Security Deposits	429,295	5,000	1,500	-	(400,000)	35,795	-
Deferred Rent Asset	-	-	-	6,403,433	(6,403,433)	-	-
Property, Plant, and Equipment, Net	5,150,515	20,219	-	98,422,757	-	103,593,491	99,989,879
Total Long-Term Assets	10,529,448	100,553	644,970	104,826,190	(12,396,875)	103,704,286	100,086,204
Total Assets	$ 42,958,242	$ 1,599,326	$ 4,016,080	$ 131,969,984	$ (12,396,875)	$ 168,146,757	$ 164,593,281
LIABILITIES AND NET ASSETS							
CURRENT LIABILITIES							
Accounts Payable and Accrued Liabilities	$ 6,294,351	$ 335,276	$ 728,268	$ 2,370,467	$ -	$ 9,728,362	$ 6,783,072
Accrued Interest	85,119	-	-	507,338	-	592,457	761,817
Deferred Rent Liability	-	36,283	-	-	(36,283)	-	-
Deferred Revenues	1,324,670	-	-	9,456	(9,456)	1,324,670	823,348
Current Portion of Loans Payable	491,668	-	-	2,225,000	-	2,716,668	9,722,526
Total Current Liabilities	8,195,808	371,559	728,268	5,112,261	(45,739)	14,362,157	18,090,763
LONG-TERM LIABILITIES							
Security Deposits	-	-	-	400,000	(400,000)	-	-
Accrued Interest	148,825	-	-	-	-	148,825	113,478
Deferred Rent Liability	3,834,350	21,092	2,302,877	6,276,315	(6,357,694)	6,076,940	1,922,841
Intracompany Payable	-	2,643,691	2,949,751	-	(5,593,442)	-	-
Loans Payable	1,762,512	-	-	124,912,717	-	126,675,229	126,930,036
Total Long-Term Liabilities	5,745,687	2,664,783	5,252,628	131,589,032	(12,351,136)	132,900,994	128,966,355
NET ASSETS							
Unrestricted	28,924,363	(2,066,762)	(2,229,816)	(4,731,309)	-	19,896,476	16,490,691
Temporarily Restricted	92,384	629,746	265,000	-	-	987,130	1,045,472
Total Net Assets	29,016,747	(1,437,016)	(1,964,816)	(4,731,309)	-	20,883,606	17,536,163
Total Liabilities And Net Assets	$ 42,958,242	$ 1,599,326	$ 4,016,080	$ 131,969,984	$ (12,396,875)	$ 168,146,757	$ 164,593,281

See accompanying Notes to Consolidated Financial Statements.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2018
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2017)

	Rocketship Education	Rocketship Education Wisconsin Inc.	Rocketship Education DC Public Charter School, Inc.	Launchpad Development Company	Eliminations	2018 Total	2017 Total
UNRESTRICTED NET ASSETS							
REVENUES							
LCFF State Aid	$ 39,238,901	$ -	$ -	$ -	$ -	$ 39,238,901	$ 38,756,121
Apportionment Revenue	9,928,496	4,138,735	10,138,348	-	-	24,205,579	20,628,908
Property Taxes	15,266,385	-	-	-	-	15,266,385	13,886,120
Other State Revenue	12,233,383	73,416	2,210,386	-	-	14,517,185	12,324,370
Federal Revenue	10,070,208	1,065,681	1,815,858	-	-	12,951,747	11,057,467
Other Local Revenue	5,015,447	26,830	8,118	18,619,442	(16,229,778)	7,440,059	2,766,145
Contributions	6,904,759	131,854	970,245	-	-	8,006,858	8,197,231
Amounts Released from Restriction	41,763	32,550	596,325	-	-	670,638	264,170
Total Unrestricted Revenues	98,699,342	5,469,066	15,739,280	18,619,442	(16,229,778)	122,297,352	107,880,532
EXPENSES							
Program Expenses:							
Educational programs	74,905,227	4,878,229	13,854,536	-	(16,229,778)	77,408,214	70,573,394
Supporting Services:							
Site Supports and Program Development	12,441,682	-	-	15,388,516	(145,000)	27,685,198	27,977,604
Administration and General	7,023,529	782,730	2,083,443	3,763,453	145,000	13,798,155	9,280,970
Total Supporting Services	19,465,211	782,730	2,083,443	19,151,969	-	41,483,353	37,258,574
Total Expenses	94,370,438	5,660,959	15,937,979	19,151,969	(16,229,778)	118,891,567	107,831,968
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	4,328,904	(191,893)	(198,699)	(532,527)	-	3,405,785	48,564
TEMPORARILY RESTRICTED NET ASSETS							
Amounts Released from Restriction	(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.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2018
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2017)

	Rocketship Education	Rocketship Education Wisconsin Inc.	Rocketship Education DC Public Charter School, Inc.	Launchpad Development Company	Eliminations	2018 Total	2017 Total
CASH FLOWS FROM OPERATING ACTIVITIES							
Change in Net Assets	$ 4,387,141	$ 122,853	$ (630,024)	$ (532,527)	$ -	$ 3,347,443	$ 604,699
Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:							
Depreciation and Amortization	338,971	36	-	2,964,498	-	3,303,505	2,957,153
Allowance for Nonrecoverable Project Costs	-	-	-	-	-	-	1,721,312
(Increase) Decrease in Operating Assets:							
Accounts Receivable	(1,440,173)	355,823	31,411	(276,996)	-	(1,329,935)	(276,902)
Grants Receivable	52,944	(608,532)	(351,129)	-		(906,717)	166,068
Prepaid Expenses and Other Current Assets	(683,311)	(22,771)	33,950	(564,060)	-	(1,236,192)	677,420
Deferred Rent Asset	-	-	-	(2,424,669)	2,424,669	-	-
Increase (Decrease) in Operating Liabilities:							
Accounts Payable and Accrued Liabilities	659,588	139,645	1,212,642	1,534,157	-	3,546,032	1,183,357
Deferred Revenues	531,264	-	(29,942)	(769,503)	-	(268,181)	(66,629)
Deferred Rent Liability	488,961	32,861	1,665,012	4,382,478	(2,424,669)	4,144,643	608,637
Net Cash Flows from Operating Activities	4,335,385	19,915	1,931,920	4,313,378	-	10,600,598	7,575,115
CASH FLOWS FROM INVESTING ACTIVITIES							
Proceeds from Note Receivable	-	-	-	560,000	-	560,000	-
Purchases of Property, Plant, and Equipment	(202,698)	(20,255)	-	(6,668,919)	-	(6,891,872)	(18,766,316)
Net Cash Flows from Investing Activities	(202,698)	(20,255)	-	(6,108,919)	-	(6,331,872)	(18,766,316)
CASH FLOWS FROM FINANCING ACTIVITIES							
Change in Restricted Cash	-	-	-	(699,262)	-	(699,262)	(3,009,144)
Intracompany Loans	382,460	365,846	(1,498,306)	-	-	(750,000)	(2,244,791)
Proceeds from Debt	200,000	-	-	16,860,412	-	17,060,412	44,837,264
Repayment of Debt	(1,633,348)	-	-	(22,687,729)	-	(24,321,077)	(9,700,583)
Net Cash Flows from by Financing Activities	(1,050,888)	365,846	(1,498,306)	(6,526,579)	-	(8,709,927)	29,882,746
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	3,081,799	365,506	433,614	(8,322,120)	-	(4,441,201)	18,691,545
Cash and Cash Equivalents - Beginning of Year	17,762,317	547,725	2,020,323	22,934,812	-	43,265,177	24,573,632
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 20,844,116	$ 913,231	$ 2,453,937	$ 14,612,692	$ -	$ 38,823,976	$ 43,265,177
SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION							
Cash Paid for Interest, Net	$ 14,783	$ -	$ -	$ 7,747,174	$ -	$ 7,761,957	$ 6,734,613
Capitalized Interest	$ -	$ -	$ -	$ 28,050	$ -	$ 28,050	$ 111,379

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:

	RSED	LDC	RSEA Total
Land	$ -	$ 16,310,375	$ 16,310,375
Furniture and Equipment	794,478	422,131	1,216,609
Buildings	5,799,793	87,974,773	93,774,566
Other	12,755	7,126,245	7,139,000
Less: Accumulated Depreciation	(1,436,292)	(13,410,767)	(14,847,059)
Total	$ 5,170,734	$ 98,422,757	$ 103,593,491

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).

LDC – Obligated Group Bonds (Series 2017A, 2017B, 2017C, 2017D, 2017E and 2017F)

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)

LDC – Obligated Group Bonds (Series 2017A, 2017B, 2017C, 2017D, 2017E and 2017F) (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:

Year Ended June 30,	RSED	LDC	Total
2019	$ 491,668	$ 2,225,000	$ 2,716,668
2020	987,512	3,545,000	4,532,512
2021	712,500	2,455,000	3,167,500
2022	62,500	2,650,000	2,712,500
2023	-	2,995,000	2,995,000
Thereafter	-	117,756,675	117,756,675
Subtotal	2,254,180	131,626,675	133,880,855
Cost of Issuance and Discounts/Premiums	-	(4,488,958)	(4,488,958)
Total	$ 2,254,180	$ 127,137,717	$ 129,391,897

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:

June 30,	RSN	RFZ	RPS	LLC10	LLC11
2019	$ 319,338	$ 35,662	$ 73,874	$ 105,840	$ 95,004
2020	175,654	36,197	76,104	105,840	95,004
2121	180,924	36,740	78,393	105,840	95,004
2022	186,352	37,291	80,624	111,132	95,004
2023	95,030	37,850	76,017	111,132	95,004
Thereafter	-	1,154,958	-	1,476,216	1,900,080
Total	$ 957,298	$ 1,338,698	$ 385,012	$ 2,016,000	$ 2,375,100

June 30,	LLC12	DLLC1	DLLC2	NLLC2	RSEA Total
2019	$ 316,800	$ 2,047,832	$ 1,918,053	$ 646,893	$ 5,559,296
2020	316,800	2,047,832	1,918,053	646,893	5,418,377
2121	316,800	2,047,832	1,918,053	660,647	5,440,233
2022	316,800	2,091,821	1,918,053	675,511	5,512,588
2023	316,800	2,138,887	1,961,209	681,114	5,513,043
Thereafter	10,479,126	64,818,142	59,556,835	18,705,503	158,090,860
Total	$ 12,063,126	$ 75,192,346	$ 69,190,256	$ 22,016,561	$ 185,534,397

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:

	STRS	
Year Ended June 30,	Required Contribution	Percent Contributed
2016	$ 1,420,048	100 %
2017	$ 1,924,652	100 %
2018	$ 2,229,425	100 %

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:

June 30,	RMS	RSSP	RLS	ROMO	RDP	RBM
2019	$ 1,008,461	$ 1,038,839	$ 692,773	$ 947,108	$ 591,203	$ 1,124,587
2020	1,004,894	1,037,829	630,467	945,542	538,043	1,129,129
2021	1,005,461	1,031,890	627,634	946,063	535,599	1,128,415
2022	1,005,223	1,036,436	627,483	947,569	535,521	1,127,060
2023	1,007,628	1,040,018	624,201	947,800	533,570	1,130,462
Thereafter	18,997,664	20,894,500	21,550,273	17,673,015	18,413,437	22,825,806
Total	$ 24,029,331	$ 26,079,512	$ 24,752,831	$ 22,407,097	$ 21,147,373	$ 28,465,459

June 30,	RSA	RSK	RFZ	RRS	RNNE
2019	$ 724,657	$ 1,020,585	$ 1,375,718	$ 1,013,385	$ 575,000
2020	724,946	1,013,722	1,375,032	1,005,092	575,000
2021	724,609	1,014,162	1,380,217	1,004,162	575,000
2022	723,645	1,013,542	1,379,039	1,003,542	575,000
2023	727,055	1,015,552	1,394,328	1,005,552	575,000
Thereafter	3,145,672	19,167,639	29,740,084	18,937,639	16,674,998
Total	$ 6,770,584	$ 24,245,202	$ 36,644,418	$ 23,969,372	$ 19,549,998

June 30,	RUA	RSCP	RISE	RLP	Total
2019	$ 646,893	$ 425,000	$ 2,097,931	$ 2,148,519	$ 15,430,659
2020	646,893	425,000	2,097,931	2,148,519	15,298,039
2021	660,647	425,000	2,145,134	2,148,519	15,352,512
2022	675,511	425,000	2,193,400	2,148,519	15,416,490
2023	690,710	425,000	2,242,751	2,148,519	15,508,146
Thereafter	18,695,862	12,324,998	64,365,100	68,909,827	372,316,514
Total	$ 22,016,516	$ 14,449,998	$ 75,142,247	$ 79,652,422	$ 449,322,360

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, 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.

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:

RMS	$	914,913
RSSP		778,634
RLS		905,539
ROMO		1,120,350
RDP		850,760
RBM		1,037,898
RSA		815,692
RSK		1,062,897
RRS		999,744
RFZ		1,082,970
RFA		419,322
RRWC		398,558
RNNE		720,048
RUA		863,152
RPP		85,078
Wisconsin Schools		708,504
D.C. Schools		1,368,278
Total	$	14,132,337

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.

SUPPLEMENTARY INFORMATION

ROCKETSHIP EDUCATION AND ITS AFFILIATES
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2018

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 Mateo Sheedy Elementary (RMS), chartered by the Santa Clara County Office of Education, Charter Number: 0850 – Established 2007, Expires 2020
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 Discovery Prep (RDP), chartered by the Santa Clara County Office of Education, Charter Number: 1193 – Established 2010, Expires 2021
Rocketship Brilliant Minds (RBM), chartered by the Santa Clara County Office of Education, Charter Number: 1393 – Established 2012, Expires 2017
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 Fuerza Community Prep (RFZ), chartered by the Santa Clara County Office of Education, Charter Number: 1687 – Established 2014, Expires 2019
Rocketship Redwood City Prep (RRWC), chartered by the Redwood City Elementary School District, Charter Number: 1736 – Established 2015, Expires 2020
Rocketship Rising Stars (RRS), chartered by the Santa Clara County Office of Education, Charter Number: 1778– Established 2016, Expires 2021
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)

ROCKETSHIP EDUCATION AND ITS AFFILIATES
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2018

BOARD OF DIRECTORS

Name	Office	Term Expires (2-Year Term)
Fred Ferrer	President	2020
Louis Jordan	Treasurer	2019
Arra Yerganian	Secretary	2019
Alex Hernandez	Member	2019
Alex Terman	Member	2020
Deborah McGriff	Member	2019
Greg Stanger	Member	2020
Raymond Raven	Member	2019
Ralph Weber	Member	2019
Jolene Sloter	Member	2019
David Kaval	Member	2020
Don Shalvey	Member	2020
June Nwabara	Member	2020

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

		California						
	RSN	RMS	RSSP	RLS	ROMO	RDP	RBM	Total Page 1
ASSETS								
CURRENT ASSETS								
Cash and Cash Equivalents	$ 2,298,869	$ 1,046,446	$ 2,773,820	$ 1,061,482	$ 3,327,002	$ 346,290	$ 2,074,410	$ 12,928,319
Restricted Cash	-	-	-	-	-	-	-	-
Accounts Receivable	606,242	519,504	613,957	713,921	648,219	1,266,582	905,454	5,273,879
Grants Receivable	-	-	-	-	-	-	-	-
Prepaid Expenses and Deposits	191,919	466,273	22,272	346,159	20,430	619,124	26,068	1,692,245
Total Current Assets	3,097,030	2,032,223	3,410,049	2,121,562	3,995,651	2,231,996	3,005,932	19,894,443
LONG-TERM ASSETS								
Grants Receivable	-	-	-	-	-	-	-	-
Intracompany Receivable	10,130,406	192,058	-	-	-	-	-	10,322,464
Security Deposits	29,295	-	-	100,000	100,000	100,000	-	329,295
Property, Plant, and Equipment, Net	331,130	1,179,661	833,204	844,643	624,661	534,926	91,901	4,440,126
Total Long-Term Assets	10,490,831	1,371,719	833,204	944,643	724,661	634,926	91,901	15,091,885
Total 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
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	2,668,484	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	-	88,306	135,100	203,520	1,798,494	155,625	2,381,149
Loans Payable	750,000	-	-	-	-	-	-	750,000
Total Long-Term Liabilities	877,565	30	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

		California						
	From Page 1	RSA	RSK	RFZ	RRWC	RRS	RFA	Total Page 2
ASSETS								
CURRENT ASSETS								
Cash and Cash Equivalents	$ 12,928,319	$ 1,378,581	$ 2,634,846	$ 1,658,643	$ 246,586	$ 1,041,362	$ 462,513	$ 20,350,850
Restricted Cash	-	-	-	-	-	-	-	-
Accounts Receivable	5,273,879	1,080,155	278,768	694,963	369,690	532,230	582,403	8,812,088
Grants Receivable	-	-	-	-	-	-	-	-
Prepaid Expenses and Deposits	1,692,245	20,435	390,998	19,334	8,582	89,893	13,465	2,234,952
Total Current Assets	19,894,443	2,479,171	3,304,612	2,372,940	624,858	1,663,485	1,058,381	31,397,890
LONG-TERM ASSETS								
Grants Receivable	-	-	-	-	-	-	-	-
Intracompany Receivable	10,322,464	-	-	-	-	-	-	10,322,464
Security Deposits	329,295	100,000	-	-	-	-	-	429,295
Property, Plant, and Equipment, Net	4,440,126	389,636	160,495	50,952	16,328	9,188	(8,116)	5,058,609
Total Long-Term Assets	15,091,885	489,636	160,495	50,952	16,328	9,188	(8,116)	15,810,368
Total Assets	$ 34,986,328	$ 2,968,807	$ 3,465,107	$ 2,423,892	$ 641,186	$ 1,672,673	$ 1,050,265	$ 47,208,258
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	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	-	-	-	3,311,635
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.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF FINANCIAL POSITION – SCHOOLS (CONTINUED)
JUNE 30, 2018

	From Page 2	Tennessee RNNE	Tennessee RUA	Tennessee RPP	Eliminations	RSED Total	Wisconsin	DC	Eliminations	Total
ASSETS										
CURRENT ASSETS										
Cash and Cash Equivalents	$ 20,350,850	$ 117,510	$ 772,324	$ (396,568)	$ -	$ 20,844,116	$ 883,567	$ 2,453,937	$ -	$ 24,181,620
Restricted Cash	-	-	-	-	-	-	29,664	-	-	29,664
Accounts Receivable	8,812,088	(23,195)	445,090	1,573	-	9,235,556	3,667	-	-	9,239,223
Grants Receivable	-	-	-	-	-	-	533,532	870,751	-	1,404,283
Prepaid Expenses and Deposits	2,234,952	73,579	26,943	13,648	-	2,349,122	48,343	46,422	-	2,443,887
Total Current Assets	31,397,890	167,894	1,244,357	(381,347)	-	32,428,794	1,498,773	3,371,110	-	37,298,677
LONG-TERM ASSETS										
Grants Receivable	-	-	-	-	-	-	75,000	-	-	75,000
Intracompany Receivable	10,322,464	-	-	-	(5,372,826)	4,949,638	334	643,470	(5,593,442)	-
Security Deposits	429,295	-	-	-	-	429,295	5,000	1,500	-	435,795
Property, Plant, and Equipment, Net	5,058,609	19,332	12,567	60,007	-	5,150,515	20,219	-	-	5,170,734
Total Long-Term Assets	15,810,368	19,332	12,567	60,007	(5,372,826)	10,529,448	100,553	644,970	(5,593,442)	5,681,529
Total Assets	$ 47,208,258	$ 187,226	$ 1,256,924	$ (321,340)	$ (5,372,826)	$ 42,958,242	$ 1,599,326	$ 4,016,080	$ (5,593,442)	$ 42,980,206
LIABILITIES AND NET ASSETS										
CURRENT LIABILITIES										
Accounts Payable	$ 5,557,891	$ 269,600	$ 321,503	$ 145,357	$ -	$ 6,294,351	$ 335,276	$ 728,268	$ -	$ 7,357,895
Accrued Interest	85,119	-	-	-	-	85,119	-	-	-	85,119
Deferred Rent Liability	-	-	-	-	-	-	36,283	-	-	36,283
Deferred Revenue	1,324,670	-	-	-	-	1,324,670	-	-	-	1,324,670
Current Portion of Loans Payable	491,668	-	-	-	-	491,668	-	-	-	491,668
Total Current Liabilities	7,459,348	269,600	321,503	145,357	-	8,195,808	371,559	728,268	-	9,295,635
LONG-TERM LIABILITIES										
Accrued Interest	139,404	3,844	3,055	2,522	-	148,825	-	-	-	148,825
Deferred Rent Liability	3,311,635	2,296	520,419	-	-	3,834,350	21,092	2,302,877	-	6,158,319
Intracompany Payable	3,904,094	279,018	1,104,636	85,078	(5,372,826)	-	2,643,691	2,949,751	(5,593,442)	-
Loans Payable	1,462,512	100,000	100,000	100,000	-	1,762,512	-	-	-	1,762,512
Total Long-Term Liabilities	8,817,645	385,158	1,728,110	187,600	(5,372,826)	5,745,687	2,664,783	5,252,628	(5,593,442)	8,069,656
NET ASSETS										
Unrestricted	30,838,881	(467,532)	(792,689)	(654,297)	-	28,924,363	(2,066,762)	(2,229,816)	-	24,627,785
Temporarily Restricted	92,384	-	-	-	-	92,384	629,746	265,000	-	987,130
Total Net Assets	30,931,265	(467,532)	(792,689)	(654,297)	-	29,016,747	(1,437,016)	(1,964,816)	-	25,614,915
Total Liabilities and Net Assets	$ 47,208,258	$ 187,226	$ 1,256,924	$ (321,340)	$ (5,372,826)	$ 42,958,242	$ 1,599,326	$ 4,016,080	$ (5,593,442)	$ 42,980,206

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						
	RSN	RMS	RSSP	RLS	ROMO	RDP	RBM	Total Page 1
UNRESTRICTED NET ASSETS								
REVENUES								
LCFF State Aid	$ -	$ 1,072,636	$ 2,825,171	$ 4,546,620	$ 3,547,548	$ 4,060,171	$ 5,424,756	$ 21,476,902
Apportionment Revenue	-	-	-	-	-	-	-	-
Property Taxes	-	3,767,827	1,385,513	32,733	1,967,579	152,097	27,524	7,333,273
Other State Revenue	-	1,142,990	1,008,596	972,592	1,432,694	1,294,307	1,391,076	7,242,255
Federal Revenue	293,775	782,749	579,999	701,705	758,962	657,475	724,720	4,499,385
Other Local Revenue	15,330,180	8,973	2,652	162	344	-	3,300	15,345,611
Contributions	5,793,550	112,159	46,760	47,406	49,966	58,410	55,088	6,163,339
Amounts Released from Restriction	41,763	-	-	-	-	-	-	41,763
Total Unrestricted Revenues	21,459,268	6,887,334	5,848,691	6,301,218	7,757,093	6,222,460	7,626,464	62,102,528
EXPENSES								
Program Expenses:								
Educational Programs	1,279,807	5,456,788	5,040,303	5,230,885	6,196,606	5,445,354	6,264,227	34,913,970
Supporting Services:								
Site Supports and Program Development	12,441,682	-	-	-	-	-	-	12,441,682
Administration and General	7,023,529	914,913	778,634	905,539	1,120,350	850,760	1,037,898	12,631,623
Total Supporting Services	19,465,211	914,913	778,634	905,539	1,120,350	850,760	1,037,898	25,073,305
Total Expenses	20,745,018	6,371,701	5,818,937	6,136,424	7,316,956	6,296,114	7,302,125	59,987,275
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	714,250	515,633	29,754	164,794	440,137	(73,654)	324,339	2,115,253
TEMPORARILY RESTRICTED NET ASSETS								
Amounts Released from Restriction	(41,763)	-	-	-	-	-	-	(41,763)
Contributions	100,000	-	-	-	-	-	-	100,000
INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS	58,237	-	-	-	-	-	-	58,237
INCREASE (DECREASE) IN NET ASSETS	772,487	515,633	29,754	164,794	440,137	(73,654)	324,339	2,173,490
Net Assets - Beginning of Year	9,269,325	2,508,515	3,432,347	2,488,089	2,928,415	574,932	1,294,037	22,495,660
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 EDUCATION AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF ACTIVITIES – SCHOOLS (CONTINUED)
YEAR ENDED JUNE 30, 2018

		California						
	From Page 1	RSA	RSK	RFZ	RRWC	RRS	RFA	Total Page 2
UNRESTRICTED NET ASSETS								
REVENUES								
LCFF State Aid	$ 21,476,902	$ 4,133,985	$ 3,404,567	$ 3,953,833	$ 1,415,912	$ 3,486,135	$ 1,367,567	$ 39,238,901
Apportionment Revenue	-	-	-	-	-	-	-	-
Property Taxes	7,333,273	159,150	2,036,013	1,955,936	827,685	1,894,158	1,060,170	15,266,385
Other State Revenue	7,242,255	1,031,615	1,185,594	1,107,249	405,905	1,014,868	232,344	12,219,830
Federal Revenue	4,499,385	751,507	699,514	719,830	329,625	689,565	476,348	8,165,774
Other Local Revenue	15,345,611	-	2,699	5,139	921,405	5,156	13,922	16,293,932
Contributions	6,163,339	41,099	48,993	42,673	44,518	52,011	407,652	6,800,285
Amounts Released from Restriction	41,763	-	-	-	-	-	-	41,763
Total Unrestricted Revenues	62,102,528	6,117,356	7,377,380	7,784,660	3,945,050	7,141,893	3,558,003	98,026,870
EXPENSES								
Program Expenses:								
Educational Programs	34,913,970	5,336,437	5,674,696	6,175,565	2,992,471	5,332,932	2,651,731	63,077,802
Supporting Services:								
Site Supports and Program Development	12,441,682	-	-	-	-	-	-	12,441,682
Administration and General	12,631,623	815,692	1,062,897	1,082,970	398,558	999,744	419,322	17,410,806
Total Supporting Services	25,073,305	815,692	1,062,897	1,082,970	398,558	999,744	419,322	29,852,488
Total Expenses	59,987,275	6,152,129	6,737,593	7,258,535	3,391,029	6,332,676	3,071,053	92,930,290
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	2,115,253	(34,773)	639,787	526,125	554,021	809,217	486,950	5,096,580
TEMPORARILY RESTRICTED NET ASSETS								
Amounts Released from Restriction	(41,763)	-	-	-	-	-	-	(41,763)
Contributions	100,000	-	-	-	-	-	-	100,000
INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS	58,237	-	-	-	-	-	-	58,237
INCREASE (DECREASE) IN NET ASSETS	2,173,490	(34,773)	639,787	526,125	554,021	809,217	486,950	5,154,817
Net Assets - Beginning of Year	22,495,660	2,214,156	2,228,205	(68,496)	(815,362)	264,663	(542,378)	25,776,448
NET ASSETS - END OF YEAR	$ 24,669,150	$ 2,179,383	$ 2,867,992	$ 457,629	$ (261,341)	$ 1,073,880	$ (55,428)	$ 30,931,265

See accompanying Auditors' Report and the Notes to Supplementary Information.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF ACTIVITIES – SCHOOLS (CONTINUED)
YEAR ENDED JUNE 30, 2018

	From Page 2	Tennessee RNNE	Tennessee RUA	Tennessee RPP	Eliminations	RSED Total	Wisconsin	DC	Eliminations	Total
UNRESTRICTED NET ASSETS										
REVENUES										
LCFF State Aid	$ 39,238,901	$ -	$ -	$ -	$ -	$ 39,238,901	$ -	$ -	$ -	$ 39,238,901
Apportionment Revenue	-	4,100,435	5,402,129	425,932	-	9,928,496	4,138,735	10,138,348	-	24,205,579
Property Taxes	15,266,385	-	-	-	-	15,266,385	-	-	-	15,266,385
Other State Revenue	12,219,830	-	-	13,553	-	12,233,383	73,416	2,210,386	-	14,517,185
Federal Revenue	8,165,774	566,570	664,405	673,459	-	10,070,208	1,065,681	1,815,858	-	12,951,747
Other Local Revenue	16,293,932	756,175	14,768	6,127	(12,055,555)	5,015,447	26,830	8,118	(2,076,782)	2,973,613
Contributions	6,800,285	4,474	-	100,000	-	6,904,759	131,854	970,245	-	8,006,858
Amounts Released from Restriction	41,763	-	-	-	-	41,763	32,550	596,325	-	670,638
Total Unrestricted Revenues	98,026,870	5,427,654	6,081,302	1,219,071	(12,055,555)	98,699,342	5,469,066	15,739,280	(2,076,782)	117,830,906
EXPENSES										
Program Expenses:										
Educational Programs	63,077,802	4,862,156	5,310,185	1,655,084	-	74,905,227	4,878,229	13,854,536	-	93,637,992
Supporting Services:										
Site Supports and Program Development	12,441,682	-	-	-	-	12,441,682	-	-	-	12,441,682
Administration and General	17,410,806	720,048	863,152	85,078	(12,055,555)	7,023,529	782,730	2,083,443	(2,076,782)	7,812,920
Total Supporting Services	29,852,488	720,048	863,152	85,078	(12,055,555)	19,465,211	782,730	2,083,443	(2,076,782)	20,254,602
Total Expenses	92,930,290	5,582,204	6,173,337	1,740,162	(12,055,555)	94,370,438	5,660,959	15,937,979	(2,076,782)	113,892,594
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	5,096,580	(154,550)	(92,035)	(521,091)	-	4,328,904	(191,893)	(198,699)	-	3,938,312
TEMPORARILY RESTRICTED NET ASSETS										
Amounts Released from Restriction	(41,763)	-	-	-	-	(41,763)	(32,550)	(596,325)	-	(670,638)
Contributions	100,000	-	-	-	-	100,000	347,296	165,000	-	612,296
INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS	58,237	-	-	-	-	58,237	314,746	(431,325)	-	(58,342)
INCREASE (DECREASE) IN NET ASSETS	5,154,817	(154,550)	(92,035)	(521,091)	-	4,387,141	122,853	(630,024)	-	3,879,970
Net Assets - Beginning of Year	25,776,448	(312,982)	(700,654)	(133,206)	-	24,629,606	(1,559,869)	(1,334,792)	-	21,734,945
NET ASSETS - END OF YEAR	$ 30,931,265	$ (467,532)	$ (792,689)	$ (654,297)	$ -	$ 29,016,747	$ (1,437,016)	$ (1,964,816)	$ -	$ 25,614,915

See accompanying Auditors' Report and the Notes to Supplementary Information.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF CASH FLOWS – SCHOOLS
YEAR ENDED JUNE 30, 2018

		California						
	RSN	RMS	RSSP	RLS	ROMO	RDP	RBM	Total Page 1
CASH FLOWS FROM OPERATING ACTIVITIES								
Change in Net Assets	$ 772,487	$ 515,633	$ 29,754	$ 164,794	$ 440,137	$ (73,654)	$ 324,339	$ 2,173,490
Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:								
Depreciation	130,739	39,396	28,792	28,214	20,568	19,212	5,962	272,883
(Increase) Decrease in Operating Assets:								
Accounts Receivable	(605,567)	(118,693)	(90,709)	(86,901)	(130,392)	(341,732)	(33,451)	(1,407,445)
Grants Receivable	52,944	-	-	-	-	-	-	52,944
Prepaid Expenses and Deposits	131,129	(68,896)	6,428	(325,471)	(442)	(476,123)	(4,100)	(737,475)
Increase (Decrease) in Operating Liabilities:								
Accounts Payable and Accrued Liabilities	432,577	12,201	41,536	38,012	80,127	134,024	110,016	848,493
Deferred Revenue	-	-	(1,963)	(1,975)	88,212	91,185	88,835	264,294
Deferred Rent Liability	-	30	84,653	(1,062)	75,104	-	67,113	225,838
Net Cash Flows from Operating Activities	914,309	379,671	98,491	(184,389)	573,314	(647,088)	558,714	1,693,022
CASH FLOWS FROM INVESTING ACTIVITIES								
Purchase of Property, Plant, and Equipment	-	-	(5,409)	-	(70,706)	(78,285)	-	(154,400)
Net Cash Flows from Investing Activities	-	-	(5,409)	-	(70,706)	(78,285)	-	(154,400)
CASH FLOWS FROM FINANCING ACTIVITIES								
Intracompany Loans	(936,966)	(192,058)	99,948	135,100	203,520	459,792	155,625	(75,039)
Proceeds from Debt	200,000	-	-	-	-	-	-	200,000
Repayment of Debt	(1,300,000)	-	-	-	-	-	-	(1,300,000)
Net Cash Flows from Financing Activities	(2,036,966)	(192,058)	99,948	135,100	203,520	459,792	155,625	(1,175,039)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(1,122,657)	187,613	193,030	(49,289)	706,128	(265,581)	714,339	363,583
Cash and Cash Equivalents - Beginning of Year	3,421,526	858,833	2,580,790	1,110,771	2,620,874	611,871	1,360,071	12,564,736
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 2,298,869	$ 1,046,446	$ 2,773,820	$ 1,061,482	$ 3,327,002	$ 346,290	$ 2,074,410	$ 12,928,319
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION								
Cash Paid for Interest	$ 11,611	$ -	$ -	$ -	$ -	$ -	$ -	$ 11,611

See accompanying Auditors' Report and the Notes to Supplementary Information.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF CASH FLOWS – SCHOOLS (CONTINUED)
YEAR ENDED JUNE 30, 2018

		California						
	From Page 1	RSA	RSK	RFZ	RRWC	RRS	RFA	Total Page 2
CASH FLOWS FROM OPERATING ACTIVITIES								
Change in Net Assets	$ 2,173,490	$ (34,773)	$ 639,787	$ 526,125	$ 554,021	$ 809,217	$ 486,950	$ 5,154,817
Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:								
Depreciation	272,883	19,238	8,000	4,282	7,838	2,980	17,658	332,879
(Increase) Decrease in Operating Assets:								
Accounts Receivable	(1,407,445)	74,858	206,612	40,867	146,642	25,778	(426,217)	(1,338,905)
Grants Receivable	52,944	-	-	-	-	-	-	52,944
Prepaid Expenses and Deposits	(737,475)	12,546	(68,242)	8,448	24,669	(52,759)	11,304	(801,509)
Increase (Decrease) in Operating Liabilities:								
Accounts Payable and Accrued Liabilities	848,493	(15,446)	21,929	(43,936)	(46,849)	(9,960)	(82,792)	671,439
Deferred Revenue	264,294	212,366	131,319	-	-	(181)	23,466	631,264
Deferred Rent Liability	225,838	61,835	(1)	151,729	(66,660)	(32,289)	-	340,452
Net Cash Flows from Operating Activities	1,693,022	330,624	939,404	687,515	619,661	742,786	30,369	5,043,381
CASH FLOWS FROM INVESTING ACTIVITIES								
Purchase of Property, Plant, and Equipment	(154,400)	-	-	-	-	-	(8,071)	(162,471)
Net Cash Flows from Investing Activities	(154,400)	-	-	-	-	-	(8,071)	(162,471)
CASH FLOWS FROM FINANCING ACTIVITIES								
Intracompany Loans	(75,039)	100,785	119,690	107,956	(494,533)	135,547	219,322	113,728
Proceeds from Debt	200,000	-	-	-	-	-	-	200,000
Repayment of Debt	(1,300,000)	-	(62,512)	(62,512)	(83,328)	(124,996)	-	(1,633,348)
Net Cash Flows from Financing Activities	(1,175,039)	100,785	57,178	45,444	(577,861)	10,551	219,322	(1,319,620)
								-
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	363,583	431,409	996,582	732,959	41,800	753,337	241,620	3,561,290
								-
Cash and Cash Equivalents - Beginning of Year	12,564,736	947,172	1,638,264	925,684	204,786	288,025	220,893	16,789,560
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 12,928,319	$ 1,378,581	$ 2,634,846	$ 1,658,643	$ 246,586	$ 1,041,362	$ 462,513	$ 20,350,850
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION								
Cash Paid for Interest	$ 11,611	$ -	$ 117	$ 105	$ 658	$ 2,292	$ -	$ 14,783

See accompanying Auditors' Report and the Notes to Supplementary Information.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF CASH FLOWS – SCHOOLS (CONTINUED)
YEAR ENDED JUNE 30, 2018

		Tennessee						
	From Page 2	RNNE	RUA	RPP	RSED Total	Wisconsin	D.C.	Total
CASH FLOWS FROM OPERATING ACTIVITIES								
Change in Net Assets	$ 5,154,817	$ (154,550)	$ (92,035)	$ (521,091)	$ 4,387,141	$ 122,853	$ (630,024)	$ 3,879,970
Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:								
Depreciation	332,879	2,939	3,153	-	338,971	36	-	339,007
(Increase) Decrease in Operating Assets:								
Accounts Receivable	(1,338,905)	256,085	(355,780)	(1,573)	(1,440,173)	355,823	31,411	(1,052,939)
Grants Receivable	52,944	-	-	-	52,944	(608,532)	(351,129)	(906,717)
Prepaid Expenses and Deposits	(801,509)	(27,138)	24,091	121,245	(683,311)	(22,771)	33,950	(672,132)
Increase (Decrease) in Operating Liabilities:								
Accounts Payable and Accrued Liabilities	671,439	(4,251)	54,008	(61,608)	659,588	139,645	1,212,642	2,011,875
Deferred Revenue	631,264	-	-	(100,000)	531,264	-	(29,942)	501,322
Deferred Rent Liability	340,452	(31,373)	179,882	-	488,961	32,861	1,665,012	2,186,834
Net Cash Flows from Operating Activities	5,043,381	41,712	(186,681)	(563,027)	4,335,385	19,915	1,931,920	6,287,220
CASH FLOWS FROM INVESTING ACTIVITIES								
Purchase of Property, Plant, and Equipment	(162,471)	(5,125)	-	(35,102)	(202,698)	(20,255)	-	(222,953)
Net Cash Flows from Investing Activities	(162,471)	(5,125)	-	(35,102)	(202,698)	(20,255)	-	(222,953)
CASH FLOWS FROM FINANCING ACTIVITIES								
Intracompany Loans	113,728	(320,982)	504,636	85,078	382,460	365,846	(1,498,306)	(750,000)
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.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
SCHEDULE OF INSTRUCTIONAL MINUTES)
YEAR ENDED JUNE 30, 2018

	2017-18 Minutes		Traditional	
	Requirement	Actual	Days	Status
Kindergarten/Transitional Kindergarten				
RMS	36,000	55,145	178	In compliance
RSSP	36,000	63,240	180	In compliance
RLS	36,000	59,055	180	In compliance
ROMO	36,000	58,485	180	In compliance
RDP	36,000	66,825	180	In compliance
RBM	36,000	53,850	180	In compliance
RSA	36,000	63,225	180	In compliance
RSK	36,000	26,570	180	Not In compliance
RFZ	36,000	61,200	180	In compliance
RRWC	36,000	55,710	180	In compliance
RFA	36,000	54,840	180	In compliance
RRS	36,000	61,350	180	In compliance
Grade 1:				
RMS	50,400	55,080	178	In compliance
RSSP	50,400	64,545	180	In compliance
RLS	50,400	55,620	180	In compliance
ROMO	50,400	56,190	180	In compliance
RDP	50,400	56,520	180	In compliance
RBM	50,400	54,150	180	In compliance
RSA	50,400	60,030	180	In compliance
RSK	50,400	56,115	180	In compliance
RFZ	50,400	55,860	180	In compliance
RRWC	50,400	54,480	180	In compliance
RFA	50,400	54,840	180	In compliance
RRS	50,400	57,750	180	In compliance
Grade 2:				
RMS	50,400	54,915	178	In compliance
RSSP	50,400	70,425	180	In compliance
RLS	50,400	55,620	180	In compliance
ROMO	50,400	55,050	180	In compliance
RDP	50,400	59,460	180	In compliance
RBM	50,400	55,455	180	In compliance
RSA	50,400	61,665	180	In compliance
RSK	50,400	57,345	180	In compliance
RFZ	50,400	55,860	180	In compliance
RRWC	50,400	54,480	180	In compliance
RFA	50,400	54,840	180	In compliance
RRS	50,400	57,750	180	In compliance

See accompanying Auditors' Report and the Notes to Supplementary Information.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
SCHEDULE OF INSTRUCTIONAL MINUTES – CALIFORNIA (CONTINUED)
YEAR ENDED JUNE 30, 2018

	2017-18 Minutes		Traditional	
	Requirement	Actual	Days	Status
Grade 3:				
RMS	50,400	55,080	178	In compliance
RSSP	50,400	70,755	180	In compliance
RLS	50,400	55,620	180	In compliance
ROMO	50,400	55,050	180	In compliance
RDP	50,400	56,520	180	In compliance
RBM	50,400	57,015	180	In compliance
RSA	50,400	45,415	180	Not In compliance
RSK	50,400	33,890	180	Not In compliance
RFZ	50,400	56,520	180	In compliance
RRWC	50,400	55,950	180	In compliance
RFA	50,400	51,510	180	In compliance
RRS	50,400	58,485	180	In compliance
Grade 4:				
RMS	54,000	58,145	178	In compliance
RSSP	54,000	70,755	180	In compliance
RLS	54,000	55,620	180	In compliance
ROMO	54,000	58,320	180	In compliance
RDP	54,000	56,520	180	In compliance
RBM	54,000	57,015	180	In compliance
RSA	54,000	60,525	180	In compliance
RSK	54,000	58,815	180	In compliance
RFZ	54,000	56,520	180	In compliance
RRWC	54,000	37,230	180	Not In Compliance
RRS	54,000	60,855	180	In compliance
Grade 5:				
RMS	54,000	58,145	178	In compliance
RSSP	54,000	70,755	180	In compliance
RLS	54,000	55,620	180	In compliance
ROMO	54,000	58,320	180	In compliance
RDP	54,000	56,520	180	In compliance
RBM	54,000	57,585	180	In compliance
RSA	54,000	61,830	180	In compliance
RSK	54,000	62,190	180	In compliance
RFZ	54,000	56,850	180	In compliance
RRWC	54,000	55,950	180	In compliance

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

	Second		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades TK/K-3:				
RMS	370.13	370.80	368.66	369.93
RSSP	306.71	306.93	305.68	305.84
RLS	340.22	340.44	337.36	337.51
ROMO	412.32	414.55	411.77	413.59
RDP	351.87	352.34	349.86	350.43
RBM	393.88	394.32	390.96	391.44
RSA	322.17	323.20	322.34	323.08
RSK	434.74	437.09	433.63	437.88
RFZ	452.45	453.90	452.77	453.82
RRWC	172.62	172.84	172.36	172.63
RRS	473.38	473.38	471.17	471.39
RFA	268.30	269.76	274.33	274.78
Subtotal	4,298.79	4,309.55	4,290.89	4,302.32
Grades 4-6:				
RMS	172.56	173.69	172.94	173.78
RSSP	108.92	109.12	108.11	108.25
RLS	112.22	112.22	110.81	110.83
ROMO	137.25	137.77	137.30	137.62
RDP	120.91	120.91	120.88	120.93
RBM	145.82	145.86	144.46	144.51
RSA	165.95	166.18	164.48	164.64
RSK	133.84	134.44	132.52	133.26
RFZ	133.05	133.44	132.54	132.83
RRWC	82.45	82.65	81.23	81.37
RRS	58.33	58.33	58.57	58.57
Subtotal	1,371.30	1,374.61	1,363.84	1,366.59
Grand Total	5,670.09	5,684.16	5,654.73	5,668.91

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, 2018

	RMS	RSSP	RLS	ROMO	RDP	RBM
June 30, 2018 Annual Financial Report Fund Balances (Net Assets)	$ 2,871,770	$ 3,373,863	$ 2,621,374	$ 3,560,151	$ 923,707	$ 1,501,868
Increase (Decrease) of Fund Balance (Net Assets):						
Cash and cash equivalents	48,774	(34,063)	(16,806)	(64,329)	(23,707)	(27,857)
Accounts receivable	86,881	147,560	51,759	(134,397)	567,703	347,657
Prepaid expenses and deposits	437,996	(3,999)	323,298	-	600,499	(5,000)
Intracompany receivable	192,058	-	-	-	-	-
Property, plant & equipment, net	(299,496)	13,092	(28,214)	29,799	25,683	26,403
Accounts payable	133,161	55,906	(75,153)	123,017	(34,218)	(42,669)
Deferred revenue	-	-	-	70,706	59,551	-
Deferred rent liability	(446,996)	(1,952)	(88,275)	(12,875)	180,554	(26,401)
Intracompany payable	-	(88,306)	(135,100)	(203,520)	(1,798,494)	(155,625)
Net Adjustments and Reclassifications	152,378	88,238	31,509	(191,599)	(422,429)	116,508
June 30, 2018 Audited Financial Statement Fund Balances (Net Assets)	$ 3,024,148	$ 3,462,101	$ 2,652,883	$ 3,368,552	$ 501,278	$ 1,618,376

	RSA	RSK	RFZ	RRWC*	RRS	RFA*
June 30, 2018 Annual Financial Report Fund Balances (Net Assets)	$ 2,293,918	$ 3,077,361	$ 324,015	$ 198,956	$ 886,756	$ (575,392)
Increase (Decrease) of Fund Balance (Net Assets):						
Cash and cash equivalents	4,552	(72,398)	(29,825)	74,240	(85,693)	105,186
Accounts receivable	(33,304)	(132,100)	193,983	76,613	128,987	318,224
Prepaid expenses and deposits	(4,544)	362,089	(4,000)	(4,297)	67,666	(4,125)
Property, plant & equipment, net	22,918	232	1	16,328	-	(8,116)
Accounts payable	5,374	118,587	81,411	(248)	149,029	492,761
Deferred revenue	-	-	-	-	181	529,056
Current portion of loans payable	-	-	-	(41,668)	-	(62,500)
Accrued interest	-	-	(3,844)	(3,055)	(2,522)	(2,522)
Deferred rent liability	(8,746)	(366,089)	103,844	-	-	-
Intracompany payable	(100,785)	(119,690)	(107,956)	(475,000)	(135,547)	(583,967)
Loans payable	-	-	(100,000)	(103,210)	65,023	(264,033)
Net Adjustments and Reclassifications	(114,535)	(209,369)	133,614	(460,297)	187,124	519,964
June 30, 2018 Audited Financial Statement Fund Balances (Net Assets)	$ 2,179,383	$ 2,867,992	$ 457,629	$ (261,341)	$ 1,073,880	$ (55,428)

*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.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2018

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	PTID	RSN	RMS	RSSP	RLS	ROMO	RDP	RBM	RSA	Total Page
U.S. Department of Education											
Pass Through Program From:											
California Department of Education											
Title I, Part A, Basic Grants											
Low-Income and Neglected	84.010	14329	$ -	$ 248,620	$ 157,962	$ 222,906	$ 223,376	$ 198,373	$ 232,491	$ 221,474	$ 1,505,202
Metro Nashville Public Schools											
Title I, Part A, Basic Grants											
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction											
Title I, Part A, Basic Grants											
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	-	-
DC State Board of Education											
Title I, Part A, Basic Grants											
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	-	-
Title I, Part A, Basic Grants											
Low-Income and Neglected Totals			-	248,620	157,962	222,906	223,376	198,373	232,491	221,474	1,505,202
Pass Through Program From:											
California Department of Education											
Title II	84.367	14341	-	28,589	24,599	23,938	26,378	21,845	26,972	24,295	176,616
Metro Nashville Public Schools											
Title II	84.367	N/A	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction											
Title II	84.367	N/A	-	-	-	-	-	-	-	-	-
DC State Board of Education											
Title II	84.367	N/A	-	-	-	-	-	-	-	-	-
Title II Totals			-	28,589	24,599	23,938	26,378	21,845	26,972	24,295	176,616

N/A – Not Available

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

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	PTID	Total Previous Page	RSK	RFZ	RRWC	RRS	RFA	Tennessee	Wisconsin	DC	Federal Expenditures
U.S. Department of Education												
Pass Through Program From:												
California Department of Education												
Title I, Part A, Basic Grants												
Low-Income and Neglected	84.010	14329	$ 1,505,202	$ 191,526	$ 196,936	$ 94,289	$ 143,898	$ 104,269	$ -	$ -	$ -	$ 2,236,120
Metro Nashville Public Schools												
Title I, Part A, Basic Grants												
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	379,359	-	-	379,359
Wisconsin Department of Public Instruction												
Title I, Part A, Basic Grants												
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	268,533	-	268,533
DC State Board of Education												
Title I, Part A, Basic Grants												
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	-	464,463	464,463
Title I, Part A, Basic Grants												
Low-Income and Neglected Totals			1,505,202	191,526	196,936	94,289	143,898	104,269	379,359	268,533	464,463	3,348,475
Pass Through Program From:												
California Department of Education												
Title II	84.367	14341	176,616	24,143	24,780	12,355	17,623	14,269	-	-	-	269,786
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.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)
YEAR ENDED JUNE 30, 2018

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	PTID	RSN	RMS	RSSP	RLS	ROMO	RDP	RBM	RSA	Total Page
Pass Through Program From:											
California Department of Education											
Title III - Immigrant Education Program	84.365	15146	$ -	$ 892	$ -	$ -	$ -	$ 555	$ -	$ -	$ 1,447
Title III - Limited English Proficiency	84.365	14356	-	30,784	21,766	26,534	29,618	28,711	35,241	26,534	199,188
Wisconsin Department of Public Instruction											
Title III	84.365	N/A	-	-	-	-	-	-	-	-	-
Title III Totals			-	31,676	21,766	26,534	29,618	29,266	35,241	26,534	200,635
Pass Through Program From:											
U.S. Department of Education											
DC State Board of Education											
Title IV	84.027A	N/A	-	-	-	-	-	-	-	-	-
TItle IV Totals			-	-	-	-	-	-	-	-	-
Pass Through Program From:											
U.S. Department of Education	84.282M	N/A	293,775	-	-	-	-	-	-	-	293,775
Charter School Program Cluster			293,775	-	-	-	-	-	-	-	293,775
Pass Through Program From:											
U.S. Department of Education											
Special Education IDEA	84.027	13379	-	76,387	65,659	64,366	75,353	62,298	78,455	105,116	527,634
Metro Nashville Public Schools											
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction											
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	-	-
DC State Board of Education											
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	-	-
Special Education IDEA Totals			-	76,387	65,659	64,366	75,353	62,298	78,455	105,116	527,634
Pass Through Program From:											
Wisconsin Department of Public Instruction											
Special Education IDEA Preschool	84.173	N/A	-	-	-	-	-	-	-	-	-
DC State Board of Education											
Special Education IDEA Preschool	84.173	N/A	-	-	-	-	-	-	-	-	-
Special Education IDEA Preschool Totals			-	-	-	-	-	-	-	-	-
Special Education Cluster			-	76,387	65,659	64,366	75,353	62,298	78,455	105,116	527,634
Total U.S Department of Education			293,775	385,272	269,986	337,744	354,725	311,782	373,159	377,419	2,703,862

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

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	PTID	Total Previous Page	RSK	RFZ	RRWC	RRS	RFA	Tennessee	Wisconsin	DC	Federal Expenditures
Pass Through Program From:												
California Department of Education												
Title III - Immigrant Education Program	84.365	15146	$ 1,447	$ 555	$ -	$ -	$ 675	$ -	$ -	$ -	$ -	$ 2,677
Title III - Limited English Proficiency	84.365	14356	199,188	28,504	25,264	21,559	27,882	18,346	-	-	-	320,743
Wisconsin Department of Public Instruction												
Title III	84.365	N/A	-	-	-	-	-	-	-	44,410	-	44,410
Title III Totals			200,635	29,059	25,264	21,559	28,557	18,346	-	44,410	-	367,830
Pass Through Program From:												
U.S. Department of Education												
DC State Board of Education												
Title IV	84.027A		-	-	-	-	-	-	-	10,000	10,000	20,000
TItle IV Totals			-	-	-	-	-	-	-	10,000	10,000	20,000
Pass Through Program From:												
U.S. Department of Education	84.282M	N/A	293,775	-	-	-	108,470	160,502	655,825	124,945	803,107	2,146,624
Charter School Program Cluster			293,775	-	-	-	108,470	160,502	655,825	124,945	803,107	2,146,624
Pass Through Program From:												
U.S. Department of Education												
Special Education IDEA	84.027	13379	527,634	76,387	80,393	37,353	60,101	16,027	-	-	-	797,895
Metro Nashville Public Schools												
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	134,607	-	-	134,607
Wisconsin Department of Public Instruction												
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	96,458	-	96,458
DC State Board of Education												
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	-	124,754	124,754
Special Education IDEA Totals			527,634	76,387	80,393	37,353	60,101	16,027	134,607	96,458	124,754	1,153,714
Pass Through Program From:												
Wisconsin Department of Public Instruction												
Special Education IDEA Preschool	84.173	N/A	-	-	-	-	-	-	-	11,638	-	11,638
DC State Board of Education												
Special Education IDEA Preschool	84.173	N/A	-	-	-	-	-	-	-	-	4,078	4,078
Special Education IDEA Preschool Totals			-	-	-	-	-	-	-	11,638	4,078	15,716
Special Education Cluster			527,634	76,387	80,393	37,353	60,101	16,027	134,607	108,096	128,832	1,169,430
Total U.S Department of Education			2,703,862	321,115	327,373	165,556	358,649	313,413	1,193,118	587,383	1,504,310	7,474,779

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

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	PTID	RSN	RMS	RSSP	RLS	ROMO	RDP	RBM	RSA	Total Page
U.S. Department of Agriculture:											
Pass Through Program From											
California Department of Education											
National School Lunch Program	10.555	N/A	$ -	$ 198,817	$ 154,286	$ 194,504	$ 209,338	$ 173,642	$ 174,179	$ 199,982	$ 1,304,748
Metro Nashville Public Schools											
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction											
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	-	-
DC State Board of Education											
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	-	-
National School Lunch Program Totals			-	198,817	154,286	194,504	209,338	173,642	174,179	199,982	1,304,748
California Department of Education											
School Breakfast Program	10.553	N/A	-	168,285	129,341	140,436	164,097	147,944	146,366	144,800	1,041,269
NSLP Commodities	10.553	N/A	-	27,634	23,645	26,280	28,061	21,366	28,275	26,565	181,826
Metro Nashville Public Schools											
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction											
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	-	-
Donated Commodities - Noncash	10.555	N/A	-	-	-	-	-	-	-	-	-
DC State Board of Education											
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	-	-
School Breakfast Program and Commodities Totals			-	195,919	152,986	166,716	192,158	169,310	174,641	171,365	1,223,095
Child Nutrition Cluster			-	394,736	307,272	361,220	401,496	342,952	348,820	371,347	2,527,843
Total U.S. Department of Agriculture:			-	394,736	307,272	361,220	401,496	342,952	348,820	371,347	2,527,843
U.S. Department of Health and Human Services:											
Pass Through Program From											
California Department of Education:											
Medicaid	93.778	N/A	-	2,741	2,741	2,741	2,741	2,741	2,741	2,741	19,187
Pass Through Program From											
Wisconsin Department of Health Services:											
Medical Assistance Program	93.778	N/A	-	-	-	-	-	-	-	-	-
Total U.S. Department of Health and Human Services			-	2,741	2,741	2,741	2,741	2,741	2,741	2,741	19,187
Total Federal Expenditures			$ 293,775	$ 782,749	$ 579,999	$ 701,705	$ 758,962	$ 657,475	$ 724,720	$ 751,507	$ 5,250,892

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

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	PTID	Total Previous Page	RSK	RFZ	RRWC	RRS	RFA	Tennessee	Wisconsin	DC	Federal Expenditures
U.S. Department of Agriculture:												
Pass Through Program From												
California Department of Education												
National School Lunch Program	10.555	N/A	$ 1,304,748	$ 192,679	$ 207,202	$ 74,856	$ 199,433	$ 99,280	$ -	$ -	$ -	$ 2,078,198
Metro Nashville Public Schools												
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	412,637	-	-	412,637
Wisconsin Department of Public Instruction												
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	276,173	-	276,173
DC State Board of Education												
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	-	201,541	201,541
National School Lunch Program Totals			1,304,748	192,679	207,202	74,856	199,433	99,280	412,637	276,173	201,541	2,968,549
California Department of Education												
School Breakfast Program	10.553	N/A	1,041,269	152,283	153,955	75,425	107,020	56,633	-	-	-	1,586,585
NSLP Commodities	10.553	N/A	181,826	30,696	28,559	12,392	21,722	5,626	-	-	-	280,821
Metro Nashville Public Schools												
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	298,679	-	-	298,679
Wisconsin Department of Public Instruction												
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	173,978	-	173,978
Donated Commodities - Noncash	10.553	N/A	-	-	-	-	-	-	-	21,647	-	21,647
DC State Board of Education												
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	-	110,007	110,007
School Breakfast Program and Commodities Totals			1,223,095	182,979	182,514	87,817	128,742	62,259	298,679	195,625	110,007	2,471,717
Child Nutrition Cluster			2,527,843	375,658	389,716	162,673	328,175	161,539	711,316	471,798	311,548	5,440,266
Total U.S. Department of Agriculture:			2,527,843	375,658	389,716	162,673	328,175	161,539	711,316	471,798	311,548	5,440,266
U.S. Department of Health and Human Services:												
Pass Through Program From												
California Department of Education:												
Medicaid	93.778	N/A	19,187	2,741	2,741	1,396	2,741	1,396	-	-	-	30,202
Pass Through Program From												
Wisconsin Department of Health Services:												
Medical Assistance Program	93.778	N/A	-	-	-	-	-	-	-	6,500	-	6,500
Total U.S. Department of Health and Human Services			19,187	2,741	2,741	1,396	2,741	1,396	-	6,500	-	36,702
Total Federal Expenditures			$ 5,250,892	$ 699,514	$ 719,830	$ 329,625	$ 689,565	$ 476,348	$ 1,904,434	$ 1,065,681	$ 1,815,858	$ 12,951,747

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.

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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

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

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:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
Before/After School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	No[1]
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

[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

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

CFDA Number(s)	Name of Federal Program or Cluster
84.027	Special Education IDEA
10.553, 10.555	Child Nutrition Cluster

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:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Section II – Financial Statement Findings

Finding 2018-001 – Internal Control Relating to Closing Process 30000

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 **10000**

Rocketship Redwood City Prep	**#1736**
Rocketship Spark Academy	**#1526**
Rocketship Alma Academy	**#1394**

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 **10000**

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 **40000**

Rocketship Redwood City Prep	**#1736**
Rocketship Spark Academy	**#1526**
Rocketship Alma Academy	**#1394**

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

2018-004 – Instructional Minutes (continued) **40000**

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.

Corrective Action Plan: See corrective action plan for finding 2018-002.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2018

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.

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

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ROCKETSHIP EDUCATION AND ITS AFFILIATES
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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

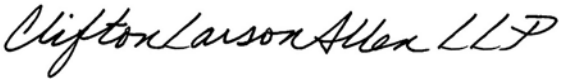
Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying schedule of expenditures 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 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)

	Rocketship Education	Rocketship Education Wisconsin Inc.	Rocketship Education DC Public Charter School, Inc.	Launchpad Development Company	Eliminations	2019 Total	2018 Total
ASSETS							
CURRENT ASSETS							
Cash and Cash Equivalents	$ 25,257,138	$ 836,447	$ 3,966,106	$ 4,459,971	$ -	$ 34,519,662	$ 38,634,976
Restricted Cash	-	-	-	12,497,822	-	12,497,822	11,363,000
Accounts Receivable	11,334,420	503,846	428,358	976,260	-	13,242,884	9,533,421
Grants Receivable	-	75,000	100,000	-	-	175,000	1,404,283
Prepaid Expenses and Deposits	2,854,010	84,272	38,031	636,327	-	3,612,640	3,347,455
Total Current Assets	39,445,568	1,499,565	4,532,495	18,570,380	-	64,048,008	64,283,135
LONG-TERM ASSETS							
Grants Receivable	-	-	-	-	-	-	75,000
Intracompany Receivable	6,573,971	-	-	-	(6,573,971)	-	-
Security Deposits	426,830	-	-	-	(400,000)	26,830	35,795
Deferred Rent Asset	-	-	-	5,776,574	(5,776,574)	-	-
Property, Plant, and Equipment, Net	4,979,099	30,219	-	135,791,381	-	140,800,699	103,593,491
Total Long-Term Assets	11,979,900	30,219	-	141,567,955	(12,750,545)	140,827,529	103,704,286
Total Assets	$ 51,425,468	$ 1,529,784	$ 4,532,495	$ 160,138,335	$ (12,750,545)	$ 204,875,537	$ 167,987,421
LIABILITIES AND NET ASSETS							
CURRENT LIABILITIES							
Accounts Payable and Accrued Liabilities	$ 8,578,573	$ 326,446	$ 727,239	$ 1,019,955	$ -	$ 10,652,213	$ 9,728,362
Accrued Interest	115,619	-	-	629,610	-	745,229	592,457
Deferred Rent Liability	23,574	1,687	-	-	(25,261)	-	-
Deferred Revenues	912,295	-	-	9,456	-	921,751	1,324,670
Current Portion of Loans Payable	775,000	-	-	2,915,122	-	3,690,122	2,716,668
Total Current Liabilities	10,405,061	328,133	727,239	4,574,143	(25,261)	16,009,315	14,362,157
LONG-TERM LIABILITIES							
Security Deposits	-	-	-	400,000	(400,000)	-	-
Accrued Interest	166,076	-	-	-	-	166,076	148,825
Deferred Rent Liability	3,927,842	52,774	2,194,222	4,283,327	(5,751,313)	4,706,852	5,917,604
Intracompany Payable	-	3,238,269	3,335,702	-	(6,573,971)	-	-
Loans Payable	1,562,500	-	-	158,346,222	-	159,908,722	126,675,229
Total Long-Term Liabilities	5,656,418	3,291,043	5,529,924	163,029,549	(12,725,284)	164,781,650	132,741,658
NET ASSETS							
Without Donor Restriction	35,363,989	(2,176,842)	(1,824,668)	(7,465,357)	-	23,897,122	19,896,476
With Donor Restriction	-	87,450	100,000	-	-	187,450	987,130
Total Net Assets	35,363,989	(2,089,392)	(1,724,668)	(7,465,357)	-	24,084,572	20,883,606
Total Liabilities And Net Assets	$ 51,425,468	$ 1,529,784	$ 4,532,495	$ 160,138,335	$ (12,750,545)	$ 204,875,537	$ 167,987,421

See accompanying Notes to Consolidated Financial Statements.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2019
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2018)

	Rocketship Education	Rocketship Education Wisconsin Inc.	Rocketship Education DC Public Charter School, Inc.	Launchpad Development Company	Eliminations	2019 Total	2018 Total
NET ASSETS WITHOUT DONOR RESTRICTIONS							
REVENUES							
LCFF State Aid & Property Tax Revenue	$ 63,871,048	$ -	$ -	$ -	$ -	$ 63,871,048	$ 54,505,286
Apportionment Revenue	10,047,047	4,671,498	15,241,852	-	-	29,960,397	24,205,579
Other State Revenue	15,179,128	126,624	6,035,843		-	21,341,595	14,517,185
Federal Revenue	10,300,145	1,268,547	1,405,458	-	-	12,974,150	12,951,747
Other Local Revenue	4,989,452	10,459	1,845,631	17,783,774	(20,690,957)	3,938,359	7,440,059
Contributions	4,661,427	237,061	562,661	-	-	5,461,149	8,006,858
Amounts Released from Restriction	92,384	542,296	165,000	-	-	799,680	670,638
Total Without Donor Restriction Revenues	109,140,631	6,856,485	25,256,445	17,783,774	(20,690,957)	138,346,378	122,297,352
EXPENSES							
Program Expenses:							
Educational programs	81,438,395	6,042,468	22,060,812	-	(16,731,536)	92,810,139	77,408,214
Program Site Supports	-	-	-	20,135,877	(625,279)	19,510,598	13,798,155
Supporting Services:							
Administration and General	20,980,809	924,097	2,790,485	381,945	(3,334,142)	21,743,194	27,685,198
Fundraising	281,801	-	-	-	-	281,801	-
Total Supporting Services	21,262,610	924,097	2,790,485	381,945	(3,334,142)	22,024,995	27,685,198
Total Expenses	102,701,005	6,966,565	24,851,297	20,517,822	(20,690,957)	134,345,732	118,891,567
INCREASE (DECREASE) IN NET ASSETS WITHOUT DONOR RESTRICTIONS	6,439,626	(110,080)	405,148	(2,734,048)	-	4,000,646	3,405,785
NET ASSETS WITH DONOR RESTRICTION							
Amounts Released from Restriction	(92,384)	(542,296)	(165,000)	-	-	(799,680)	(670,638)
INCREASE (DECREASE) IN NET ASSETS WITH DONOR RESTRICTION	(92,384)	(542,296)	(165,000)	-	-	(799,680)	(58,342)
INCREASE (DECREASE) IN NET ASSETS	6,347,242	(652,376)	240,148	(2,734,048)	-	3,200,966	3,347,443
Net Assets, Beginning of Year	29,016,747	(1,437,016)	(1,964,816)	(4,731,309)	-	20,883,606	17,536,163
NET ASSETS, END OF YEAR	$ 35,363,989	$ (2,089,392)	$ (1,724,668)	$ (7,465,357)	$ -	$ 24,084,572	$ 20,883,606

See accompanying Notes to Consolidated Financial Statements.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2019
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2018)

	Programs						
	Educational Programs	Program Site Supports	Total	Management and General	Fundraising	Eliminations	Total Expenses
Salaries	$ 43,624,959	$ -	$ 43,624,959	$ 10,494,826	$ 174,478	$ -	$ 54,294,263
Employee Benefits	5,442,074	-	5,442,074	954,271	31,759	-	6,428,104
Pension	3,484,698	-	3,484,698	395,008	-	-	3,879,706
Payroll Taxes	2,330,276	-	2,330,276	699,996	-	-	3,030,272
Management Fees	-	-	-	16,964,105	-	-	16,964,105
District Fee	-	-	-	1,275,290	-	-	1,275,290
Accounting Expenses	-	-	-	166,059	-	-	166,059
Legal Expenses	-	-	-	457,817	-	-	457,817
Instructional Materials	3,384,641	-	3,384,641	199,447	9,810	-	3,593,898
Other Fees For Services	14,423,529	631,018	15,054,547	2,088,021	42,358	(19,559,037)	(2,374,111)
Advertising	-	-	-	251,310	-	-	251,310
Office Expenses	2,138,558	54,757	2,193,315	287,851	-	-	2,481,166
Information Technology	3,024,500	-	3,024,500	779,481	2,154	-	3,806,135
Printing and Postage	194,596	-	194,596	133,883	-	-	328,479
Occupancy	19,821,810	5,951,878	25,773,688	1,031,787	1,550	(16,731,536)	10,075,489
Travel	1,231,026	-	1,231,026	881,284	13,404	-	2,125,714
Conferences and Meetings	6,719	-	6,719	42,557	-	-	49,276
Insurance	168,481	-	168,481	242,443	-	-	410,924
Bad Debt	606,798	-	606,798	-	-	-	606,798
Depreciation and Amortization	220,585	3,411,684	3,632,269	98,500	-	-	3,730,769
Interest Expense	-	7,840,355	7,840,355	116,901	-	-	7,957,256
Capital Expenses	21,903	1,568,701	1,590,604	7,457	-	-	1,598,061
Other Expenses	9,416,522	677,484	10,094,006	3,108,658	6,288	-	13,208,952
Subtotal	109,541,675	20,135,877	129,677,552	40,676,952	281,801	(36,290,573)	134,345,732
Eliminations	(16,731,536)	(625,279)	(17,356,815)	(18,933,758)	-	36,290,573	-
Total	$ 92,810,139	$ 19,510,598	$ 112,320,737	$ 21,743,194	$ 281,801	$ -	$ 134,345,732

See accompanying Notes to Consolidated Financial Statements.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2019
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2018)

	Rocketship Education	Rocketship Education Wisconsin Inc.	Rocketship Education DC Public Charter School, Inc.	Launchpad Development Company	Eliminations	2019 Total	2018 Total
CASH FLOWS FROM OPERATING ACTIVITIES							
Change in Net Assets	$ 6,347,242	$ (652,376)	$ 240,148	$ (2,734,048)	$ -	$ 3,200,966	$ 3,347,443
Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:							
Depreciation Expense	314,415	11,085	-	3,085,978	-	3,411,478	3,012,873
Amortization Expense	-	-	-	319,291	-	319,291	290,632
(Increase) Decrease in Operating Assets:							
Accounts Receivable	(2,098,864)	(500,179)	(428,358)	(682,066)	-	(3,709,467)	(1,329,935)
Grants Receivable	-	533,532	770,751	-		1,304,283	(906,717)
Prepaid Expenses and Other Current Assets	(501,079)	(30,929)	9,891	267,241	-	(254,876)	(1,236,192)
Deferred Rent Asset	-	-	-	626,859	(626,859)	-	-
Increase (Decrease) in Operating Liabilities:							
Accounts Payable and Accrued Liabilities	2,331,972	(8,830)	(1,029)	(1,254,543)	-	1,067,570	3,546,032
Deferred Revenues	(412,375)	-	-	-	-	(412,375)	(268,181)
Deferred Rent Liability	117,065	(2,914)	(108,655)	(1,803,986)	626,859	(1,171,631)	3,985,307
Net Cash Flows from Operating Activities	6,098,376	(650,611)	482,748	(2,175,274)	-	3,755,239	10,441,262
CASH FLOWS FROM INVESTING ACTIVITIES							
Proceeds from Note Receivable	-	-	-	-	-	-	560,000
Purchases of Property, Plant, and Equipment	(144,341)	(21,085)	-	(39,780,915)	-	(39,946,341)	(6,891,872)
Net Cash Flows from Investing Activities	(144,341)	(21,085)	-	(39,780,915)	-	(39,946,341)	(6,331,872)
CASH FLOWS FROM FINANCING ACTIVITIES							
Change in Restricted Cash	-	-	-	(1,164,487)	-	(1,164,487)	(728,926)
Intracompany Loans	(1,624,333)	594,912	1,029,421	-	-	-	(750,000)
Proceeds from Debt	250,000	-	-	35,831,955	-	36,081,955	17,060,412
Repayment of Debt	(166,680)	-	-	(2,675,000)	-	(2,841,680)	(24,321,077)
Net Cash Flows from by Financing Activities	(1,541,013)	594,912	1,029,421	31,992,468	-	32,075,788	(8,739,591)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	4,413,022	(76,784)	1,512,169	(9,963,721)	-	(4,115,314)	(4,630,201)
Cash and Cash Equivalents, Beginning of Year	20,844,116	913,231	2,453,937	14,423,692	-	38,634,976	43,265,177
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 25,257,138	$ 836,447	$ 3,966,106	$ 4,459,971	$ -	$ 34,519,662	$ 38,634,976
SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION							
Cash Paid for Interest, Net	$ 9,075	$ -	$ -	$ 5,285,723	$ -	$ 5,294,798	$ 7,761,957
Capitalized Interest	$ -	$ -	$ -	$ 28,050	$ -	$ 28,050	$ 28,050

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 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:

	RSED	LDC	RSEA Total
Land	$ -	$ 21,390,990	$ 21,390,990
Furniture and Equipment	891,979	422,131	1,314,110
Buildings	5,873,910	129,490,127	135,364,037
Other	-	1,008,661	1,008,661
Less: Accumulated Depreciation	(1,756,571)	(16,520,528)	(18,277,099)
Total	$ 5,009,318	$ 135,791,381	$ 140,800,699

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).

LDC – Obligated Group Bonds (Series 2017A, 2017B, 2017C, 2017D, 2017E and 2017F)

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%.

The Series 2019 Bonds are divided into $27.14 million Series 2019A Bonds and $935,000 Series 2019B Bonds (taxable). The Series 2019 Bonds mature between June 2029 and 2056 (Series 2019A) and between June 2020 and 2023 (Series 2019B).

NOTE 7 DEBT (CONTINUED)

Future maturities of debt in summary:

Year Ended June 30,	RSED	LDC	Total
2020	$ 775,000	$ 2,915,122	$ 3,690,122
2021	887,500	3,304,934	4,192,434
2022	562,500	3,083,571	3,646,071
2023	112,500	3,449,143	3,561,643
2024		3,609,956	3,609,956
Thereafter	-	149,650,238	149,650,238
Subtotal	2,337,500	166,012,964	168,350,464
Cost of Issuance and Discounts/Premiums	-	(4,751,620)	(4,751,620)
Total	$ 2,337,500	$ 161,261,344	$ 163,598,844

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:

June 30,	RSN	RFZ	RPS	LLC10
2020	$ 175,654	$ 36,197	$ 76,510	$ 105,840
2121	180,924	36,740	78,740	111,132
2022	186,352	37,291	81,029	111,132
2023	95,030	37,850	76,423	111,132
2024	-	38,418	-	116,689
Thereafter	-	1,116,540	-	1,257,061
Total	$ 637,960	$ 1,303,036	$ 312,702	$ 1,812,986

June 30,	LLC11	LLC12	DLLC1	RSEA Total
2020	$ 95,004	$ 316,800	$ 1,918,053	$ 2,724,058
2121	95,004	316,800	1,918,053	2,737,393
2022	95,004	316,800	1,918,053	2,745,661
2023	95,004	332,640	1,961,209	2,709,288
2024	104,504	348,480	2,005,332	2,613,423
Thereafter	1,625,041	10,115,106	57,551,498	71,665,246
Total	$ 2,109,561	$ 11,746,626	$ 67,272,198	$ 85,195,069

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:

	STRS	
Year Ended June 30,	Required Contribution	Percent Contributed
2017	1,924,652	100 %
2018	2,229,425	100 %
2019	3,158,678	100 %

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 lessor 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 $511,669.

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:

June 30,	RMS	RSSP	RLS	ROMO	RDP	RBM
2020	$ 1,004,894	$ 1,037,829	$ 765,064	$ 945,542	$ 668,764	$ 1,129,129
2021	1,005,461	1,031,890	750,447	946,063	656,056	1,128,415
2022	1,005,223	1,036,436	750,535	947,569	655,931	1,127,060
2023	1,007,628	1,040,018	747,100	947,800	653,779	1,130,463
2024	1,007,990	1,037,237	741,820	946,756	653,878	1,130,577
Thereafter	17,989,674	19,857,263	24,651,771	16,726,259	21,434,697	21,695,229
Total	$ 23,020,870	$ 25,040,673	$ 28,406,737	$ 21,459,989	$ 24,723,105	$ 27,340,873

June 30,	RSA	RSK	RFZ	RRS	RDL	RNNE
2020	$ 724,918	$ 1,013,722	$ 1,375,032	$ 1,005,092	$ 951,315	$ 575,000
2021	724,529	1,014,162	1,380,217	1,004,162	951,807	575,000
2022	723,929	1,013,542	1,379,039	1,003,542	1,020,688	575,000
2023	726,844	1,015,552	1,394,328	1,005,552	1,180,137	575,000
2024	724,678	1,015,458	1,414,378	1,005,458	1,176,719	575,000
Thereafter	13,683,720	18,152,182	28,325,706	17,932,181	34,040,063	16,099,998
Total	$ 17,308,618	$ 23,224,618	$ 35,268,700	$ 22,955,987	$ 39,320,729	$ 18,974,998

June 30,	RUA	RTP	RSCP	RISE	RLP	Total
2020	$ 504,396	$ 70,215	$ 425,000	$ 1,882,036	$ 1,918,053	$ 15,996,001
2021	504,546	268,700	425,000	1,875,601	1,918,053	16,160,109
2022	504,697	478,801	425,000	1,880,888	1,918,053	16,445,933
2023	504,850	478,801	425,000	1,862,963	1,961,209	16,657,024
2024	505,005	478,801	425,000	1,861,300	2,005,337	16,705,392
Thereafter	12,637,737	-	11,865,584	59,644,760	57,551,498	392,288,322
Total	$ 15,161,231	$ 1,775,318	$ 13,990,584	$ 69,007,548	$ 67,272,203	$ 474,252,781

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:

Mateo Sheedy	974,322
Si Se Puede	824,549
Los Suenos	885,047
Mosaic	1,155,999
Discovery	911,781
Brilliant Minds	1,176,563
Alma	902,831
Spark	1,122,668
Rising Stars	1,132,110
Fuerza Community	1,188,300
Delta Legacy	658,701
Futuro	646,251
Redwood City	423,457
Nashville NE	708,348
United	919,036
Wisconsin Schools	790,752
D.C. Schools	2,543,390
Total	$ 16,964,105

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 AND ITS AFFILIATES
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2019

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 Mateo Sheedy Elementary (RMS), chartered by the Santa Clara County Office of Education, Charter Number: 0850 – Established 2007, Expires 2025
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 Discovery Prep (RDP), chartered by the Santa Clara County Office of Education, Charter Number: 1193 – Established 2010, Expires 2021
Rocketship Brilliant Minds (RBM), chartered by the Santa Clara County Office of Education, Charter Number: 1393 – Established 2012, Expires 2022
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 Fuerza Community Prep (RFZ), chartered by the Santa Clara County Office of Education, Charter Number: 1687 – Established 2014, Expires 2024
Rocketship Redwood City Prep (RRWC), chartered by the Redwood City Elementary School District, Charter Number: 1736 – Established 2015, Expires 2024
Rocketship Rising Stars (RRS), chartered by the Santa Clara County Office of Education, Charter Number: 1778– Established 2016, Expires 2021
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)

ROCKETSHIP EDUCATION AND ITS AFFILIATES
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2019

BOARD OF DIRECTORS

Name	Office	Term Expires (2-Year Term)
Fred Ferrer	President	2020
Louis Jordan	Treasurer	2021
Alex Terman	Member	2020
Deborah McGriff	Member	2021
Greg Stanger	Member	2020
Raymond Raven	Member	2021
Ralph Weber	Member	2021
Jolene Sloter	Member	2021
David Kaval	Member	2020
Jean-Claude Brizard	Member	2019
June Nwabara	Member	2019
Charmaine Detweiler	Member	2021
Julia Stiglitz	Member	2021

ADMINISTRATION

Preston Smith	Co-Founder, CEO and President
Keysha Bailey	Chief Financial Officer
Lynn Liao	Chief Programs Officer
Carolyn Davies Lynch	Vice President, Operations
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, 2019

		California						
	RSN	Mateo Sheedy	Si Se Puede	Los Suenos	Mosaic	Discovery	Brilliant Minds	Total Page 1
ASSETS								
CURRENT ASSETS								
Cash and Cash Equivalents	$ 2,391,408	$ 1,067,036	$ 2,723,394	$ 1,608,645	$ 3,807,931	$ 689,201	$ 2,960,164	$ 15,247,779
Accounts Receivable	225,930	907,718	746,936	443,608	672,528	483,660	880,754	4,361,134
Grants Receivable	-	-	-	-	-	-	-	-
Prepaid Expenses and Deposits	327,699	338,957	37,758	474,854	9,998	608,204	31,264	1,828,734
Total Current Assets	2,945,037	2,313,711	3,508,088	2,527,107	4,490,457	1,781,065	3,872,182	21,437,647
LONG-TERM ASSETS								
Intracompany Receivable	10,764,155	196,125	-	-	-	-	-	10,960,280
Security Deposits	26,830	-	-	100,000	100,000	100,000	-	326,830
Property, Plant, and Equipment, Net	232,630	1,140,264	804,257	816,429	593,473	504,885	98,222	4,190,160
Total Long-Term Assets	11,023,615	1,336,389	804,257	916,429	693,473	604,885	98,222	15,477,270
Total Assets	$ 13,968,652	$ 3,650,100	$ 4,312,345	$ 3,443,536	$ 5,183,930	$ 2,385,950	$ 3,970,404	$ 36,914,917
LIABILITIES AND NET ASSETS								
CURRENT LIABILITIES								
Accounts Payable and Accrued Liabilities	$ 3,003,564	374,576	$ 349,983	$ 320,430	$ 529,826	$ 276,357	$ 380,823	$ 5,235,559
Accrued Interest	115,619	-	-	-	-	-	-	115,619
Deferred Rent Liability	-	-	1,952	-	12,875	-	-	14,827
Deferred Revenue	-	-	177,835	9,082	179,785	218,199	72,645	657,546
Current Portion of Loans Payable	325,000	-	-	-	-	-	-	325,000
Total Current Liabilities	3,444,183	374,576	529,770	329,512	722,486	494,556	453,468	6,348,551
LONG-TERM LIABILITIES								
Accrued Interest	138,148	-	-	-	-	-	-	138,148
Deferred Rent Liability	-	-	265,397	-	559,047	-	846,207	1,670,651
Intracompany Payable	123,897	-	74,382	91,420	153,008	1,304,119	165,985	1,912,811
Loans Payable	750,000	-	-	-	-	-	-	750,000
Total Long-Term Liabilities	1,012,045	-	339,779	91,420	712,055	1,304,119	1,012,192	4,471,610
NET ASSETS								
Without Donor Restrictions	9,512,424	3,275,524	3,442,796	3,022,604	3,749,389	587,275	2,504,744	26,094,756
With Donor Restrictions	-	-	-	-	-	-	-	-
Total Net Assets	9,512,424	3,275,524	3,442,796	3,022,604	3,749,389	587,275	2,504,744	26,094,756
Total Liabilities and Net Assets	$ 13,968,652	$ 3,650,100	$ 4,312,345	$ 3,443,536	$ 5,183,930	$ 2,385,950	$ 3,970,404	$ 36,914,917

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

		California							
	From Page 1	Alma	Spark	Fuerza	Redwood City	Rising Stars	Delta	Futuro	Total Page 2
ASSETS									
CURRENT ASSETS									
Cash and Cash Equivalents	$ 15,247,779	$ 1,550,461	$ 3,081,119	$ 2,177,802	$ 326,193	$ 1,554,409	$ 428,582	$ 321,506	$ 24,687,851
Accounts Receivable	4,361,134	1,148,478	696,594	1,137,030	304,873	1,026,631	1,504,684	687,613	10,867,037
Grants Receivable	-	-	-	-	-	-	-	-	-
Prepaid Expenses and Deposits	1,828,734	44,076	479,698	39,716	4,396	283,758	19,407	61,450	2,761,235
Total Current Assets	21,437,647	2,743,015	4,257,411	3,354,548	635,462	2,864,798	1,952,673	1,070,569	38,316,123
LONG-TERM ASSETS									
Intracompany Receivable	10,960,280	-	-	-	-	-	-	-	10,960,280
Security Deposits	326,830	100,000	-	-	-	-	-	-	426,830
Property, Plant, and Equipment, Net	4,190,160	389,717	169,575	46,670	8,491	6,208	80,998	5,112	4,896,931
Total Long-Term Assets	15,477,270	489,717	169,575	46,670	8,491	6,208	80,998	5,112	16,284,041
Total Assets	$ 36,914,917	$ 3,232,732	$ 4,426,986	$ 3,401,218	$ 643,953	$ 2,871,006	$ 2,033,671	$ 1,075,681	$ 54,600,164
LIABILITIES AND NET ASSETS									
CURRENT LIABILITIES									
Accounts Payable	$ 5,235,559	$ 437,678	$ 478,294	$ 481,601	$ 187,054	$ 321,757	303,292	$ 385,305	$ 7,830,540
Accrued Interest	115,619	-	-	-	-	-	-	-	115,619
Deferred Rent Liability	14,827	8,747	-	-	-	-	-	-	23,574
Deferred Revenue	657,546	173,097	81,652	-	-	-	-	-	912,295
Current Portion of Loans Payable	325,000	-	-	100,000	62,500	62,500	62,500	62,500	675,000
Total Current Liabilities	6,348,551	619,522	559,946	581,601	249,554	384,257	365,792	447,805	9,557,028
LONG-TERM LIABILITIES									
Accrued Interest	138,148	-	-	4,344	4,243	3,835	250	3,835	154,655
Deferred Rent Liability	1,670,651	146,269	-	1,479,118	-	-	631,605	-	3,927,643
Intracompany Payable	1,912,811	160,407	64,280	130,229	150,000	48,371	354,371	98,095	2,918,564
Loans Payable	750,000	-	-	-	100,000	162,500	187,500	162,500	1,362,500
Total Long-Term Liabilities	4,471,610	306,676	64,280	1,613,691	254,243	214,706	1,173,726	264,430	8,363,362
NET ASSETS									
Without Donor Restriction	26,094,756	2,306,534	3,802,760	1,205,926	140,156	2,272,043	494,153	363,446	36,679,774
With Donor Restriction	-	-	-	-	-	-	-	-	-
Total Net Assets	26,094,756	2,306,534	3,802,760	1,205,926	140,156	2,272,043	494,153	363,446	36,679,774
Total Liabilities and Net Assets	$ 36,914,917	$ 3,232,732	$ 4,426,986	$ 3,401,218	$ 643,953	$ 2,871,006	$ 2,033,671	$ 1,075,681	$ 54,600,164

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

	From	Tennessee								
	Page 2	Nashville NE	United	Partners Community	Eliminations	RSED Total	Wisconsin	DC	Eliminations	Total
ASSETS										
CURRENT ASSETS										
Cash and Cash Equivalents	$ 24,687,851	$ 61,906	$ 1,027,125	$ (519,744)	$ -	$ 25,257,138	$ 836,447	$ 3,966,106	$ -	$ 30,059,691
Accounts Receivable	10,867,037	49,564	417,819	-	-	11,334,420	503,846	428,358	-	12,266,624
Grants Receivable	-	-	-	-	-	-	75,000	100,000	-	175,000
Prepaid Expenses and Deposits	2,761,235	85,609	7,166	-	-	2,854,010	84,272	38,031	-	2,976,313
Total Current Assets	38,316,123	197,079	1,452,110	(519,744)	-	39,445,568	1,499,565	4,532,495	-	45,477,628
LONG-TERM ASSETS										
Intracompany Receivable	10,960,280	-	-	-	(4,386,309)	6,573,971	-	-	(6,573,971)	-
Security Deposits	426,830	-	-	-	-	426,830	-	-	-	426,830
Property, Plant, and Equipment, Net	4,896,931	16,248	9,182	56,738	-	4,979,099	30,219	-	-	5,009,318
Total Long-Term Assets	16,284,041	16,248	9,182	56,738	(4,386,309)	11,979,900	30,219	-	(6,573,971)	5,436,148
Total Assets	$ 54,600,164	$ 213,327	$ 1,461,292	$ (463,006)	$ (4,386,309)	$ 51,425,468	$ 1,529,784	$ 4,532,495	$ (6,573,971)	$ 50,913,776
LIABILITIES AND NET ASSETS										
CURRENT LIABILITIES										
Accounts Payable	$ 7,830,540	$ 457,508	$ 287,969	$ 2,556	$ -	$ 8,578,573	326,446	$ 727,239	$ -	$ 9,632,258
Accrued Interest	115,619	-	-	-	-	115,619	-	-	-	115,619
Deferred Rent Liability	23,574	-	-	-	-	23,574	1,687	-	-	25,261
Deferred Revenue	912,295	-	-	-	-	912,295	-	-	-	912,295
Current Portion of Loans Payable	675,000	100,000	-	-	-	775,000	-	-	-	775,000
Total Current Liabilities	9,557,028	557,508	287,969	2,556	-	10,405,061	328,133	727,239	-	11,460,433
LONG-TERM LIABILITIES										
Accrued Interest	154,655	4,844	4,055	2,522	-	166,076	-	-	-	166,076
Deferred Rent Liability	3,927,643	-	199	-	-	3,927,842	52,774	2,194,222	-	6,174,838
Intracompany Payable	2,918,564	318,186	1,064,481	85,078	(4,386,309)	-	3,238,269	3,335,702	(6,573,971)	-
Loans Payable	1,362,500	-	100,000	100,000	-	1,562,500	-	-	-	1,562,500
Total Long-Term Liabilities	8,363,362	323,030	1,168,735	187,600	(4,386,309)	5,656,418	3,291,043	5,529,924	(6,573,971)	7,903,414
NET ASSETS										
Without Donor Restrictions	36,679,774	(667,211)	4,588	(653,162)	-	35,363,989	(2,176,842)	(1,824,668)	-	31,362,479
With Donor Restrictions	-	-	-	-	-	-	87,450	100,000	-	187,450
Total Net Assets	36,679,774	(667,211)	4,588	(653,162)	-	35,363,989	(2,089,392)	(1,724,668)	-	31,549,929
Total Liabilities and Net Assets	$ 54,600,164	$ 213,327	$ 1,461,292	$ (463,006)	$ (4,386,309)	$ 51,425,468	$ 1,529,784	$ 4,532,495	$ (6,573,971)	$ 50,913,776

See accompanying Auditors' Report and the Notes to Supplementary Information.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF ACTIVITIES – SCHOOLS
YEAR ENDED JUNE 30, 2019

		California						
	National	Mateo Sheedy	Si Se Puede	Los Suenos	Mosaic	Discovery	Brilliant Minds	Total Page 1
WITHOUT DONOR RESTRICTION								
REVENUES								
LCFF State Aid & Property Tax Revenue	$ -	$ 4,943,428	$ 4,259,541	$ 4,640,702	$ 5,958,926	$ 4,724,324	$ 6,072,991	$ 30,599,912
Apportionment Revenue	-	-	-	-	-	-	-	-
Other State Revenue	-	1,419,706	1,125,431	1,136,988	1,672,016	1,295,008	1,709,366	8,358,515
Federal Revenue	26,141	752,378	594,865	668,657	750,264	643,754	750,232	4,186,291
Other Local Revenue	17,690,851	8,497	9,027	11,303	11,938	11,107	12,234	17,754,957
Contributions	4,029,988	10,155	7,560	5,539	75,246	9,756	9,891	4,148,135
Amounts Released from Restriction	92,384	-	-	-	-	-	-	92,384
Total Without Donor Restriction Revenues	21,839,364	7,134,164	5,996,424	6,463,189	8,468,390	6,683,949	8,554,714	65,140,194
EXPENSES								
Program Expenses:								
Educational Programs	-	5,835,985	5,130,809	5,144,017	6,788,952	5,619,779	6,407,944	34,927,486
Supporting Services:								
Administration and General	21,853,748	1,046,803	884,920	949,451	1,298,601	978,173	1,260,402	28,272,098
Fundraising	281,801	-	-	-	-	-	-	281,801
Total Supporting Services	22,135,549	1,046,803	884,920	949,451	1,298,601	978,173	1,260,402	28,553,899
Total Expenses	22,135,549	6,882,788	6,015,729	6,093,468	8,087,553	6,597,952	7,668,346	63,481,385
INCREASE (DECREASE) IN NET ASSETS WITHOUT DONOR RESTRICTION	(296,185)	251,376	(19,305)	369,721	380,837	85,997	886,368	1,658,809
NET ASSETS WITH DONOR RESTRICTION								
Amounts Released from Restriction	(92,384)	-	-	-	-	-	-	(92,384)
INCREASE (DECREASE) IN NET ASSETSWITH DONOR RESTRICTION	(92,384)	-	-	-	-	-	-	(92,384)
INCREASE (DECREASE) IN NET ASSETS	(388,569)	251,376	(19,305)	369,721	380,837	85,997	886,368	1,566,425
Net Assets, Beginning of Year	9,900,993	3,024,148	3,462,101	2,652,883	3,368,552	501,278	1,618,376	24,528,331
NET ASSETS, END OF YEAR	$ 9,512,424	$ 3,275,524	$ 3,442,796	$ 3,022,604	$ 3,749,389	$ 587,275	$ 2,504,744	$ 26,094,756

See accompanying Auditors' Report and the Notes to Supplementary Information.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF ACTIVITIES – SCHOOLS (CONTINUED)
YEAR ENDED JUNE 30, 2019

		California							
	From Page 1	Alma	Spark	Fuerza	Redwood City	Rising Stars	Delta	Futuro	Total Page 2
WITHOUT DONOR RESTRICTION									
REVENUES									
LCFF State Aid & Property Tax Revenue	$ 30,599,912	$ 4,589,534	$ 5,978,844	$ 6,404,763	$ 2,476,638	$ 6,282,409	$ 3,683,308	$ 3,855,640	$ 63,871,048
Apportionment Revenue	-	-	-	-	-	-	-	-	-
Other State Revenue	8,358,515	1,405,158	1,490,384	1,410,667	386,597	1,110,094	636,652	381,061	15,179,128
Federal Revenue	4,186,291	750,146	667,530	776,854	312,006	712,851	858,641	457,602	8,721,921
Other Local Revenue	17,754,957	14,017	50,441	14,129	689,368	27,932	1,001,368	12,639	19,564,851
Contributions	4,148,135	15,871	22,626	14,712	6,990	11,762	200,000	208,623	4,628,719
Amounts Released from Restriction	92,384	-	-	-	-	-	-	-	92,384
Total Without Donor Restriction Revenues	65,140,194	6,774,726	8,209,825	8,621,125	3,871,599	8,145,048	6,379,969	4,915,565	112,058,051
EXPENSES									
Program Expenses:									
Educational Programs	34,927,486	5,678,974	6,012,106	6,598,617	3,036,809	5,727,369	5,317,370	3,800,077	71,098,808
Supporting Services:									
Administration and General	28,272,098	968,601	1,262,951	1,274,211	433,293	1,219,516	709,265	696,614	34,836,549
Fundraising	281,801	-	-	-	-	-	-	-	281,801
Total Supporting Services	28,553,899	968,601	1,262,951	1,274,211	433,293	1,219,516	709,265	696,614	35,118,350
Total Expenses	63,481,385	6,647,575	7,275,057	7,872,828	3,470,102	6,946,885	6,026,635	4,496,691	106,217,158
INCREASE (DECREASE) IN NET ASSETS WITHOUT DONOR RESTRICTION	1,658,809	127,151	934,768	748,297	401,497	1,198,163	353,334	418,874	5,840,893
NET ASSETS WITH DONOR RESTRICTION									
Amounts Released from Restriction	(92,384)	-	-	-	-	-	-	-	(92,384)
INCREASE (DECREASE) IN NET ASSETSWITH DONOR RESTRICTION	(92,384)	-	-	-	-	-	-	-	(92,384)
INCREASE (DECREASE) IN NET ASSETS	1,566,425	127,151	934,768	748,297	401,497	1,198,163	353,334	418,874	5,748,509
Net Assets, Beginning of Year	24,528,331	2,179,383	2,867,992	457,629	(261,341)	1,073,880	140,819	(55,428)	30,931,265
NET ASSETS, END OF YEAR	$ 26,094,756	$ 2,306,534	$ 3,802,760	$ 1,205,926	$ 140,156	$ 2,272,043	$ 494,153	$ 363,446	$ 36,679,774

See accompanying Auditors' Report and the Notes to Supplementary Information.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF ACTIVITIES – SCHOOLS (CONTINUED)
YEAR ENDED JUNE 30, 2019

		Tennessee								
	From Page 2	Nashville NE	United	Partners Community	Eliminations	RSED Total	Wisconsin	DC	Eliminations	Total
WITHOUT DONOR RESTRICTION										
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	15,241,852	-	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	4,628,719	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
EXPENSES										
Program Expenses:										
Educational Programs	71,098,808	4,849,410	5,482,894	7,283	-	81,438,395	6,042,468	22,060,812	-	109,541,675
Supporting Services:										
Administration and General	34,836,549	759,571	984,305	-	(15,599,616)	20,980,809	924,097	2,790,485	(3,334,142)	21,361,249
Fundraising	281,801	-	-	-	-	281,801	-	-		281,801
Total Supporting Services	35,118,350	759,571	984,305	-	(15,599,616)	21,262,610	924,097	2,790,485	(3,334,142)	21,643,050
Total Expenses	106,217,158	5,608,981	6,467,199	7,283	(15,599,616)	102,701,005	6,966,565	24,851,297	(3,334,142)	131,184,725
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 ASSETSWITH DONOR RESTRICTION	(92,384)	-	-	-	-	(92,384)	(542,296)	(165,000)	-	(799,680)
INCREASE (DECREASE) IN NET ASSETS	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)	(792,689)	(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.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF CASH FLOWS – SCHOOLS
YEAR ENDED JUNE 30, 2019

		California						
	National	Mateo Sheedy	Si Se Puede	Los Suenos	Mosaic	Discovery	Brilliant Minds	Total Page 1
CASH FLOWS FROM OPERATING ACTIVITIES								
Change in Net Assets	$ (388,569)	$ 251,376	$ (19,305)	$ 369,721	$ 380,837	$ 85,997	$ 886,368	$ 1,566,425
Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:								
Depreciation	98,500	39,396	28,946	28,214	31,189	30,041	4,839	261,125
(Increase) Decrease in Operating Assets:								
Accounts Receivable	147,187	(388,214)	(132,979)	270,313	(24,309)	782,922	24,700	679,620
Grants Receivable	-	-	-	-	-	-	-	-
Prepaid Expenses and Deposits	(145,887)	127,316	(15,486)	(128,695)	10,432	10,920	(5,196)	(146,596)
Increase (Decrease) in Operating Liabilities:								
Accounts Payable and Accrued Liabilities	809,067	105,544	108,937	77,510	164,234	(43,594)	46,372	1,268,070
Deferred Revenue	-	(110,731)	-	(26,220)	(29,001)	(29,000)	(49,874)	(244,826)
Deferred Rent Liability	-	(30)	(6,615)	-	(1,941)	-	(20,656)	(29,242)
Net Cash Flows from Operating Activities	520,298	24,657	(36,502)	590,843	531,441	837,286	886,553	3,354,576
CASH FLOWS FROM INVESTING ACTIVITIES								
Purchase of Property, Plant, and Equipment	-	-	-	-	-	-	(11,159)	(11,159)
Net Cash Flows from Investing Activities	-	-	-	-	-	-	(11,159)	(11,159)
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.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF CASH FLOWS – SCHOOLS (CONTINUED)
YEAR ENDED JUNE 30, 2019

		California							
	From Page 1	Alma	Spark	Fuerza	Redwood City	Rising Stars	Delta	Futuro	Total Page 2
CASH FLOWS FROM OPERATING ACTIVITIES									
Change in Net Assets	$ 1,566,425	$ 127,151	$ 934,768	$ 748,297	$ 401,497	$ 1,198,163	$ 353,334	$ 418,874	$ 5,748,509
Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:									
Depreciation	261,125	18,929	6,246	4,282	7,838	2,980	16,502	(14,572)	303,330
(Increase) Decrease in Operating Assets:									
Accounts Receivable	679,620	(68,323)	(417,826)	(442,067)	64,817	(494,401)	(1,271,559)	(105,210)	(2,054,949)
Grants Receivable	-	-	-	-	-	-	-	-	-
Prepaid Expenses and Deposits	(146,596)	(23,641)	(88,700)	(20,382)	4,186	(193,865)	(6,835)	(46,641)	(522,474)
Increase (Decrease) in Operating Liabilities:									
Accounts Payable and Accrued Liabilities	1,268,070	151,854	132,188	189,433	(32,055)	87,169	280,861	240,880	2,318,400
Deferred Revenue	(244,826)	(78,677)	(49,667)	(15,920)	-	181	-	(23,466)	(412,375)
Deferred Rent Liability	(29,242)	3,976	(1)	33,243	-	-	631,605	-	639,581
Net Cash Flows from Operating Activities	3,354,576	131,269	517,008	496,886	446,283	600,227	3,908	469,865	6,020,022
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	-	-	-	-	(41,676)	(4)	-	(125,000)	(166,680)
Net Cash Flows from Financing Activities	(1,019,278)	59,622	(55,410)	22,273	(366,676)	(87,180)	517,495	(610,872)	(1,540,026)
									-
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	2,324,139	171,880	446,273	519,159	79,607	513,047	423,903	(141,007)	4,337,001
									-
Cash and Cash Equivalents - Beginning 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	$ 15,247,779	$ 1,550,461	$ 3,081,119	$ 2,177,802	$ 326,193	$ 1,554,409	$ 428,582	$ 321,506	$ 24,687,851
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION									
Cash Paid for Interest	$ 8,001	$ -	$ -	$ -	$ 24	$ 1,050	$ -	$ -	$ 9,075

See accompanying Auditors' Report and the Notes to Supplementary Information.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
CONSOLIDATING STATEMENT OF CASH FLOWS – SCHOOLS (CONTINUED)
YEAR ENDED JUNE 30, 2019

		Tennessee						
	From Page 2	Nashville NE	United	Partners Community	RSED Total	Wisconsin	DC	Total
CASH FLOWS FROM OPERATING ACTIVITIES								
Change in Net Assets	$ 5,748,509	$ (199,679)	$ 797,277	$ 1,135	$ 6,347,242	$ (652,376)	$ 240,148	$ 5,935,014
Adjustments to Reconcile Change in Net Assets to Net Cash Flows from Operating Activities:								
Depreciation	303,330	3,085	3,385	4,615	314,415	11,085	-	325,500
(Increase) Decrease in Operating Assets:								
Accounts Receivable	(2,054,949)	(72,759)	27,271	1,573	(2,098,864)	(500,179)	(428,358)	(3,027,401)
Grants Receivable	-	-	-	-	-	533,532	770,751	1,304,283
Prepaid Expenses and Deposits	(522,474)	(12,030)	19,777	13,648	(501,079)	(30,929)	9,891	(522,117)
Increase (Decrease) in Operating Liabilities:								
Accounts Payable and Accrued Liabilities	2,318,400	188,907	(32,534)	(142,801)	2,331,972	(8,830)	(1,029)	2,322,113
Deferred Revenue	(412,375)	-	-	-	(412,375)	-	-	(412,375)
Deferred Rent Liability	639,581	(2,296)	(520,220)	-	117,065	(2,914)	(108,655)	5,496
Net Cash Flows from Operating Activities	6,020,022	(94,772)	294,956	(121,830)	6,098,376	(650,611)	482,748	5,930,513
CASH FLOWS FROM INVESTING ACTIVITIES								
Purchase of Property, Plant, and Equipment	(142,995)	-	-	(1,346)	(144,341)	(21,085)	-	(165,426)
Net Cash Flows from Investing Activities	(142,995)	-	-	(1,346)	(144,341)	(21,085)	-	(165,426)
CASH FLOWS FROM FINANCING ACTIVITIES								
Intracompany Loans	(1,623,346)	39,168	(40,155)	-	(1,624,333)	594,912	1,029,421	-
Proceeds from Debt	250,000	-	-	-	250,000	-	-	250,000
Repayment of Debt	(166,680)	-	-	-	(166,680)	-	-	(166,680)
Net Cash Flows from Financing Activities	(1,540,026)	39,168	(40,155)	-	(1,541,013)	594,912	1,029,421	83,320
								-
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	4,337,001	(55,604)	254,801	(123,176)	4,413,022	(76,784)	1,512,169	5,848,407
								-
Cash and Cash Equivalents, Beginning of Year	20,350,850	117,510	772,324	(396,568)	20,844,116	913,231	2,453,937	24,211,284
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 24,687,851	$ 61,906	$ 1,027,125	$ (519,744)	$ 25,257,138	$ 836,447	$ 3,966,106	$ 30,059,691
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION								
Cash Paid for Interest	$ 9,075	$ -	$ -	$ -	$ 9,075	$ -	$ -	$ 9,075

See accompanying Auditors' Report and the Notes to Supplementary Information.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
SCHEDULE OF INSTRUCTIONAL MINUTES)
YEAR ENDED JUNE 30, 2019

	2018-19 Minutes		Traditional	
	Requirement	Actual	Days	Status
Kindergarten/Transitional Kindergarten				
RMS	36,000	47,340	180	In compliance
RSSP	36,000	59,440	180	In compliance
RLS	36,000	64,220	180	In compliance
ROMO	36,000	54,780	180	In compliance
RDP	36,000	64,860	180	In compliance
RBM	36,000	65,320	180	In compliance
RSA	36,000	67,360	180	In compliance
RSK	36,000	67,060	180	In compliance
RFZ	36,000	61,200	180	In compliance
RRWC	36,000	63,000	180	In compliance
RFA	36,000	63,520	180	In compliance
RRS	36,000	71,400	180	In compliance
RDL	36,000	71,400	180	In compliance
Grade 1:				
RMS	50,400	52,060	180	In compliance
RSSP	50,400	55,820	180	In compliance
RLS	50,400	58,860	180	In compliance
ROMO	50,400	50,720	180	In compliance
RDP	50,400	54,700	180	In compliance
RBM	50,400	58,100	180	In compliance
RSA	50,400	61,960	180	In compliance
RSK	50,400	54,780	180	In compliance
RFZ	50,400	54,935	180	In compliance
RRWC	50,400	61,460	180	In compliance
RFA	50,400	59,040	180	In compliance
RRS	50,400	56,340	180	In compliance
RDL	50,400	56,340	180	In compliance
Grade 2:				
RMS	50,400	51,840	178	In compliance
RSSP	50,400	55,820	180	In compliance
RLS	50,400	58,860	180	In compliance
ROMO	50,400	52,520	180	In compliance
RDP	50,400	54,700	180	In compliance
RBM	50,400	59,000	180	In compliance
RSA	50,400	61,960	180	In compliance
RSK	50,400	54,780	180	In compliance
RFZ	50,400	54,280	180	In compliance
RRWC	50,400	54,980	180	In compliance
RFA	50,400	56,580	180	In compliance
RRS	50,400	51,860	180	In compliance
RDL	50,400	51,860	180	In compliance

See accompanying Auditors' Report and the Notes to Supplementary Information.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
SCHEDULE OF INSTRUCTIONAL MINUTES – CALIFORNIA (CONTINUED)
YEAR ENDED JUNE 30, 2019

	2018-19 Minutes		Traditional	
	Requirement	Actual	Days	Status
Grade 3:				
RMS	50,400	52,980	178	In compliance
RSSP	50,400	56,940	180	In compliance
RLS	50,400	55,220	180	In compliance
ROMO	50,400	52,520	180	In compliance
RDP	50,400	54,700	180	In compliance
RBM	50,400	59,000	180	In compliance
RSA	50,400	62,860	180	In compliance
RSK	50,400	55,440	180	In compliance
RFZ	50,400	54,280	180	In compliance
RRWC	50,400	54,980	180	In compliance
RFA	50,400	56,580	180	In compliance
RRS	50,400	51,860	180	In compliance
RDL	50,400	51,860	180	In compliance
Grade 4:				
RMS	54,000	54,100	178	In compliance
RSSP	54,000	58,300	180	In compliance
RLS	54,000	55,220	180	In compliance
ROMO	54,000	55,000	180	In compliance
RDP	54,000	54,700	180	In compliance
RBM	54,000	60,120	180	In compliance
RSA	54,000	62,860	180	In compliance
RSK	54,000	56,120	180	In compliance
RFZ	54,000	54,740	180	In compliance
RRWC	54,000	60,100	180	In compliance
RFA	54,000	56,580	180	In compliance
RRS	54,000	52,540	180	In compliance
RDL	54,000	52,540	180	In compliance
Grade 5:				
RMS	54,000	54,100	180	In compliance
RSSP	54,000	58,300	180	In compliance
RLS	54,000	55,220	180	In compliance
ROMO	54,000	55,000	180	In compliance
RDP	54,000	54,700	180	In compliance
RBM	54,000	60,120	180	In compliance
RSA	54,000	62,860	180	In compliance
RSK	54,000	57,920	180	In compliance
RFZ	54,000	54,740	180	In compliance
RRWC	54,000	60,320	180	In compliance
RRS	54,000	54,953	180	In compliance

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

	Second		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades TK/K-3:				
RMS	330.30	330.70	322.30	332.61
RSSP	300.76	300.84	301.72	302.06
RLS	323.19	323.78	322.46	322.88
ROMO	423.06	425.05	424.02	425.66
RDP	389.31	390.10	389.49	390.30
RBM	423.76	425.31	427.06	428.61
RDL	329.51	329.76	320.44	320.68
RSA	354.80	354.86	354.06	354.11
RSK	460.12	462.77	457.99	460.77
RFZ	468.84	470.32	468.25	469.79
RRWC	189.39	189.51	191.73	191.82
RRS	509.35	509.79	506.26	506.77
RFA	373.09	373.70	372.75	373.44
Subtotal	4,875.48	4,886.49	4,858.53	4,879.50
Grades 4-6:				
RMS	190.69	191.15	191.13	191.49
RSSP	92.62	92.67	91.19	91.23
RLS	105.87	106.15	105.85	106.05
ROMO	135.98	136.60	135.68	136.30
RDP	106.02	106.02	105.42	105.51
RBM	138.50	138.91	138.30	138.77
RDL	45.09	45.09	42.25	42.25
RSA	129.59	129.62	128.89	128.92
RSK	120.87	121.31	120.11	120.89
RFZ	130.52	130.96	130.03	130.36
RRWC	65.15	65.15	63.79	63.79
RRS	81.23	81.29	80.83	80.94
RFA	26.45	26.56	26.41	26.56
Subtotal	1,368.58	1,371.48	1,359.88	1,363.06
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

	Mateo Sheedy	Si Se Puede	Los Suenos	Mosaic	Discovery	Brilliant Minds
June 30, 2019 Annual Financial Report						
Fund Balances (Net Assets)	$ 3,292,580	$ 3,457,991	$ 3,049,414	$ 3,829,552	$ 601,581	$ 2,519,116
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

	Alma	Spark	Fuerza	Redwood City	Rising Stars	Delta	Futuro
June 30, 2019 Annual Financial Report							
Fund Balances (Net Assets)	$ 2,319,051	$ 3,883,384	$ 1,219,229	$ 438,839	$ 2,291,304	$ 511,657	$ 834,091
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.

ROCKETSHIP EDUCATION AND ITS AFFILIATES
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2019

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	PTID	RSN	RMS	RSSP	RLS	ROMO	RDP	RBM	Delta	RSA	Total Page
U.S. Department of Education												
Pass Through Program From:												
California Department of Education												
Title I, Part A, Basic Grants												
Low-Income and Neglected	84.010	14329	$ -	$ 232,327	$ 204,737	$ 203,972	$ 204,401	$ 181,522	$ 207,837	$ 121,583	$ 202,661	$ 1,559,040
Metro Nashville Public Schools												
Title I, Part A, Basic Grants												
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction												
Title I, Part A, Basic Grants												
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	-	-	-
DC State Board of Education												
Title I, Part A, Basic Grants												
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	-	-	-
Title I, Part A, Basic Grants												
Low-Income and Neglected Totals			-	232,327	204,737	203,972	204,401	181,522	207,837	121,583	202,661	1,559,040
Pass Through Program From:												
California Department of Education												
Title II	84.367	14341	-	28,094	21,115	22,452	26,027	22,740	23,260	16,718	24,245	184,651
Metro Nashville Public Schools												
Title II	84.367	N/A	-	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction												
Title II	84.367	N/A	-	-	-	-	-	-	-	-	-	-
DC State Board of Education												
Title II	84.367	N/A	-	-	-	-	-	-	-	-	-	-
Title II Totals			-	28,094	21,115	22,452	26,027	22,740	23,260	16,718	24,245	184,651

N/A – Not Available

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 Number	PTID	Total Previous Page	RSK	RFZ	RRWC	RRS	RFA	Tennessee	Wisconsin	DC	Federal Expenditures
U.S. Department of Education												
Pass Through Program From:												
California Department of Education												
Title I, Part A, Basic Grants												
Low-Income and Neglected	84.010	14329	$ 1,559,040	$ 175,257	$ 203,856	$ 95,762	$ 182,725	$ 119,727	$ -	$ -	$ -	$ 2,336,367
Metro Nashville Public Schools												
Title I, Part A, Basic Grants												
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	571,448	-	-	571,448
Wisconsin Department of Public Instruction												
Title I, Part A, Basic Grants												
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	275,202	-	275,202
DC State Board of Education												
Title I, Part A, Basic Grants												
Low-Income and Neglected	84.010	N/A	-	-	-	-	-	-	-	-	341,697	341,697
Title I, Part A, Basic Grants												
Low-Income and Neglected Totals			1,559,040	175,257	203,856	95,762	182,725	119,727	571,448	275,202	341,697	3,524,714
Pass Through Program From:												
California Department of Education												
Title II	84.367	14341	184,651	23,880	26,690	12,211	23,734	16,605	-	-	-	287,771
Metro Nashville Public Schools												
Title II	84.367	N/A	-	-	-	-	-	-	24,867	-	-	24,867
Wisconsin Department of Public Instruction												
Title II	84.367	N/A	-	-	-	-	-	-	-	33,759	-	33,759
DC State Board of Education												
Title II	84.367	N/A	-	-	-	-	-	-	-	-	63,360	63,360
Title II Totals			184,651	23,880	26,690	12,211	23,734	16,605	24,867	33,759	63,360	409,757

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 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
Title III - Limited English Proficiency	84.365	14356	-	24,782	30,871	30,551	39,310	32,901	35,357	-	26,385	220,157
Metro Nashville Public Schools												
Title III	84.365	N/A	-	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction												
Title III	84.365	N/A	-	-	-	-	-	-	-	-	-	-
Title III Totals			-	24,782	30,871	30,551	43,047	35,556	35,357	-	26,385	226,549
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	15,448	-	14,716	104,735
TItle IV Totals			-	16,870	14,867	14,811	14,842	13,181	15,448	-	14,716	104,735
Pass Through Program From:												
Charter School Grant	84.282M	N/A	26,141	-	-	-	-	-	-	546,947	-	573,088
Charter School Program Cluster			26,141	-	-	-	-	-	-	546,947	-	573,088
Pass Through Program From:												
DC State Board of Education	84.370C	N/A	-	-	-	-	-	-	-	-	-	-
Scholarships for Opportunity and Results			-	-	-	-	-	-	-	-	-	-
Pass Through Program From:												
U.S. Department of Education												
Special Education IDEA	84.027	13379	-	79,290	61,175	67,306	79,987	70,372	79,290	-	71,487	508,907
Metro Nashville Public Schools												
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction												
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	-	-	-
DC State Board of Education												
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	-	-	-
Special Education IDEA Totals			-	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	84.173	N/A	-	-	-	-	-	-	-	-	-	-
Special Education IDEA Preschool Totals			-	-	-	-	-	-	-	-	-	-
Special IDEA Education Cluster			-	79,290	61,175	67,306	79,987	70,372	79,290	-	71,487	508,907
Total U.S Department of Education			26,141	381,363	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.

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 Number	PTID	Total Previous Page	RSK	RFZ	RRWC	RRS	RFA	Tennessee	Wisconsin	DC	Federal Expenditures
Pass Through Program From:												
California Department of Education												
Title III - Immigrant Education Program	84.365	15146	$ 6,392	$ -	$ -	$ -	$ 3,344	$ -	$ -	$ -	$ -	$ 9,736
Title III - Limited English Proficiency	84.365	14356	220,157	24,035	37,387	16,130	37,707	24,782	-	-	-	360,198
Metro Nashville Public Schools												
Title III	84.365	N/A	-	-	-	-	-	-	29,670	-	-	29,670
Wisconsin Department of Public Instruction												
Title III	84.365	N/A	-	-	-	-	-	-	-	26,021	-	26,021
Title III Totals			226,549	24,035	37,387	16,130	41,051	24,782	29,670	26,021	-	425,625
Pass Through Program From:												
U.S. Department of Education												
DC State Board of Education												
Title IV	84.027A		104,735	12,726	13,085	10,000	10,000	10,000	-	6,493	54,779	221,818
TItle IV Totals			104,735	12,726	13,085	10,000	10,000	10,000	-	6,493	54,779	221,818
Pass Through Program From:												
U.S. Department of Education	84.282M	N/A	573,088	-	-	-	-	-	-	290,724	1,566	865,378
Charter School Program Cluster			573,088	-	-	-	-	-	-	290,724	1,566	865,378
Pass Through Program From:												
DC State Board of Education	84.370C	N/A	-	-	-	-	-	-	-	-	65,498	65,498
Scholarships for Opportunity and Results			-	-	-	-	-	-	-	-	65,498	65,498
Pass Through Program From:												
U.S. Department of Education												
Special Education IDEA	84.027	13379	508,907	83,749	85,561	39,854	78,175	40,412	-	-	-	836,658
Metro Nashville Public Schools												
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	176,195	-	-	176,195
Wisconsin Department of Public Instruction												
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	104,232	-	104,232
DC State Board of Education												
Special Education IDEA	84.027	N/A	-	-	-	-	-	-	-	-	60,606	60,606
Special Education IDEA Totals			508,907	83,749	85,561	39,854	78,175	40,412	176,195	104,232	60,606	1,177,691
Pass Through Program From:												
Wisconsin Department of Public Instruction												
Special Education IDEA Preschool	84.173	N/A	-	-	-	-	-	-	-	11,806	-	11,806
Special Education IDEA Preschool Totals			-	-	-	-	-	-	-	11,806	-	11,806
Special IDEA Education Cluster			508,907	83,749	85,561	39,854	78,175	40,412	176,195	116,038	60,606	1,189,497
Total U.S Department of Education			3,156,970	319,647	366,579	173,957	335,685	211,526	802,180	748,237	587,506	6,702,287

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 Number	PTID	RSN	RMS	RSSP	RLS	ROMO	RDP	RBM	Delta	RSA	Total Page
U.S. Department of Agriculture:												
Pass Through Program From												
California Department of Education												
National School Lunch Program	10.555	N/A	$ -	$ 191,457	$ 160,539	$ 193,751	$ 189,552	$ 177,615	$ 194,994	$ 94,572	$ 207,025	$ 1,409,505
Metro Nashville Public Schools												
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction												
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	-	-	-
DC State Board of Education												
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	-	-	-
National School Lunch Program Totals			-	191,457	160,539	193,751	189,552	177,615	194,994	94,572	207,025	1,409,505
Pass Through Program From:												
U.S. Department of Education												
Wisconsin Department of Public Instruction												
DC State Board of Education												
Fresh Fruits and Vegetables Program	10.582	N/A	-	28,450	-	-	-	-	-	-	25,450	53,900
Fresh Fruits and Vegetables Program Totals			-	28,450	-	-	-	-	-	-	25,450	53,900
California Department of Education												
School Breakfast Program	10.553	N/A	-	126,172	82,333	112,368	162,651	118,704	164,364	60,265	149,723	976,580
NSLP Commodities	10.553	N/A	-	22,814	17,106	21,324	27,635	21,942	27,560	16,434	26,332	181,147
Metro Nashville Public Schools												
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	-	-	-
Wisconsin Department of Public Instruction												
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	-	-	-
Donated Commodities - Noncash	10.555	N/A	-	-	-	-	-	-	-	-	-	-
DC State Board of Education												
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	-	-	-
School Breakfast Program and Commodities Totals			-	148,986	99,439	133,692	190,286	140,646	191,924	76,699	176,055	1,157,727
Child Nutrition Cluster			-	368,893	259,978	327,443	379,838	318,261	386,918	171,271	408,530	2,621,132
Total U.S. Department of Agriculture:			-	368,893	259,978	327,443	379,838	318,261	386,918	171,271	408,530	2,621,132
U.S. Department of Health and Human Services:												
Pass Through Program From												
California Department of Education:												
Medicaid	93.778	N/A	-	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	16,976
Pass Through Program From												
Wisconsin Department of Health Services:												
Medical Assistance Program	93.778	N/A	-	-	-	-	-	-	-	-	-	-
MEDICAID Cluster			-	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	16,976
Total U.S. Department of Health and Human Services			-	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	16,976
Total Federal Expenditures			$ 26,141	$ 752,378	$ 594,865	$ 668,657	$ 750,264	$ 643,754	$ 750,232	$ 858,641	$ 750,146	$ 5,795,078

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 Number	PTID	Total Previous Page	RSK	RFZ	RRWC	RRS	RFA	Tennessee	Wisconsin	DC	Federal Expenditures
U.S. Department of Agriculture:												
Pass Through Program From												
California Department of Education												
National School Lunch Program	10.555	N/A	$ 1,409,505	$ 184,717	$ 219,177	$ 79,638	$ 209,215	$ 133,181	$ -	$ -	$ -	$ 2,235,433
Metro Nashville Public Schools												
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	431,496	-	-	431,496
Wisconsin Department of Public Instruction												
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	285,550	-	285,550
DC State Board of Education												
National School Lunch Program	10.555	N/A	-	-	-	-	-	-	-	-	497,922	497,922
National School Lunch Program Totals			1,409,505	184,717	219,177	79,638	209,215	133,181	431,496	285,550	497,922	3,450,401
Pass Through Program From:												
U.S. Department of Education												
Wisconsin Department of Public Instruction												
DC State Board of Education												
Fresh Fruits and Vegetables Program	10.582	N/A	53,900	-	-	-	-	-	49,252	28,368	21,969	153,489
Fresh Fruits and Vegetables Program Totals			53,900	-	-	-	-	-	49,252	28,368	21,969	153,489
California Department of Education												
School Breakfast Program	10.553	N/A	976,580	132,884	160,156	48,467	137,016	94,519	-	-	-	1,549,622
NSLP Commodities	10.553	N/A	181,147	28,160	28,820	9,944	28,813	17,268	-	-	-	294,152
Metro Nashville Public Schools												
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	295,296	-	-	295,296
Wisconsin Department of Public Instruction												
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	173,077	-	173,077
Donated Commodities - Noncash	10.553	N/A	-	-	-	-	-	-	-	27,157	-	27,157
DC State Board of Education												
School Breakfast Program	10.553	N/A	-	-	-	-	-	-	-	-	298,061	298,061
School Breakfast Program and Commodities Totals			1,157,727	161,044	188,976	58,411	165,829	111,787	295,296	200,234	298,061	2,637,365
Child Nutrition Cluster			2,621,132	345,761	408,153	138,049	375,044	244,968	776,044	514,152	817,952	6,241,255
Total U.S. Department of Agriculture:			2,621,132	345,761	408,153	138,049	375,044	244,968	776,044	514,152	817,952	6,241,255
U.S. Department of Health and Human Services:												
Pass Through Program From												
California Department of Education:												
Medicaid	93.778	N/A	16,976	2,122	2,122	-	2,122	1,108	-	-	-	24,450
Pass Through Program From												
Wisconsin Department of Health Services:												
Medical Assistance Program	93.778	N/A	-	-	-	-	-	-	-	6,158	-	6,158
MEDICAID Cluster			16,976	2,122	2,122	-	2,122	1,108	-	6,158	-	30,608
Total U.S. Department of Health and Human Services			16,976	2,122	2,122	-	2,122	1,108	-	6,158	-	30,608
Total Federal Expenditures			$ 5,795,078	$ 667,530	$ 776,854	$ 312,006	$ 712,851	$ 457,602	$ 1,578,224	$ 1,268,547	$ 1,405,458	$ 12,974,150

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.



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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

CliftonLarsonAllen LLP

Glendora, California
December 11, 2019



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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

CliftonLarsonAllen LLP

Glendora, California
December 11, 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 *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:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Yes
Before/After School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	No[1]
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

[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

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

CFDA Number(s)	Name of Federal Program or Cluster
84.282M	Charter School Program
10.553, 10.555	Child Nutrition Cluster

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:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

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.*

ROCKETSHIP EDUCATION AND ITS AFFILIATES
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2019

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 **30000**

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 **10000**

Rocketship Redwood City Prep	**#1736**
Rocketship Spark Academy	**#1526**
Rocketship Alma Academy	**#1394**

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 **10000**

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 **40000**

Rocketship Redwood City Prep	**#1736**
Rocketship Spark Academy	**#1526**
Rocketship Alma Academy	**#1394**

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.

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Rocketship Education (All Schools and Support Service)
Income Statement
Unaudited Interim Financials

Accounts	Q1-FY20 9/30/2019 Actuals	FY2020 RSED Budget
Revenues		
Federal Income		
SPED Federal Revenue	269,060	1,160,158
Child Nutrition	1,093,694	5,822,019
NCLB	610,862	3,746,883
Other Federal Programs	18,545	183,000
Total Federal Income	**1,992,162**	**10,912,060**
State Revenue Sources		
8012 Education Protection Account Entitlement	900,285	4,712,022
8015 General Block Grant	7,939,192	31,193,611
8017 LCFF State Aid. DC at risk	9,327,283	48,046,236
8025 In-Lieu of Property Taxes	3,132,399	16,651,351
SPED State	1,329,280	6,179,661
All Other State Revenues	2,766,039	12,510,929
Categorical Block Grant	22,866	89,612
Total State Revenue Sources	**25,417,344**	**119,383,423**
Other Local Revenues	151,587	251,499
Internal Transfers	4,250,704	18,469,862
Grants and Fundraising	2,285,372	4,913,006
Total Revenues	**34,097,168**	**153,929,850**
Expense		
Certificated Salaries	8,396,861	33,413,596
Classified Salaries	6,848,416	27,731,022
Employee Benefits	3,166,752	15,669,337
Books and Supplies		
Textbooks and Core Materials	942,074	1,130,420
Books and Reference Materials	276,545	507,029
Materials and Supplies	1,669,473	2,741,032
Technology and Furniture	1,009,197	2,632,030
Total Books and Supplies	**3,897,287**	**7,010,511**
Food Services	1,261,053	6,672,297
Services and Other Operating Expenses		
Operating and Housekeeping	472,170	1,491,066
Professional Services Cons/Ops	5,672,776	18,933,774
Communications	378,394	841,612
Total Services and Other Operating Expenses	**6,523,340**	**21,266,452**
Travel & Conferences	429,385	1,125,471
Dues and Memberships	40,309	149,927
Insurance	85,557	306,396
Rental, Leases, & Repairs	5,251,264	19,550,459
Management Fee	3,646,300	17,599,868
Capital Outlay	96,877	372,398
Interest Expense	31,515	101,387
Miscellaneous Expense	611,651	870,000
Total Expense	**40,286,568**	**151,839,122**
Net Income	**-6,189,399**	**2,090,728**

Rocketship Education (All Schools and Support Service)

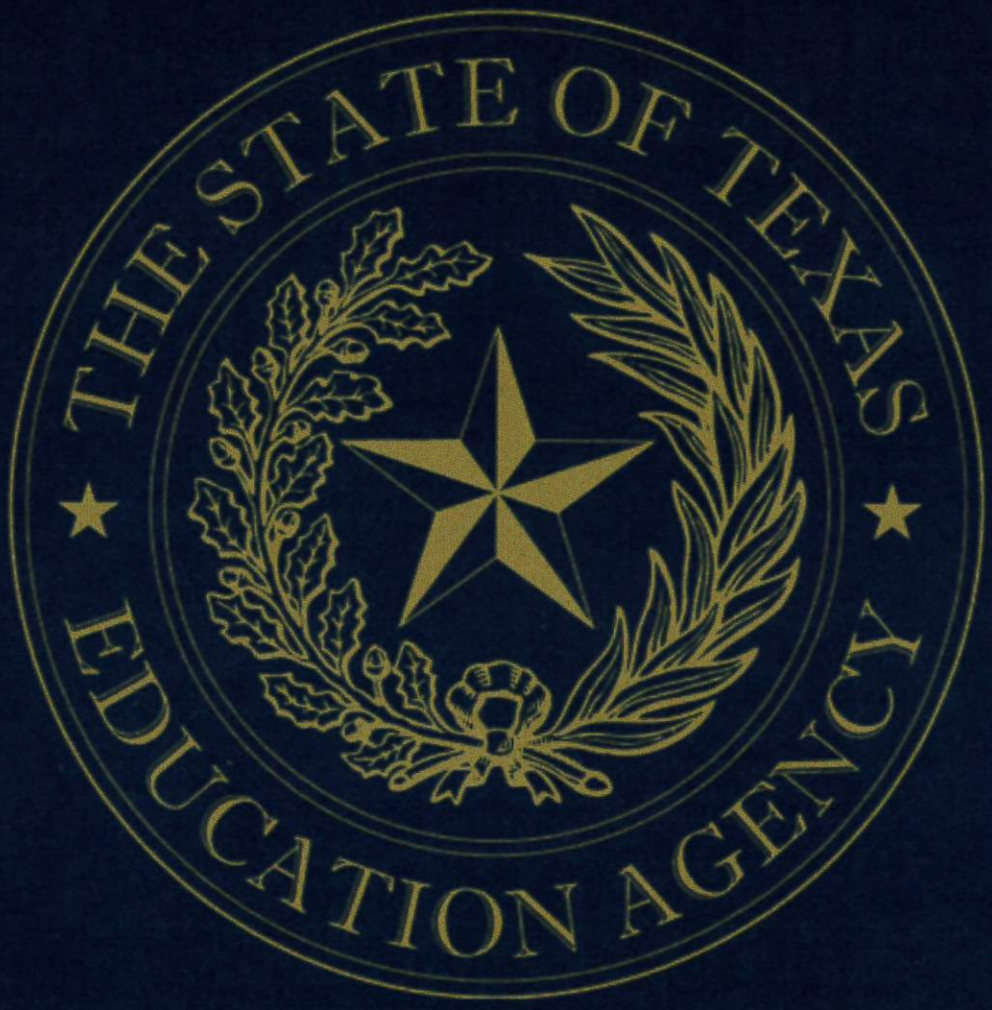
Balance Sheet

Unaudited Interim Financials

	Q1-FY20 9/30/2019 Actuals
Accounts	
Assets	
Current Assets	
Cash and Cash Equivalents	26,523,168
Accounts Receivable	16,720,749
Prepaid Expenses	1,649,136
Security Deposits	435,730
Total Current Assets	**45,328,782**
Fixed Assets	4,949,084
Notes Receivable	
9341 Intercompany Loan (A)	3,614,000
9361 - Receivable - Management Fee [Long Term]	1,870,725
9361-0001 - Receivable - Rocketship Education DC [Long Term]	2,625,991
Total Notes Receivable	**8,110,716**
Total Assets	**58,388,581**
Liabilities and Equities	
Liabilities	
Current Liabilities	
Accounts Payable	5,296,862
Accrued Liabilities	4,304,487
Accrued Lease Payments	25,262
Deferred Revenue	5,476,509
Deferred Management Fee S-T	3,357,988
Intercompany Loan	3,614,000
Current Portion of Loans Payable	764,583
Total Current Liabilities	**22,839,692**
Long Term Liabilities	
Accrued lease payments L-T	5,704,557
Loans payable L-T	5,840,653
Accrued Interest	201,326
Total Long Term Liabilities	**11,746,536**
Total Liabilities	**34,586,227**
Equity	**23,802,354**
Total Liabilities and Equities	**58,388,581**

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



SPECIAL ASSURANCES

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Five
Special Assurances Document

Sponsoring Entity: ROCKETSHIP PUBLIC SCHOOLS TEXAS

Proposed Charter School Name: ROCKETSHIP PUBLIC SCHOOLS

The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.

I. Open Meetings Requirements

PHP 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 in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

PHP 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 from compensation as submitted in the application for charter.

II. Public Information Requirements

PHP The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

III. Criminal History Check Requirements

PHP 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 an 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.

IV. Annual Training Requirements

PHP 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.

V. Residential Facilities Monitoring (RFM) System

PHP 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 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.

VI. Special RF Training

PHP 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.

Sponsoring Entity: ROCKETSHIP PUBLIC SCHOOLS TEXAS

Proposed Charter School Name: ROCKETSHIP PUBLIC SCHOOLS

VII. Admission and Enrollment

PJP 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.

PJP 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.

PJP 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.

PJP 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.

PJP 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.

VIII. Public Meeting(s)

PJP The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment 6 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.

IX. Withdrawal and Expulsion

PJP 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.

PJP 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.

Sponsoring Entity: ROCKETSHIP PUBLIC SCHOOLS TEXAS

Proposed Charter School Name: ROCKETSHIP PUBLIC SCHOOLS

PJP 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).

PJP 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).

X. Ready to Open Check-List

PJP The proposed charter holder understands, upon any subsequent approval and award of charter, that a ready-to-open check list may be required to complete prior to final approval for the opening of any campus.

XI. Postponement of Opening

PJP 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.

XII. Federal and State Funding

PJP 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.

PJP 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.

PJP 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.

XIII. Required Disclosure

PJP 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.

Sponsoring Entity: ROCKETSHIP PUBLIC SCHOOLS TEXAS

Proposed Charter School Name: ROCKETSHIP PUBLIC SCHOOLS

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.

PETER L. PHILPOTT

Printed Name of Sponsoring Entity Board Chair

Signature of Sponsoring Entity Board Chair

1.16.20

Date

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 GRAY 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 GRAY 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 GRAY 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 gray 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 GRAY 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.
- Coumn M - Enter any notes related to each position.
- 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 GRAY 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 shaded gray 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.

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.