

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**84.282M CSP Grants for Replication and Expansion**

**CFDA # 84.282M**

**PR/Award # U282M110029**

**Grants.gov Tracking#: GRANT10945646**

OMB No. , Expiration Date:

Closing Date: Aug 11, 2011

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: 08/11/2011	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Rocketship Education"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="204040597"/>	* c. Organizational DUNS: <input type="text" value="7801533700000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="420 Florence St, Ste 300"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Palo Alto"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="CA: California"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="94301-1741"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Carolyn"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Davies"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director of Operations"/>	
Organizational Affiliation: <input type="text" value="Rocketship Education"/>		
* Telephone Number: <input type="text" value="(877) 806-0920 x212"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="cdavies@rsed.org"/>		

**Application for Federal Assistance SF-424****\* 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-071211-001

\* Title:

Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality Charter Schools  
- CFDA 84.282M

**13. Competition Identification Number:**

84-282M2011-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**


Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Rocketship Education: A Scalable Charter School Model with Proven Results for Traditionally High-Risk Student Populations (Most Notably English Language Learners and Low-Income Students)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424	
<b>16. Congressional Districts Of:</b>	
* a. Applicant	CA-014
b. Program/Project	CA-014
Attach an additional list of Program/Project Congressional Districts if needed.	
	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>17. Proposed Project:</b>	
* a. Start Date:	01/01/2012
* b. End Date:	12/31/2016
<b>18. Estimated Funding (\$):</b>	
* a. Federal	6,259,757.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	6,259,757.00
<b>* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?</b>	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on	
<input checked="" type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input type="checkbox"/> c. Program is not covered by E.O. 12372.	
<b>* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)</b>	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If "Yes", provide explanation and attach	
	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)</b>	
<input checked="" type="checkbox"/> ** I AGREE	
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
<b>Authorized Representative:</b>	
Prefix:	
* First Name:	John
Middle Name:	
* Last Name:	Danner
Suffix:	
* Title:	CEO & Co-Founder
* Telephone Number:	(650) 815-5122
Fax Number:	
* Email:	john@rsed.org
* Signature of Authorized Representative:	John Danner
* Date Signed:	08/11/2011

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

\* Name of Institution/Organization

Rocketship Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	558,500.00	752,420.00	1,144,018.00	1,535,799.00	482,765.00	4,473,502.00
2. Fringe Benefits	122,870.00	165,532.00	251,684.00	337,876.00	106,208.00	984,170.00
3. Travel	24,640.00	24,640.00	24,640.00	24,640.00	24,640.00	123,200.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	3,000.00	5,000.00	7,000.00	16,000.00	25,000.00	56,000.00
6. Contractual	80,000.00	65,000.00	65,000.00	65,000.00	75,000.00	350,000.00
7. Construction	0.00	0.00	0.00		0.00	0.00
8. Other	0.00		0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	789,010.00	1,012,592.00	1,492,342.00	1,979,315.00	713,613.00	5,986,872.00
10. Indirect Costs*	34,069.00	45,898.00	69,785.00	93,684.00	29,449.00	272,885.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	823,079.00	1,058,490.00	1,562,127.00	2,072,999.00	743,062.00	6,259,757.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

\* Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

\* Approving Federal agency:  ED  Other (please specify):

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?

<p>* Name of Institution/Organization</p> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">                 Rocketship Education             </div>	<p>Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.</p>
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
John Danner	CEO & Co-Founder
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Rocketship Education	08/11/2011

Standard Form 424B (Rev. 7-97) Back

**DISCLOSURE OF LOBBYING ACTIVITIES**

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

<p><b>1. * Type of Federal Action:</b></p> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<p><b>2. * Status of Federal Action:</b></p> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<p><b>3. * Report Type:</b></p> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<p><b>6. * Federal Department/Agency:</b></p> <input type="text" value="U.S. Department of Education"/>	<p><b>7. * Federal Program Name/Description:</b></p> <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
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<p><b>8. Federal Action Number, if known:</b></p> <input type="text"/>	<p><b>9. Award Amount, if known:</b></p> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:     Telephone No.:     Date:

**NOTICE TO ALL APPLICANTS**

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

**Optional - You may attach 1 file to this page.**

**General Education Provisions Act (GEPA) Section 427**

**Potential Barrier**—Monolingual parents and family members of RSED students may not be able to fully participate in their children’s education and the governance of their children’s school.

**Solution**— Since RSED has been established to serve the needs of the students and their families, there are a number of ways that parents may participate in the leadership of the school. Because each RSED school is its own LEA and has/will have over 51% English Learners enrolled, the parents at each RSED school form a DELAC committee that complies with all of the California Department of Education English Language Learner Categorical Program requirements. In other states where RSED schools have high percentages of monolingual parents/family members, RSED will comply with all applicable state regulations regarding English learner students and their families. RSED will encourage parents to create a Parent/Teacher Council ("PTC") to facilitate communication among parents, teachers and the Board as well as to promote cultural and social activities within the school community. The PTC:

- Serves as a forum for the discussion of matters of interest and concern to the parents of RSED students;
- Acts as a communication channel between the parents and other interested individuals and groups, both within and outside the school community;
- Coordinates and sponsors committees, clubs and other activities that enhance the intrinsic value of RSED and that contribute to the fulfillment of its mission. These committees will work with various bodies within RSED, providing support activities as appropriate;
- Coordinates PTC fundraising activities and oversees the allocation and disbursement of funds raised by the PTC;
- Reports as needed to the RSED Board of Directors at its regular meetings and provides ongoing advice and input to the Board as requested by the Board or deemed necessary by the PTC.

RSED employs bilingual and bicultural staff to facilitate making connections with family members who have ties to diverse cultures served in the schools.

**Potential Barrier**—In the majority of California public schools and across the country, English Learners do not fully participate in academic excellence.

**Solution**—As we have discussed in our Project Narrative, RSED has dramatically raised the academic performance of English Learners, who make up approximately 75% of the student population at RSED schools. From the first day of school at RSED, EL students are immersed in English, with the Spanish language support they need to learn the language and develop the grammatical framework and vocabulary needed to develop as readers and writers. Providing explicit professional development focused on EL students is a critical focus at RSED. In addition, all RSED staff are fully trained in GLAD strategies. Individualized instruction, guided reading time, intensive tutoring, software tools for initial vocabulary acquisition, and concerted focus on acquiring academic vocabulary are all strategies we use to bring our EL students up to and above the academic level of their non-EL peers. As we expand to areas where other languages besides Spanish are spoken by EL students, we will staff our schools accordingly and provide support in students' native languages.

**Potential Barrier**— Students with learning disabilities may have difficulty achieving the high academic results that are the aim of RSED schools.

**Solution**— three tiers of intervention for students in need of additional assistance. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress in reaching the school's goal for Significant Gains. For each student in this category, an Individualized Learning Plan ("ILP") is generated which specifies areas of strength and weakness and explicit classroom modifications, areas to target in our computer curriculum, and specific goals and methods for tutors. The first tier of intervention is in the classroom. Guided Reading groups are used to deliver these more individualized objectives during normal

classroom instruction. Each RSED school conducts Learning Lab throughout the day in which each class of students rotates through Literacy and Computer centers. In the Computer center, a student's interim assessment results are used to create a specific online intervention program for that student by the academic dean and teacher. The second tier of intervention occurs in our After-School Program. Students who are failing to make adequate progress towards Significant Gains will receive half an hour to an hour of daily small-group intervention with a group of students with similar needs, focused on goals from each student's ILP. If classroom modifications, Learning Lab and After-School interventions fail to help a student make adequate progress, the student enters the RSED Student Services Team Process and, if necessary, the Special Education IEP process. This allows the student to receive individualized attention and the services of specialists. Providing these three levels of intervention allows RSED to serve the most struggling students more effectively than traditional elementary schools.

**CERTIFICATION REGARDING LOBBYING**

## Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

## Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Rocketship Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="John"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Danner"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="CEO &amp; Co-Founder"/>	
* SIGNATURE: <input type="text" value="John Danner"/>	* DATE: <input type="text" value="08/11/2011"/>

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:  \* First Name:  Middle Name:  \* Last Name:  Suffix:

Address:

\* Street1:   
 Street2:   
 \* City:   
 County:   
 \* State:   
 \* Zip Code:   
 \* Country:

\* Phone Number (give area code) Fax Number (give area code)

Email Address:

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

Add Attachment

Delete Attachment

View Attachment

**Abstract**

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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**You may now Close the Form**

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

### Abstract Narrative

**Applicant** Rocketship Education, 420 Florence St., Ste 300; Palo Alto, CA 94301. Tel.: 877-806-0920

**Project Description: Rocketship Education** (RSED) is a charter school management organization that seeks to provide high-quality education to one million elementary school students in low-income urban neighborhoods by 2040. RSED leverages experience delivering quality education, entrepreneurial know-how, fiscal discipline, and expertise in technology, all in support of student achievement. **RSED's flagship school is the third highest ranked low-income elementary school in California.** Its student population is 76% English Learners and 92% low-income. We intend to launch 61 new schools by Fall 2016.

**Objectives, Expected Outcomes:** RSED will use CSP funds to scale up to 29,632 students in 61 schools and eight regions; develop top-quality school leaders for these schools; further expand professional development; and continue to innovate in the use of technology and individualized instruction. By the fifth grade, 90% of RSED students who have been enrolled for two years or more will achieve at or above grade level. Within 3 years of becoming an RSED principal, 80% of principals will demonstrate that 80% of 5<sup>th</sup> graders in their schools are proficient or advanced. Within 3 years of beginning to teach at an RSED school, 80% of RSED teachers will effect an average of 1.5 grade levels per year of academic performance improvement among their students.

**Project Contributions:** RSED's contributions to education together achieve **outstanding student outcomes** and **true scalability**. Our *Hybrid School Model* uses adaptive learning technology in concert with a full day of classroom learning, which saves \$500,000 per school per year in salary and other classroom costs. Our *Human Capital Development* program helps us recruit, develop, and compensate top quality teachers and school leaders, which is key to effective scaling. *Response to Intervention*, a technique pioneered in special education, enables us to quickly move struggling students to grade level. *Parent Empowerment* supports parents in becoming activists for student-centered education reform and being closely involved in their children's school. Our *Financial Model* allows a regional cluster of 8 schools to be self-sufficient.

**Project Narrative File(s)**

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\* **Mandatory Project Narrative File Filename:**

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To add more Project Narrative File attachments, please use the attachment buttons below.

## Project Narrative

### Absolute Priority: Experience operating high quality charter schools

Rocketship Education (RSED) is a 501(c)(3) nonprofit charter management organization, currently operating three charter schools in San Jose, California. The first RSED school, *Rocketship Mateo Sheedy (RMS)*, has just completed its fourth year of operations with consistently strong academic results; for the two most recently reported years it has achieved an Academic Performance Index (API) score of 925. This makes RMS the fifth-highest scoring school in California of those schools serving primarily (>70%) low income and English Learner students. *Rocketship Si Se Puede (RSSP)* opened its doors in August 2009 and scored 886 on the API in its first year of operation, making it the highest scoring first-year school in the state among schools serving >70% low income students. *Rocketship Los Sueños (RLS)* just completed its first year of operation, and its internal assessment scores parallel those of RSSP.

RSED is building an innovative **Hybrid School Platform**. A key part of RSED's hypothesis is that incorporating individualized classroom-based and online instruction, school-wide Response to Intervention, and other techniques will provide the most effective means of mitigating academic gaps and deficiencies for low-income and high-need students. So far this model is showing its effectiveness<sup>i</sup> even though the adaptive learning technology that we are using is not yet as sophisticated as the technology that we are planning to develop over the next five years. In pursuit of more effective technologies, we are partnering with the Charter School Growth Fund, which acquired educational software developer DreamBox in 2010, to improve, test, and evaluate DreamBox and other software options.

The Hybrid Model depends on teachers who specialize in either English Language Arts (ELA) or math for classroom instruction – with students receiving 3:40 hours/day of ELA and 1:40 hours/day of math. In addition, all students receive another 1:40 hours/day of individualized programming in the Learning Lab. The Learning lab includes an average of 40 minutes of leveled reading and 40 minutes of individualized computer-assisted instruction to support the gains

made during the rest of the school day. Each Learning Lab instructor utilizes the school-wide online Teacher Dashboard, which lists the lessons the students have completed in the various online programs. Our Instructional Technology team is developing features that will also track students' accuracy and time on task, to be in use by the end of 2011-2012 year. This helps teachers see how students are progressing.

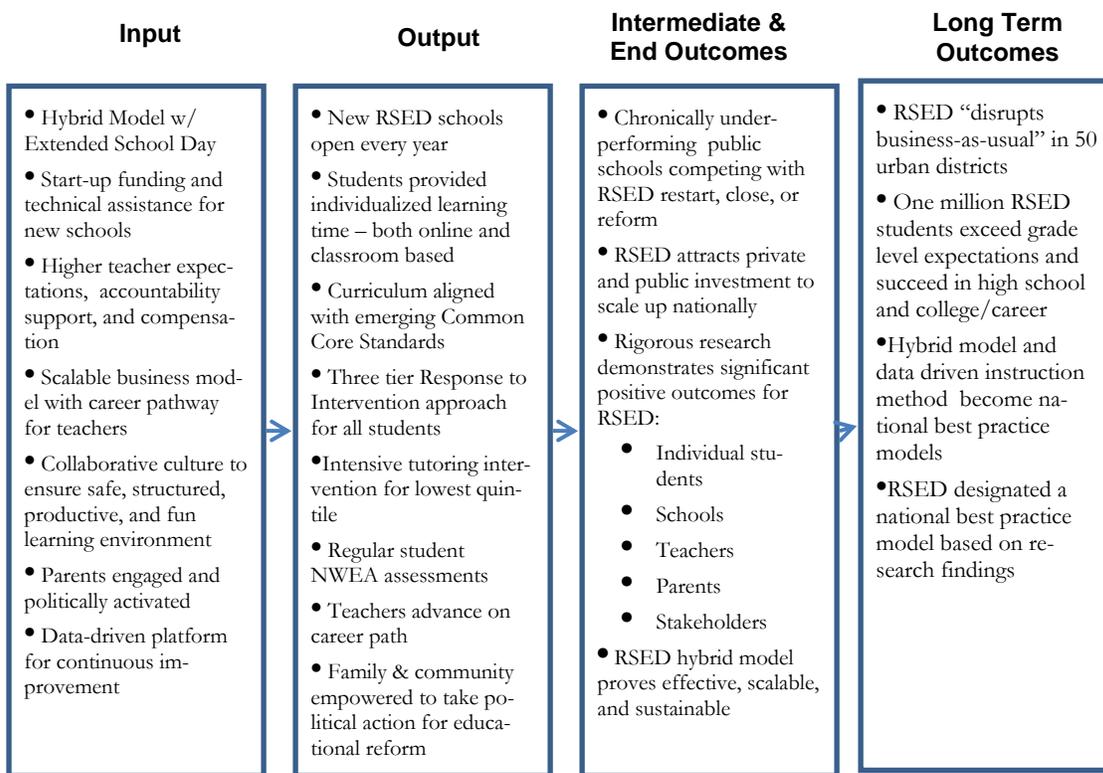
Classroom teachers also utilize the Teacher Dashboard to review individual student and class progress on Pearson's Developmental Reading Assessment (DRA2), CORE, and HFW assessments for literacy and unit assessments for math. Teachers identify skills gaps using the Dashboard and map out tutoring plans for Learning Lab.

Because RSED's Hybrid Model depends heavily on teachers who specialize in ELA or math, the RSED school is structured differently from a traditional elementary school. Teachers hold multi-subject credentials and use a teaming approach with our instructional staff. This teaming approach means that teachers have their own instructional homeroom; however, the students move to different teachers throughout the day. The students have a teacher each day who focuses primarily on literacy instruction integrated with social studies and art instruction, and a teacher focused primarily on math instruction integrated with science instruction. Many researchers have found that an early focus on these core skills have long-term effects on student achievement<sup>ii, iii</sup>,<sup>iv</sup>. Advantages of elementary schools that utilize the teacher teaming focus include deeper content knowledge, a team structure allowing better collaborative focus, improved teacher retention, easier transition to middle school, and more flexibility in student grouping<sup>v, vi</sup>. Specialization allows teachers to focus on their subject matter and students, helping them to intervene with struggling students earlier and more effectively.

The RSED logic model (below) provides the framework we employ at several levels: 1) student outcomes; 2) staff development and advancement; 3) school-wide success; 4) research and continuous quality improvement; and 5) "disruptive" (no longer business-as-usual) impact

on the status quo nationally.

**Rocketship Education Logic Model**



**Competitive Preference Priority 1: Low-income. 60% or more of students in existing schools are low-income**

In RSED’s three existing schools, an average of 92% of students receive free/reduced-price school meals (F/RM) through the US.DA’s National School Lunch Program, as broken out in Table 1, below. RSED was founded with the specific goal of eliminating the achievement gap for educationally disadvantaged students. For this reason, we intentionally create schools in neighborhoods where the vast majority of families subsist on low and very low incomes. We make specific efforts to recruit low-income students, making visits to local preschools, houses of worship, and apartment complexes near our schools to en-sure the students who enroll in Rocketship schools are those who are most in need of high quality educational options. In addition, our program is specifically geared toward empowering low-income families to be advocates for their students’ education even after graduating from Rocketship.

**Competitive Preference Priority 2: School Improvement.**

RSED has ambitious plans for expansion in its original region of San Jose/Santa Clara County, as well as throughout California and nationwide. During the five-year grant period, RSED

**Table 1. Rocketship Student Demographics 2010-11**

	<b>RMS</b>	<b>RSSP</b>	<b>RLS</b>	<b>All RSED</b>
<b>% F/RM</b>	91%	92%	93%	92%
<b>% English Learners</b>	71.0%	75.7%	81.1%	75.9%
<b>Enrollment</b>	462	481	392	1335
<b>Ethnicity</b>				
White	1%	< 1%	1%	1%
Hispanic/Latino	93%	90%	87%	90%
African American	2%	< 1%	3%	2%
Asian	2%	7%	7%	5%
Other	2%	2%	2%	2%

plans to open an additional 29 schools, serving an additional 13,500 students. RSED has local charter petitions pending with Oakland Unified School District (OUSD), San Francisco Unified School District, San Jose Unified School District, and Santa Clara County Office of Education, as well as with the cities of Milwaukee and New Orleans. We have been approached by more than 10 other major cities across the United States and are planning to move forward with charter petitions in several other cities over the next several years.

**Oakland:** Rocketship is designed to serve students who are or may be at risk of achieving below basic proficiency on state exams. Rocketship Oakland, which would open in the fall of 2012, will attract children of parents who are seeking an alternative to their current educational system, who desire an innovative educational approach and share Rocketship's vision of. RSED anticipates that Rocketship will enroll primarily students from schools in OUSD that are in Program Improvement Year 5 (PI 5) in conjunction with the Federal No Child Left Behind regulations.

While OUSD has made more progress in raising student achievement than any other large urban school district in the state, some of its most under-resourced neighborhoods, serving primarily students of color, are lagging behind. Based on an analysis of the 2009-2010 demograph-

ics of the PI elementary schools located in the West Oakland neighborhood, our target population is 81% F/RM and 27% EL. Students in greatest need of educational options attend OUSD's Martin Luther King, Jr. Elementary, Lafayette Elementary, Hoover Elementary, and Prescott P.L.A.C.E. Table 2 below illustrates that only one third of OUSD's elementary students in West Oakland are reading at grade level.

<b>Table 2. Elementary Schools in West Oakland</b>						
<b>School</b>	<b>PI Year</b>	<b>% EL</b>	<b>% F/RM</b>	<b>% Prof. /Adv Reading</b>	<b>API 2010 Base</b>	<b>API 09-10 Growth</b>
MLK	5	23	83	46	701	N/A
Lafayette	5	33	82	24	645	-19
Hoover	5	33	75	28	703	+31
Prescott	-	21	82	35	684	+32
<b>W. Oak. Avg.</b>	<b>4</b>	<b>27</b>	<b>81</b>	<b>33</b>	<b>683</b>	<b>+15</b>

In order to determine the size of need in a new region, we look at the number of K-5 students who qualify for free/reduced-price meals within a given metropolitan area (usually the area around a city within 1.5 hours drive). For the two regions for which we are submitting charter applications to this fall, we have found 53,111 K-5 FRM students in Milwaukee, WI, and 57,598 in New Orleans, LA.

**New Orleans:** RSED is in discussions with Recovery School District (RSD), a statewide district for turning around failing schools, to launch a region (at least five schools by 2017), with a planned startup of Rocketship Louisiana Charter School in 2013. Schools eligible for the RSD are the lowest performing in the state. Eligible schools are Academically Unacceptable, with a School Performance Score

<b>Table 3. New Orleans School Performance Classification</b>	
<b>Performance Label</b>	<b>School Performance Score out of 150</b>
Academic Watch	60-75
Academically Unacceptable	Below 60

(SPS) of 60 or lower for four years. In a school with SPS 60, 20% of students are at or above Basic level and 80% are below Basic (the lowest level) on state testing.

During the 2010-2011 school year, RSD-operated and chartered schools’ population consisted of 99.4% minority students, 91.3% of whom qualified for F/RL. Rocketship Louisiana Charter School (RLCS) expects that, as a transformation school, its student population will reflect these numbers. There are 9 traditional or charter schools serving elementary students in Orleans Parish and the Recovery School District considered Academically Unacceptable. An additional 16 traditional or charter schools serving elementary are on “Academic Watch.”

**Milwaukee:** In Milwaukee, 38 out of 62 traditional or charter public schools serving elementary students (K-5 or K-8) fail to meet Tier I or Tier II status (defined in Table 4). These schools would be considered “failing” and are opportunities for us to partner with in order to improve edu-

cational conditions throughout the region.

<b>Table 4. Milwaukee Tier I and Tier II Criteria</b>		
<b>% of State Standard</b>	<b>% Proficient + WKCE Math</b>	<b>% Proficient + WKCE Reading</b>
Tier I- 100% above State Standard	58%	74%
Tier II- 75-100% above State Standard	43.5%	55.5%

**Other Cities:** We are also in discussions with Chicago, Newark and Nashville. Our criteria for greenlighting new schools includes the number of PI schools within a one mile radius of each proposed school.

**Competitive Preference Priority 3: School Diversity (5 points).**

**(a) Promoting student diversity.** We work hard to recruit student populations that reflect the diversity of the communities our schools are based in. Our first few schools have been heavily Hispanic/Latino, based on their location in San Jose, with a small number of Black, Asian and White students. This year, one of our new schools (Rocketship Mosaic) is located in a heavily Vietnamese neighborhood, and our outreach efforts have been successful in reaching out to this population. We estimate that 20% of the students at Rocketship Mosaic will be Vietnamese.

<b>Table 5. % of EL Students in RSED Schools vs. Surrounding Public Schools</b>	
<b>Schools</b>	<b>% EL</b>
<b>Rocketship Mateo Sheedy</b>	71
Washington Elementary (SJUSD)	78
Gardner Elementary (SJUSD)	67
<b>Rocketship Si Se Puede</b>	76
Cesar Chavez Elementary (ARUED)	80
Mildred Goss Elementary (ARUED)	73
<b>Rocketship Los Suenos</b>	81
McKinley Elementary (F-McKUED)	68
Clyde Arbuckle Elementary (ARUED)	72

We visit preschools, churches, and other houses of worship, stores, fairs, and other community sites to conduct outreach to potential students and families. We prepare materials in English and Spanish, and we have been heavily leveraging Vietnamese-speaking parent volunteers to help with translation and direct outreach to the Vietnamese community.

**(b) Serving students with disabilities.** As of the end of the 2010-11 school year, 6% of RSED schools' students were

classified as having disabilities, out of a total student population of 1,335. This percentage is lower than surrounding area public schools and the national average because we offer *strong interventions and supports for all students* so we do not end up labeling students as "Special Education" unless they truly qualify for it. In some public schools, students may sometimes be classified as having a learning disability when in reality they are simply struggling academically. Currently, 5.8% of Rocketship students qualify for Special Education. In regards to admission rate, 100% of students that apply and are selected during the lottery are accepted to Rocketship schools, regardless of their status as Special Education or otherwise. Rocketship's schools do not require students to indicate whether or not they have IEPs as part of our application process. For our incoming classes, last year 5.3% of our students entered Rocketship with an IEP, and approximately another 1.0% were quickly identified through home visits and new parent meetings. Additionally, we designate another 0.75% to 1.25% on average as Special Education students throughout the school year through observation, academic performance, frequent testing, etc. For

the 2011-12 school year, we are on pace to have 6% or more of incoming students qualify for Special Education services.

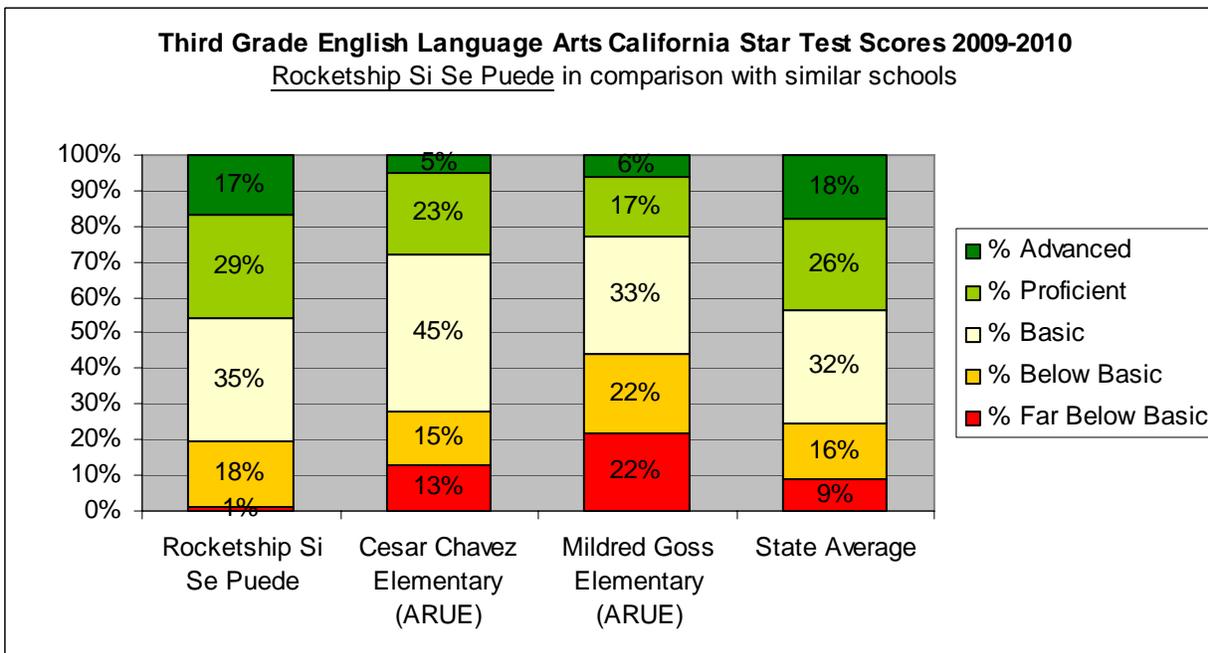
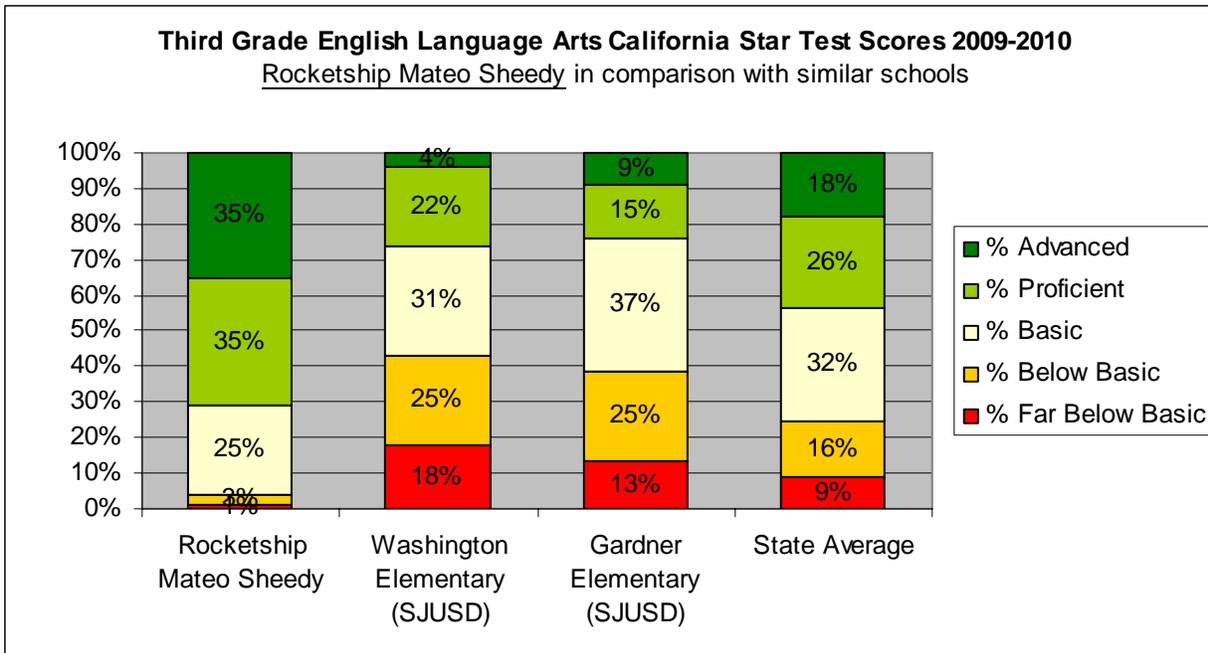
**(c) Serving EL students.** RSED schools to date have focused on serving English Learners, as under-resourced urban neighborhoods in San Jose have very high populations of immigrant families, primarily from Mexico, although also from Vietnam. As noted above, an average of 76% of all RSED students are English Learners, as compared to 26% in Santa Clara County. The percentage of EL students relative to the schools in the immediate neighborhoods of our RSED schools is illustrated in Table 5. In the two RSED schools that will open in August 2011, our unofficial estimated percentages of English Learners are 70% for Rocketship Mosaic and 72% for Rocketship Discovery Prep.

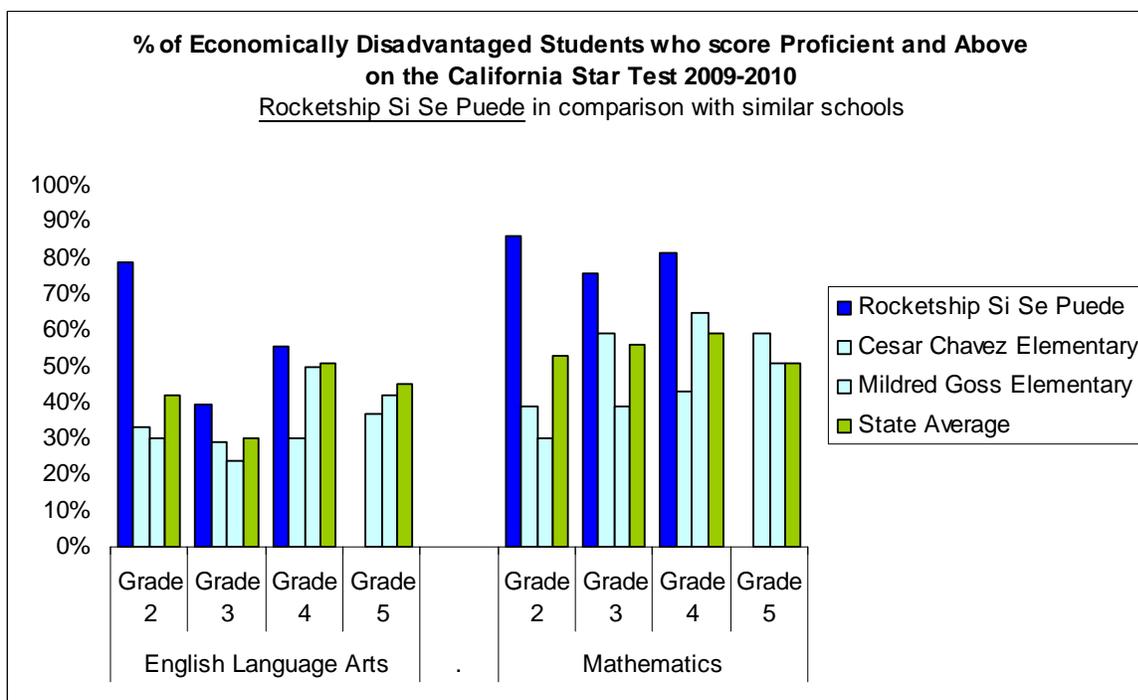
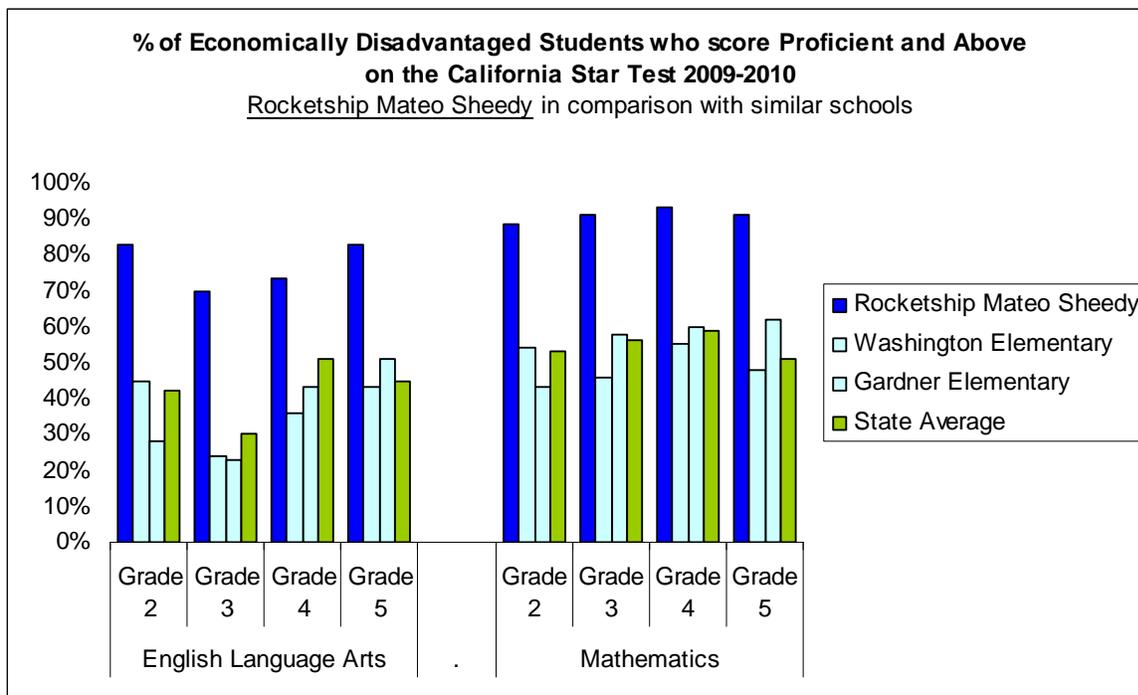
#### **(a) Quality of the eligible applicant.**

##### **(1) Demonstrated success in increasing academic achievement and attainment for all students, including educationally disadvantaged students.**

As noted , an average of 89% of Rocketship students receive free/reduced-price school meals. In addition, English Learners comprise 71% of the students at our first school, Rocketship Mateo Sheedy, 76% of the students at RSSP, and 81% of students at the new RLS school.

Table 6 compares the scores of RSED students on California Standardized Tests (CST) for English Language Arts (ELA) with non-RSED students from their surrounding districts, San Jose Unified and Alum Rock Union Elementary District (ARUED). In San Jose Unified, there is a wide range in achievement between economically disadvantaged (F/RM) and the general student population. For instance, 51% of all San Jose Unified's 3<sup>rd</sup> graders tested proficient and above, but only 29% of economically disadvantaged students and 21% of its EL students did so. In ARUED, EL students achieve at markedly lower levels than the general student population.



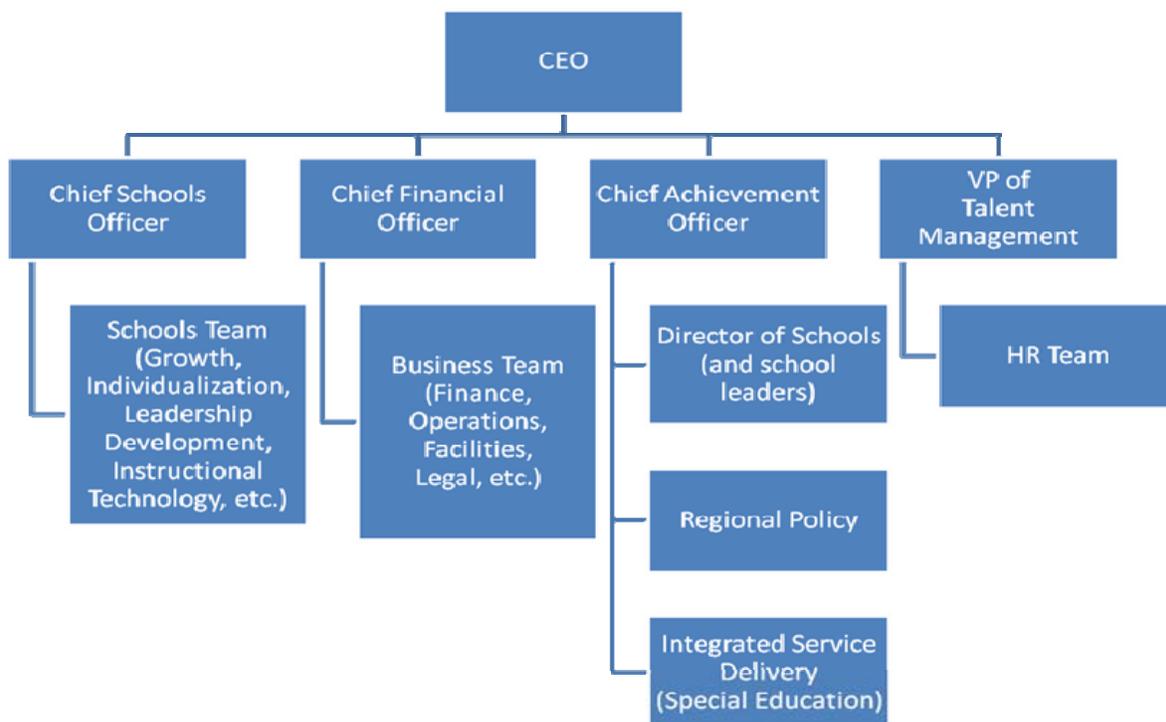


<b>Table 6. Comparison of Rocketship Schools with San Jose and State</b>					
<b>Prof. &amp; Advanced ELA (2010 CST Scores)</b>	<b>2nd</b>	<b>3<sup>rd</sup></b>	<b>4th</b>	<b>5th</b>	<b>6th</b>
San Jose USD Disadvantaged (45% F/RM)	41%	29%	48%	47%	36%
SJUSD All Students	59%	51%	67%	64%	56%

<b>Table 6. Comparison of Rocketship Schools with San Jose and State</b>					
<b>Prof. &amp; Advanced ELA (2010 CST Scores)</b>	<b>2nd</b>	<b>3<sup>rd</sup></b>	<b>4th</b>	<b>5th</b>	<b>6th</b>
SJUSD EL	43%	21%	34%	23%	11%
SJUSD Hispanic/Latino	41%	31%	51%	45%	36%
Rocketship Mateo Sheedy Disadvantaged	81%	71%	72%	83%	N/A
Rocketship Mateo Sheedy All Students	83%	72%	75%	85%	N/A
Rocketship Mateo Sheedy EL	83%	71%	74%	84%	N/A
RMS Hispanic/Latino	82%	70%	73%	84%	N/A
Alum Rock UE Disadvantaged (82.2% F/RM)	45%	33%	47%	42%	39%
ARUED All Students	46%	35%	48%	43%	41%
ARUED EL	41%	14%	21%	10%	7%
ARUED Hispanic/Latino	39%	31%	44%	39%	35%
Rocketship Si Se Puede Disadvantaged	79%	43%*	58%*	N/A	N/A
RSSP All Students	82%	48%*	57%*	N/A	N/A
RSSP EL	81%	44%*	58%*	N/A	N/A
RSSP Hispanic Latino	81%	43%*	56%*	N/A	N/A
California Disadvantaged	42%	30%	51%	45%	42%
California All Students	52%	44%	50%	39%	60%
California EL	39%	21%	34%	22%	16%
California Latino	42%	30%	51%	47%	42%
<i>* Primarily students in their first year at a Rocketship school after attending other schools.</i>					

Attendance and retention. RSED teachers work closely with families to ensure regular attendance throughout the year, and this is a critical aspect of teachers' home visits each year. In 2010-11, our attendance rates were 96.2% for Rocketship Los Sueños, 98.0% for Rocketship Mateo Sheedy, and 96.8% for Rocketship Si Se Puede. A complete breakdown of attendance and retention rates for each school is appended in the Attachments.

Current operations and management: Currently, RSED operates three schools in San Jose, is about to open two more in San Jose, and is in the process of securing facilities and approval for a charter petition in Oakland. We have 30 FTE staff in our central offices, focused on quality of instruction, instructional technology, talent recruitment, professional and leadership development, replication/expansion, finance, and operations. Our current organizational chart is shown below.



The following aspects of our operations are critical to the results RSED has achieved to date and demonstrate the quality of our organization.

**Instructional Program:** The heart of RSED is student learning. Our Chief Schools Officer oversees the Schools Team, which consists of the following:

**Individualization** Individualized instruction comes in two forms at Rocketship: online instruction in **Learning Lab** and in a **Response to Intervention (RTI)** program that offers tutored, small-group interventions for the lowest-performing quartile of students. Online learning and tutors help to make children’s classroom work more productive because they have more 1:1 time

to overcome specific skills gaps, and Rocketship teachers have more classroom time to focus on extending children's critical thinking skills.

Response to Intervention (RtI) describes both a service delivery model and eligibility criteria for specific learning disability (IDEA 2004). In a 2005 report, the National Joint Committee on Learning Disabilities (NJCLD) identified three core components of RtI: "(1) Application of scientific, research-based interventions; (2) measurement of student's response to these interventions; and (3) use of RtI data to inform instruction" (Tom Green).

Core Components of RtI: RtI describes a team-based, systematic early intervention process. The efficacy of this instruction is assessed using frequent progress monitoring, which in turn informs decision-making (Vaughn, Linan-Thompson, and Hickman, 2003). The most frequently used service delivery model is the three-tiered model, such as RSED's. In Tier 1, general educators use a research-based core curriculum. This first level should ideally provide adequate instruction for 80% of students. If a student does not respond to this primary intervention, the student receives Tier 2 services. Tier 2 services supplement the core curriculum and provide students with extra practice in letter-sound correspondence, phonological awareness, fluency, vocabulary, and comprehension. Tier 2 interventions can either be provided in a general education or in a pullout setting, supporting 10-15% of students school-wide. If a student receives Tier 2 services and continues to need support, as measured by frequent progress monitoring, the learner moves to Tier 3. When a student moves to this level of service, a special education evaluation is conducted to determine eligibility for formal special education services (NJCLD, 2005).

The Rocketship RtI model is intended to systematically coordinate regular and special education assessment and services to below grade level students. Its purpose is to provide 3-tiered assessment, intervention, and support to at-risk students as early and effectively as possible, consistent with the RtI model. Over time, it is expected that more students will progress from at-risk status to functioning within a normal range for grade level standard, and far fewer students

would ultimately need formal special education assessment and services. This model is also intended to address the achievement gap between below grade level EL, learning disabled, economically disadvantaged students, and/or ethnic minority students and their Caucasian, English-speaking, and/or economically advantaged peers. A growing body of research supports the contention that coordinated, intensive, early intervention promotes advanced, equitable student achievement and saves money over time.

All students are assessed upon initial enrollment in school. Subsequent monthly assessments monitor progress, inform instructional decisions, and guide grouping and scheduling decisions. Assessment tools include all standard achievement tests; California English Language Development Test, Rocketship math assessments, scored writing samples using a Six Trait rubric, DRA 2 reading assessment, CORE Phonics Survey, and state STAR test data. This data collection and analysis process requires the use of RSED's school-wide data system. In addition to the Teacher Dashboard, the Rocketship Individualized Scheduling Engine (RISE) provides a centralized mechanism for skills gap identification and scheduling tutorials.

For Rocketship students who are testing in the bottom 20% of RSED students in ELA and math, we provide an intensive, individualized in-school tutorial program as part of our Learning Lab. At RSED schools teachers-in-training receive extensive training from the academic dean before serving as RtI Tier 2 intervention tutors, and they communicate about student progress and challenges using the RSED database and during regular face-to-face check-ins. During RMS's first two years, 90% of students in intensive tutorial moved out of the bottom two quintiles of state achievement into the top three quintiles.

We believe the Hybrid School Model/Learning Lab and RtI approach are key factors contributing to the outstanding results at RMS and RSSP, and the outstanding results we anticipate from RLS. RSED CSPRE funds will enable us to contract with a highly qualified third party evaluator to study the effect and replicability of these elements of our model.

**Learning Lab** is a productive way for students to practice and learn skills which they need most. Learning Lab consists of three parts: Reading/Literacy Center, a Computer Center, and an Enrichment Center. In addition, it is during this time that some interventions may be provided (most are provided during the After-School program) for students who have Individualized Learning Plans that stipulate additional instruction and intervention in particular areas. The instructional methodology in every center of Learning Lab revolves around the critical components of the Rocketship Response to Intervention strategies just described. The operating methodology behind Learning Lab time is to ensure that students are on-task for as much time as possible. We believe the key to this is a strict set of procedures for students and a group leader who is actively working to ensure on-task time. The components of the Learning Lab are as follows:

The Reading Center includes:

- A leveled library of books: We use the same books used in Guided Reading in our leveled library. Books are leveled A-Z according to the Rigby leveling system. Students primarily read these books for practice with fluency.
- A library of unleveled works of great children’s literature for enjoyment reading. We are building our literature collections over time. Students who have completed the day’s assignments have a chance to do additional pleasure reading from this collection. These books are available for checkout from the Learning Lab.

- Renaissance Learning’s *Accelerated Reader* is used to test basic fluency and comprehension, despite its known limitations in deeper comprehen-

Math	Literacy
DreamBox Learning	Headsprout Early Reading
Reasoning Mind	Headsprout Reading Comprehension
ST Math/MIND Research	Compass Learning
TenMarks	Oral Language
Equatia	Rosetta Stone

sion measurement. For EL students and early readers, screen-based tests will be replaced with computerized oral tests from Renaissance.

The Computer Center features online curricula focused on building math and literacy skills. Online programs in the Learning Lab allow students to progress along a developmentally appropriate path during the time they have on computers to best individualize their practice. Most online programs are adaptive, meaning that the system adjust the difficulty of material to a level most appropriate for the individual student, focusing on the particular skills on which the student needs the most practice. Each program allows for student progress to be tracked by teachers according to mastery of a skill. Teachers can specify particular content focus, and thus, outline a learning path for individual students through the online curricula. Online programs scheduled to be used at Rocketship include those in the accompanying table.

Intervention in Learning Lab. The final component of Learning Lab is the Response to Intervention tutoring described above, which includes both one-on-one and small group intervention time. Interventions occur in both Reading and Computer Centers. Depending on each student's Individualized Learning Plan (ILP), Rocketship students receive one-on-one and/or small group supplemental instruction during a portion of his/her Learning Lab time. A student's ILP serves as the intersection between daily student performance and formative assessment data and the identification of critical skills that any student may need assistance in developing. Implementing the RtI model throughout Learning Lab and training staff to facilitate supplemental instruction to students ensures that there will be a systematic connection between a student's classroom instruction and his or her intervention. Teachers and the intervention staff use the ILP to track student progress in the classroom and in the Learning Lab and plan lessons for them.

***Professional and Leadership Development:*** Research is demonstrating, and our experience confirms, that high-quality, motivated teachers who are well-compensated, provided with extensive opportunities for professional growth, and placed in a situation where they can con-

tribute to outstanding student achievement, are of primary importance in how students learn.

Professional development at RSED is a critical component of the success of our teachers and staff, but more importantly, it is a critical element of student achievement. RSED's professional development model involves multiple resources, which are detailed below.

Teachers at Rocketship schools focus on developing a deep understanding behind the school's approach to their subject area. Typically, learning objectives include:

- The pedagogy which shapes the curriculum in their instructional focus area
- The organizational culture and values and leadership skills necessary to lead students and families to significant gains
- Understanding of instructional techniques used and how to use them, especially through the Professional Growth Plan (PGP)
- Building an understanding of how to use student data to identify learning challenges
- Developing techniques for individualizing their planning and instruction
- Observing excellent schools or instructors and learning their techniques/strategies
- Investing students and families in the attainment of ambitious academic growth goals

To develop the necessary subject expertise for our teachers as well as provide ongoing support for academic deans, RSED partners with several outside professional development organizations and higher education institutions to conduct in-depth professional development in literacy and math. Currently, these organizations include Project GLAD, Guided Reading, Santa Clara County Office of Education, Doug Lemov and Uncommon Schools, Formative Teaching, Real Time Coaching with Lee Canter, Lucy Calkins, Project Cornerstone, and others.

Professional development at RSED begins four weeks prior to the start of school, typically in August. During this time, the schools focus on various items, including school culture, classroom management, planning (daily lesson plans, unit planning, and yearlong planning), building culture within the school team, home visits and parent investment/empowerment, instructional

techniques, and data. These first few weeks in the summer create a critical foundation for the staff at a school to build a collaborative culture of trust, but to also focus in-depth on creating a strong school culture and aligning with school and grade-level goals for the year.

RSED sets several days aside each year to solely focus on professional development, including an annual staff retreat. Moreover, each Friday from 2 to 5pm is reserved for professional development as well. In all, more than *150 hours of time is set aside throughout the calendar year for staff professional development* as an entire team or school.

Every teacher at RSED has an individualized Professional Growth Plan (PGP), which begins with a principal and academic dean observing a teacher at the start of the year and analyzing their students' data, which then begins to indicate focus areas for this teacher. The principal then meets on-on-one with the teacher every other week, focusing on up to three sub-components of PGP components of Planning, Execution, Differentiation, or Leadership every eight weeks... Progress on the career ladder is based both on the quality of teacher instruction, as measured by student academic outcomes, and on the teacher's development of leadership skills.

School Leadership. Principals at Rocketship are responsible for the success of the school: attaining API results (closing the achievement gap); instilling Rocketship culture in students, teachers, and parents; and developing other leaders to support Rocketship's growth and scale. Every school also has an Academic Dean, who serves as an instructional leader at the school with primary responsibilities for coaching teachers and managing staff professional development and collaborative planning. Finally, every school has an Assistant Principal whose major responsibilities include developing a strong culture of high expectations and college prep and managing Learning Lab and all associated staff. Together, these three positions are responsible for coaching teachers to attain 1.5 years or more of growth with 100% of their students each year.

The *Rocketship Network Leadership (RNL) Program* is a multi-year program that supports teachers in developing their craft in the classroom and in preparing for possible school

leadership roles in the future. This “farm system” is capable of developing new Teach for America corps members into effective teachers during their first year, and provides a three-year development program to prepare them and other teachers who join RSED to become school leaders as soon as their fourth year at RSED. RNL fellows participate in a comprehensive, rigorous training curriculum that includes 1:1 coaching and workshops from third-party experts in management as well as instructional and personal leadership. These tracks are:

Emerging Leaders: A 2+ Year Pathway to School Leadership. Emerging Leaders come to Rocketship as teachers to become immersed in the innovative RSED model and participate in leadership experiences and workshops as outlined above. They take on specialized projects at their school sites that may include teacher coaching, event planning, or community outreach and meet regularly with other teachers in the Emerging Leaders program and are also mentored by their school-based leadership team..

Rising Fellows: A Two-Year Pathway to Becoming a Principal. The Rising Fellows Program prepares program candidates to become Principal Fellows in their second year of program participation, with the objective of opening or taking over an existing school after completion of two years in the Network Leadership program. Rocketship Rising Fellows may serve as Assistant Principals or Academic Deans, honing their management and instructional skills and becoming immersed in the Rocketship model. Rising Fellows also benefit from collaborating with a select group of Rocketship school leaders through training workshops, individual coaching, and hands-on opportunities such as external school visits, 360 feedback surveys, and several weeks each year serving as the full principal. Training topics address personal leadership, performance management, organizational development, instructional leadership, and operations. Rising Fellows may also have the opportunity to found a new region and advance into regional and national leadership roles within the network.

Principal Fellows: A One-Year Pathway to Becoming a Principal. Rocketship Principal

Fellows train intensively for a year in preparation to running or taking over an existing Rocketship school. In this year, Principal Fellows serve as Assistant Principal at a school site, becoming immersed in the Rocketship model and managing all non-teaching staff, coaching a group of teachers, and reinforcing school culture. They prepare to open and run a new Rocketship school, or take over an existing Rocketship school in the next year by creating a school plan, building community relationships, and hiring staff. Principal Fellows participate in RNL events and spend several weeks serving as the full principal and conducting external school visits. Principal Fellows' accelerated career track may include the opportunity to found the first Rocketship school in a new region or move into a Regional Director or other senior management role.

Comprehensive Leadership Support and Development. In addition to the specific leadership development activities outlined in the tracks above, some supports are common to all leaders and leaders-in-training. All Rocketship school leaders receive consistent and substantial coaching and development from their managers (principals for academic deans and assistant principals; Regional Director for principals). In addition to this high-touch support, school leaders take part in the Rocketship network, which allows them to meet regularly and work collaboratively as cross-school functional teams.

*Instructional Technology* focuses on building the technological infrastructure that underpins the Hybrid School Platform. RSED's educational approach relies heavily on the use of technology to boost student achievement and improve teacher effectiveness. Students use high-quality online curricula and tools at the RSED Computer Center as part of each day's Learning Lab. The Computer Center's online curricula focus on building skills in math and literacy. Online programs allow students to progress along an individualized, developmentally appropriate path during their computer practice. Online programs adjust the difficulty of material to a level most appropriate for the individual student, focusing on the particular skills on which the student needs the most practice. Each program allows for student progress to be tracked by

teachers according to mastery of a skill. Teachers can specify particular content focus, outlining a learning path for individual students through the online curricula. Online programs used at RSED schools include: DreamBox Learning, Reasoning Mind, ST Math/MIND Research, Ten-Marks, and Equatia for mathematics; Headsprout Early Reading, Headsprout Reading Comprehension, and Compass Learning for literacy; and Rosetta Stone for oral language.

Technology that furthers teacher effectiveness focuses on utilizing and analyzing student data. At RSED, interim assessments are given every eight weeks. Following these assessments, the teachers, academic dean, and principal at each RSED school have a full day of professional development focused on analysis of the interim assessment data. Teachers are able to review their assessment data using an online Teacher Dashboard and Data Analysis Form, combined with a “low-tech” Assessment Wall process.

The Teacher Dashboard provides a unified view into each student’s academic performance. The dashboard tracks progress based on Common Core State Standards, and allows educators to review and coordinate the student’s progress in mastering basic skills in Learning Lab. Key benefits of the Dashboard include:

Real-time feedback on student progress. Real-time assessments – from tutors, Learning Lab, online curricula, and external online assessments – are available for teachers to track and prioritize each student’s progress, quickly drilling down to identify the underlying skills deficits which are preventing mastery.

More effective lesson planning. Dashboard information gives teachers useful content and context for planning lessons based on students’ current levels, enabling teachers to re-allocate instruction time for key topics and to regroup students based on mastery, as appropriate.

More targeted, individualized instruction. Teachers have a bigger basket of resources to deploy for individualized instruction and student achievement. Having more resources (without adding complexity) gives teachers more options to help students succeed.

Data-driven assessments of teacher effectiveness. Teachers and administrators have access to more assessment data. With more ways to assess students, teachers gain greater insight into the effectiveness of their teaching methods and practices.

***Growth: Replication/Expansion.*** Replication of the RSED model is integrated to a large extent with the day-to-day work of running high quality schools, by preparing school leaders to take over new schools and/or new regions. In addition, the Planning team, which serves under the Chief Schools Officer, is responsible for developing the community support and partnerships that enable the launching of new schools. This function will be described in detail in Section C.

***Talent Management.*** Human capital development is core to the RSED model because we are focused on excellence in teaching and learning and replication to scale. We bring teachers to our schools at the beginning of their careers and develop them into high-performing leaders in their classroom or for a whole school. The key success factors in this process are recruiting, selection, and career development. RSED recruits teachers through Teach For America (TFA), TFA alumni, recent education school graduates, and district teachers. RSED central office staff takes the lead in recruiting and pre-screening teachers who meet the stringent requirements to teach at RSED schools. Principals hire their own team of teachers using an interview rubric of the key characteristics of an ideal RSED teacher, as jointly determined by our staff and Board. RSED provides an explicit career ladder that allows teachers to increase their compensation and their impact beyond a single classroom.

Our VP of Talent Management is tasked with identifying and recruiting top candidates for our rapidly expanding system of schools. RSED works closely with Teach For America to recruit new teachers who are passionate about the profession and eager to grow and develop their pedagogical and leadership skills.. With the operational savings that RSED has been able to realize, we are able to compensate teachers at a rate approximately 20% higher than surrounding public school districts. Teachers also have the opportunity to earn additional compensation based on

student achievement, taking responsibility for school leadership tasks, and involving parents in the school community. The VP of Talent Management is also responsible for recruiting talented leadership and staff to the RSED national team, focusing on candidates who combine outstanding management and content area skills with a strong commitment to disrupting the “business as usual” educational model that is failing so many students.

**Financial Management and Operations.** This element is discussed in detail in Section C. In short, RSED offers a *scalable, replicable system* that can 1) “restart” all of the failing schools in a district, or 2) move into a community with failing schools and attract parents and students to alternative schools that deliver highly educated, confident, and successful children. To accomplish this, RSED re-engineered the elementary school model, creating the nation’s first hybrid schools – schools which add a supervised online Learning Lab to a full day of individualized classroom instruction.. Because we use trained non-certificated staff instead of teachers to staff the Learning Lab, we save \$500,000 per year per school in teacher salaries. This savings is used for innovations in school quality, including having full-time academic deans and assistant principals mentoring teachers and Learning Lab staff at each site; intensive after-school intervention for students needing additional assistance; the Rocketship Leadership Network; and average teacher salaries 20% above surrounding districts.

**(2) Significant gains by all subgroups, lack of significant achievement gaps**

Most students enter Rocketship schools below grade level in literacy, especially students who come to us in first, second, or third grades and have already been failed by “business as usual” education. Our only statistically significant subgroups for existing Rocketship schools are low-income students and English Learners.

<b>Table 7. Rocketship Mateo Sheedy</b>			
	2008	2009	2010
API all students	891	925	925
API low-income	NA*	922	921
API EL	NA*	918	922
<i>*Too small a student group to be counted as a numerically significant subgroup (&lt;100)</i>			

As illustrated in Table 7, RMS low-income and EL students are achieving within a very few points of the overall API. In contrast, the district surrounding RMS, San Jose Unified School District (SJUSD), has demonstrated a continuing achievement gap over the past three years both for low income students and English learners (Table 8). While SJUSD has made overall gains in student achievement, including raising the test scores of low-income and EL students, they have not made significant progress in narrowing their achievement gap.

<b>Table 8. San Jose Unified</b>			
	2008	2009	2010
API all students	768	780	792
API low-income	675	687	701
API EL	652	664	695

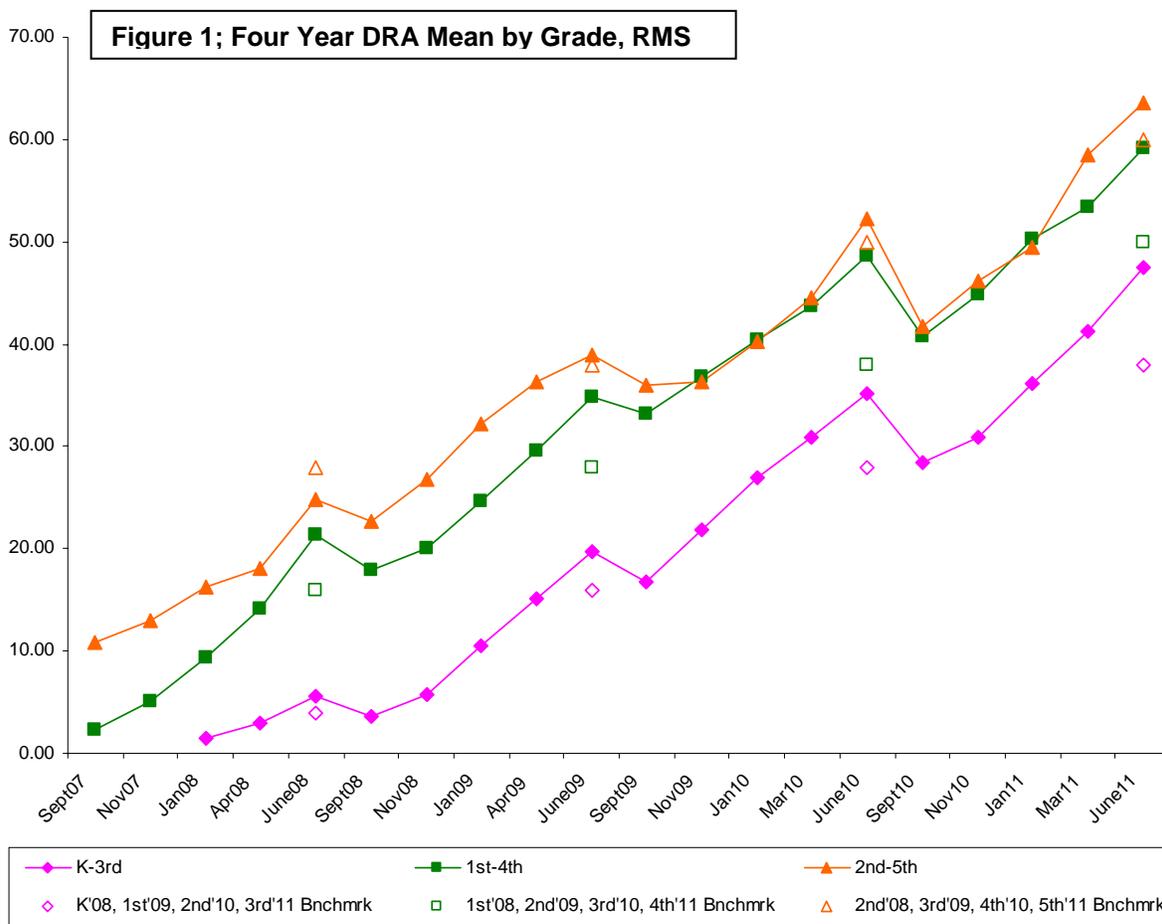
In addition to the EL/low-income student results achieved by RMS, our second school, RSSP, demonstrated API results in 2010 that were comparable to those of RMS in its first year of operation for low-income/EL students, as demonstrated in Table 9. As noted above, RSSP’s API of 886 made it the highest scoring first-year school in the entire state. These strong results are convincing preliminary evidence that RSED’s model is being implemented with fidelity and efficacy at our second school.

<b>Table 9. Rocketship SSP</b>	
	2010
API all students	886
API low-income	879
API EL	883

**(3) Achieving consistent results over time for low-income and educationally disadvantaged students**

Rocketship Mateo Sheedy has been operating longer than our other existing schools, since August 2007. During this time our low-income and EL students are achieving within a very few points of the overall API, as illustrated above in Table 8. Also as noted above, RSSP demonstrated API results in 2010 that were comparable to RMS in its first year of operation, both in numbers for the student body overall and for low-income/EL students. Results from internal assessments (NWEA, DRA2) for our third school, Rocketship Los Sueños, parallel those from the

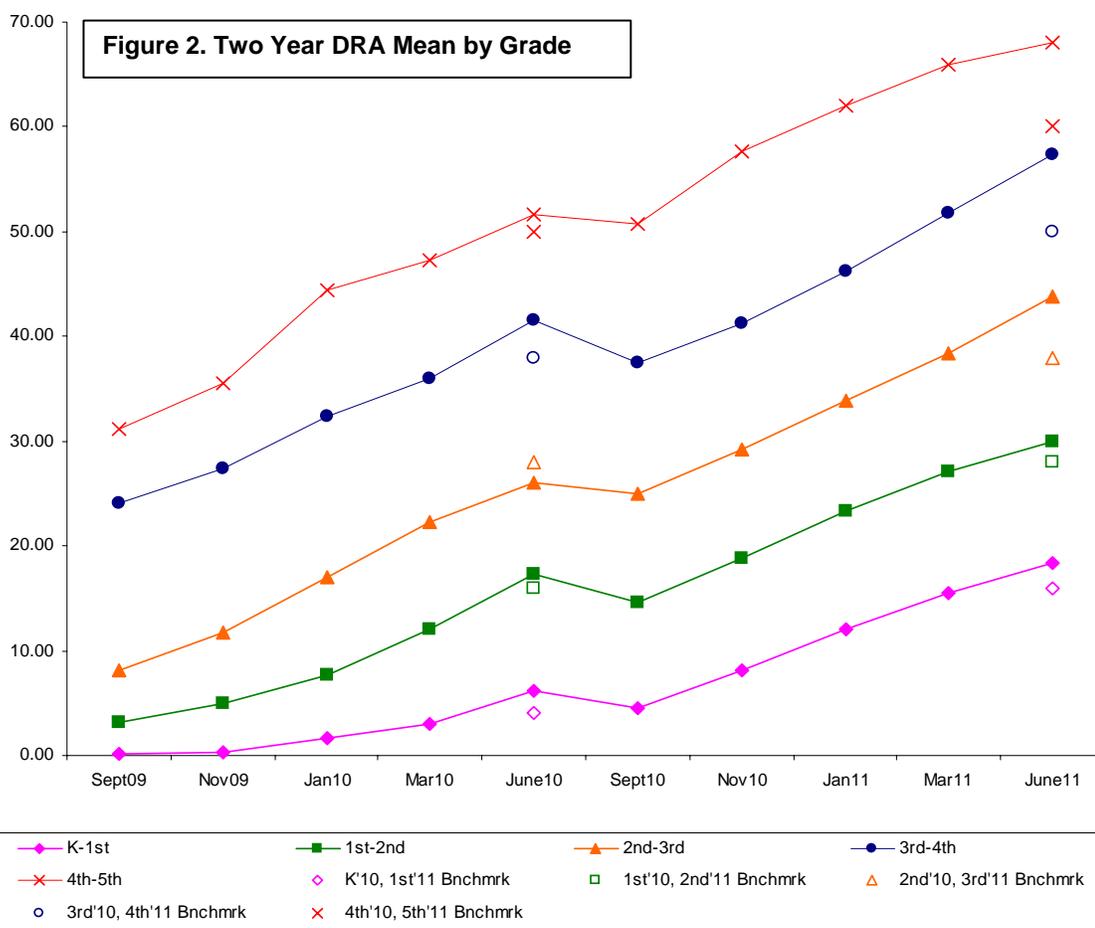
first years of both RMS and RSSP, so we anticipate that standardized test scores for the 2010-11 school year will be consistent with our results to date.



**Developmental Reading Assessment Analysis:** In 2010 and 2011, RSED contracted with Hatchuel, Tabernik & Associates (HTA) to review student achievement and progress assessment data for the past three years. HTA Senior Researcher, Dr. Linlin Li, conducted a secondary data analysis of Developmental Reading Assessment (DRA) data for four academic years (2007-08 to 2010-11), to determine whether EL and non-EL students were making significant progress in reading, and whether there was an achievement gap between EL and non-EL students at the RSED schools.

In the DRA analysis, the results from the unconditional linear growth models show that the overall growth rate is 2.66 ( $p < .001$ ), meaning that the average student gained 2.67 levels per

testing occasion (Figure 1). Given that the majority of the students are English Learners, Dr. Li and her colleagues further expanded the unconditional linear growth models to a serial linear growth model with English language status as a person-level covariate. The results indicate that the overall growth rate for English Learners is 2.67 ( $p < .001$ ) and the growth rate for non-English Learners is 2.60 ( $p < .001$ ). (Note: The independent symbols in the graphs reflect the DRA Benchmark Proficiency Score at the grade level of the participating student populations. These benchmarks are only available for the June test and, therefore, are only shown annually in June. )



The researchers compared the percentage of students who achieved the benchmarks in the DRA2 teacher guide from June 2008 to June 2011. The results showed that the percentage of students who achieved the benchmarks from June 2008 to June 2011 were 76%, 78%, 83%, and 82% respectively. As for English Learners, the percentage of students who achieved the benchmarks

from June 2008 to June 2011 were 74%, 80%, 81%, and 80% - again demonstrating minimal achievement gaps between English Learners and non-English learners.

In the 2009-10 academic year, Rocketship opened Rocketship Si Se Puede. A total of 315 students had benchmark data from both 2010 and 2011: 98 Kindergarteners, 83 first graders, 62 second graders, 67 third graders, and 5 fourth graders who were enrolled in this new Rocketship school in academic year 2009-10. The result indicated that the percentage of students who achieved the benchmarks in June 2011 (78%) is higher than the percentage of students who achieved the benchmarks in June 2010 (72%) (Figure 2, above). In addition, Figure 2 shows that many of the students at RSSP entered the school **below** the grade level benchmark for the grade **below** their own, and rapidly caught up to and surpassed their own grade level benchmark.

#### **(b) Contribution in assisting educationally disadvantaged students**

**Proposed locations of schools to be created / expanded, student populations to be served.** RSED's mission is to serve educationally disadvantaged students and eliminate the achievement gap. Therefore, every school we will open, not just in the grant period, but looking out to 2040, will serve a student population that is at least 60% educationally disadvantaged. As noted above, in our current schools, almost 90% of our students receive free/reduced-price meals, and 76% are English Learners.

In August 2011, Rocketship Discovery Prep and Rocketship Mosaic will open their doors in South San Jose, serving a similar student population in terms of FRM and EL status. Rocketship Mosaic will include a larger percentage of Vietnamese students, an estimated 15-20%, based on preliminary enrollment numbers. These schools will be substantially expanded during the grant period, each adding approximately 300 students.

As described in our response to Competitive Preference Priority 2, Rocketship has a charter pending with Oakland Unified School District to open a charter school in West Oakland, where 81% of OUSD's elementary school students receive F/RM, and only 33% are achieving at grade level in reading. West Oakland's elementary students in Prescott P.L.A.C.E., Hoover Ele-

mentary, Martin Luther King, Jr. Elementary, and Lafayette Elementary, from where we anticipate recruiting stu-

dents, are primarily students of color (89%-99%) and low income (75%-83%) (Table 10). We are also looking to expand to

<b>Table 10. West Oakland Elementary Schools Selected Demographics</b>							
<b>School</b>	<b>% EL L</b>	<b>% F/R M</b>	<b>% Af.- Amer.</b>	<b>% Latino</b>	<b>% Asian/ PI/Filipino</b>	<b>% White</b>	<b>% None re-ported</b>
MLK	23	83	63	16	10	7	4
Lafayette	33	82	55	21	5	2	16
Hoover	33	75	52	31	4	<1	13
Prescott	21	82	71	22	3	<1	<1

Milwaukee, New Orleans, and Chicago, where the demographics of students to be served reflect RSED’s mission of serving the educationally disadvantaged. Milwaukee Public Schools (MPS) is the 33rd largest school district in the nation and the largest school district in Wisconsin. MPS is a large urban decentralized school district serving about 82,444 students with over 8,000 educators, administrators and other staff in 200 locations. Current MPS demographics reflect the following diversity: 56.6% of the students are African-American; 22.6% Hispanic; 11.9% White; 4.8% Asian; 0.8% Native American; and 3.2% other non-White. There are 19.2% of students identified with special education needs and 9.5% of students have limited English proficiency. Nearly 81% of the students are eligible free or reduced price lunch, an indicator of the number of children living in poverty. Individually, 40% of the district's schools have free or reduced lunch rates of 90% or more and nearly 70% of all school sites have free/reduced lunch rates of 80% or more.

We are also looking to expand to Milwaukee, New Orleans, and Chicago. Milwaukee Public Schools (MPS) is the 33rd largest school district in the nation and the largest school district in Wisconsin. MPS is a large urban decentralized school district serving about 82,444 students with over 8,000 educators, administrators and other staff in 200 locations. Nearly 81% of the students

are eligible free or reduced price lunch, an indicator of the number of children living in poverty. In Chicago Public Schools, over 84% of students are F/RL eligible. In the Recovery School District, in Louisiana, the F/RL percentage is 87%.

**Parent Empowerment Approach.** The Rocketship culture of caring, high expectations, individualization, and rigorous instruction is fostered from the beginning of each school year as a Rocketship staff member makes a home visit to every Rocketship family. These home visits are incredibly powerful and ensure that a positive relationship is created between the families and Rocketship staff. To express his/her level of commitment to the Rocketship mission and support of the Rocketship culture, every parent or guardian of a Rocketeer signs a letter committing to Rocketship values with the Principal. Though this is not required for admission, all families to date have signed. Once relationships between teachers and families are established through home visits and parent commitments, Rocketship staff are able to continue this personal flow of information with each family throughout the year to ensure even higher academic success may be realized throughout the school year.

**Parental engagement at Rocketship schools starts with how parents influence positive outcomes for their own children,** by ensuring high levels of prompt attendance, managing the completion of homework, and reinforcing high expectations and aspirations for student learning. More broadly, parental engagement at the school level includes active, productive participation in community meetings, parent/family meetings, home visits from a Rocketship teacher, actively participating in parent conferences, and volunteering at the school. School staff members work directly with parents to re-



inforce the knowledge, skills, and mindsets that encourage parents' active participation and integration into the Rocketship community.

**Parents who express a desire to be more directly involved with Rocketship** can participate on a school board for one of the Rocketship schools and/or the Parent Leadership Group. The Parent Leadership Group can participate in the annual teacher interview process and is an advocate for the parents and teachers at community meetings.

Parent empowerment is a priority for RSED, and part of our replication/expansion process involves hiring central office and regional staff to support our schools in developing parent leadership skills. RSED teachers are evaluated in part on their parent outreach and their success in engaging parents to volunteer at RSED schools.

### **(c) Quality of the project design.**

RSED's goals for this project are as follows:

**GOAL 1: Improve student outcomes for at least 29,500 mostly high-need students by the fall of 2016.**

Objective: 1.1 – RSED will have opened a total of 61 schools in 8 regions by the fall of 2016 (5 schools in 1 region currently, 8 schools in 1 region by fall 2012, 13 schools in 2 regions by fall 2013, 20 schools in 3 regions by fall 2014, 36 schools in 5 regions by fall 2015).

1.2 – RSED will expand our direct service programs from 2,400 students in 2012 to at least 29,500 students by the fall of 2016 (3,800 students by 2012, 6,300 students by 2013, 9,800 students by 2014, 17,400 students by fall 2015).

1.3 – Each year, 60% of RSED students will achieve at or above the proficient level in Math. Indicator: % of students at or above proficient level on Math.

1.4 – 90% of RSED students (enrolled for two years or more) will achieve at or above the proficient level in Math by the 5<sup>th</sup> grade.

1.5 – Each year, 60% of RSED students will achieve at or above the proficient level in

English Language Arts.

1.6 – 90% of RSED students (enrolled for two years or more) will achieve at or above the proficient level in ELA by the 5<sup>th</sup> grade.

**GOAL 2: Recruit, develop, and retain highly effective teachers and principals in all 61 RSED schools during the five-year grant-funded project period (Jan 2012- Dec 2016).**

Objective 2.1 – Within 3 years of beginning to teach at an RSED school, 80% of RSED teachers will effect an average of 1.5 grade levels per year of academic performance improvement among their students.

2.2 – Within 3 years of becoming an RSED principal, 80% of principals will demonstrate that 80% of 5<sup>th</sup> graders in their schools are proficient or advanced.

2.3 – At least 60% of RSED’s “highly effective principals” will be drawn from the ranks of former RSED classroom teachers.<sup>vii</sup>

**Determining progress toward objectives.** The Rocketship Leadership Team meets weekly, and periodically examines a dashboard of key indicators for school status and organizational status. Indicators include each school’s Academic Performance Index and other indicators of student achievement, average attendance, percentage of parents that attend community meetings, teacher retention, and national hiring vacancies. Our dashboard also looks at whether our strategic initiatives are building capacity for future growth, based on the following priorities:

**Priority 1: Building Systems: Maximizing Rocketship’s impact.** Indicators include greenlighting processes on track, the dashboard being current, and data and measurement initiatives being on track.

**Priority 2: Talent cultivation: Recruit and develop a diverse cadre of teachers and school leaders.** Indicators include teacher retention, meeting API targets, recruiting teachers of color, promoting internal candidates, and having enough school leaders on track for planned expansion.

**Priority 3: Facilities strategy: Provide affordable, turn-key facilities to Rocketship at scale.** Indicators include rents, total costs, number of projects in pipeline, and number of projects with financing secured.

**Priority 4. Political Strategy: Secure charter approvals commensurate with growth plans.** Indicators include meeting parent engagement goals, number of charters available for greenlighting, and number of candidate regions in pipeline.

**Priority 5: Learning Lab 2.0: highly effective individualized learning space that delivers student gains.** Indicators include performance on API targets, internal assessment results, percentage of teachers achieving an average of 1.5 years of student growth per school year, and teacher satisfaction with the Learning Lab.

The dashboard indicators are aligned with the goals and objectives outlined above, and continuous attention to the dashboard should ensure progress toward the desired outcomes for students, teachers, Rocketship, and our service communities.

**Educational program to be implemented.** Rocketship schools serve students in the K-5 grade levels. The Rocketship curriculum follows state standards for the subject areas of: English Language Development (ELD), English/Language Arts (includes Writing), Mathematics, Science, Social Studies, Art, and Music. We place most of our emphasis on Literacy and Mathematics, as our primary educational goal is to ensure grade-level proficiency in Literacy and Math by second grade and achievement above grade level by the time students leave Rocketship in fifth grade. Students also take Science, Social Studies, and Arts at all grade levels. The curriculum at Rocketship is aligned with State content standards, such that students not only achieve the objectives specified in the charter but also master the academic content standards in core curriculum areas as adopted by the State Board of Education. Teachers are encouraged to assist their students in exceeding minimum standards.

Section (a)1 above includes a detailed description of Rocketship's implementation of Re-

response to Intervention (RtI) and the Rocketship Learning Lab, and documents our total commitment to individualized instruction and student achievement

***Helping our EL students make rapid gains.*** Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher. Our experience shows that once a child reaches the intermediate stages of fluency, he or she begins to accelerate his or her progress on all of his or her academic work. In order to help our EL students to master listening, speaking, reading, and writing in English by second grade, Rocketship students are immersed in English. We believe that the most effective instructional approach for a school with a high EL population is to embed English Language Development (ELD) principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. Pedagogically, our program is modeled on the Teachers of English to Speakers of Other Languages (TESOL) standards for English Language Development. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Studies of Project GLAD have shown statistically significant gains in students relative to control groups of EL students taught by non-GLAD teachers. Our explicit ELD focuses on developing oral language, grammatical constructs, and academic vocabulary in English during the Literacy block in Guided Reading, when EL students are leveled by English fluency. In the RtI tutoring program, ELs who are not making significant gains receive Literacy instruction as well as ELD as appropriate to accomplish goals in their ILP. Rocketship uses Open Court's ELD program in the Literacy classroom. All Rocketship teachers hold a CLAD certificate or equivalent state EL certification.

***Reading.*** By individualizing instruction through RtI we help our students make rapid gains in fluency. Reading is central to all parts of the Rocketship curriculum, especially in grades K-2. We also actively prioritize Reading above other subject areas in the early grades and for students who are still struggling in later grades. This can mean a student is pulled out of a content area

class for individualized reading instruction or an ILP for a student which allocates them a double block of reading if necessary.

We are firm believers in the findings of the National Reading Panel (NRP). The NRP reviewed all of the available high quality research with measurable results and a study size and student composition indicating that they could be generalized to the entire population of American students. They found five general areas of reading instruction which were crucial for developing excellent readers: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. We expect that even our Academic Deans will spend a significant amount of time building their skills in each of these five areas of Reading. The founders of Rocketship Education have been teachers and students of these areas for several years of their own teaching. The California Language Arts standards are also organized around these areas for early grades.

Rocketship uses Open Court for the whole-class portion of our Literacy block and Pearson's Developmental Reading Assessment (DRA 2) Unit Assessments to diagnose current reading ability with students. DRA 2 contains running record assessments measuring a student's fluency and comprehension which establishes a baseline reading ability. These assessments drive decisions about whether students need additional classroom support or tutoring.

Instructional Strategies - Reading. During our Literacy block, time is split between whole-class Reading instruction using the Open Court curriculum, Writing as described in the next section, small-group Guided Reading instruction, and in the upper grades a focus on chapter books and reading comprehension. During whole-class Reading instruction, textbook-based activities will include Read Alouds, Choral Reading, and Explicit Phonics instruction. During Guided Reading time, the teachers are usually with four or five students, and the other students work on several different literacy centers, practicing skills relevant to their stage of development. From experience, we expect that a significant amount of small group time in grades K-2 is spent on oral language acquisition and fluency for our EL students, and on phonemic awareness and

phonics skills leading to grade-level reading fluency. In grades 3-5, students who are performing at grade-level have mastered most aspects of oral language, phonics, and phonemic awareness, and are focused more on deep vocabulary investigation and comprehension of fiction and non-fiction texts. Across all grade levels, teachers work vigorously to develop students' reading fluency, which is a key to their ability to develop more of their concentration on analysis of the text.

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

**Writing.** Children begin writing their first day at Rocketship. Writing is often a difficult task for EL students, because it requires a demonstration of understanding of language rather than the more simple recognition of words and sentence patterns, which are required in Reading. Rocketship has adopted the Northwest Regional Educational Laboratory's (NWREL) Six Trait Writing Model. This model identifies six qualities seen in outstanding written works, including: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions.

The NWREL Six Traits Writing model gives Rocketship staff a solid foundation of key traits to focus on in their application of writing and also provides the staff with a specific model of instruction. However, teachers often require further support depending upon their experience levels. Consequently, Rocketship utilizes other writing strategies like Step Up to Writing and Lucy Calkins Units of Study. Step Up to Writing provides simple models and strategies to help students to organize their ideas prior to generating writing. This model is especially helpful for new teachers at Rocketship who are beginning their writing instruction. Additionally, the color-coded organization system for expository writing has proven quite effective in helping ELs to prepare for the task of producing organized and effective writing.

More experienced Rocketship teachers supplement the NWREL 6 Traits writing instruction through the use of Lucy Calkins Units of Study, which focus on specific strategies and elements of strong writing. They give students a chance to take ownership over idea generation and lead to writing that is more reflective of a student's voice and shows higher student engagement in the writing process. The Lucy Calkins Units of Study allows Rocketship students to further develop their writing skills while giving our staff the opportunity to grow as writing instructors.

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

**Math.** Students master basic skills and computational fluency required in California's state standards through lessons aligned with Harcourt Education's state-adopted mathematics curriculum, John Van de Valle's Elementary and Middle School Mathematics, Math Their Way, Math: a Way of Thinking, and the work of Marilyn Burns and Cathy Fosnot. Within the context of State standards, students are constantly challenged to reason and communicate mathematically, in addition to demonstrating proficiency in all required math standards. Specifically, teachers will focus on developing students' *number sense* and *algebraic reasoning* abilities, an approach supported by the 2008 Final Report of the National Mathematics Advisory Panel. Even young students can begin to understand numbers conceptually and recognize relationships among mathematical concepts.<sup>viii</sup> According to research conducted at the University of Texas, "Number sense not only leads to automatic use of math information, but also is a key ingredient in the abil-

ity to solve basic arithmetic computations.”<sup>ix</sup> Important elements of number sense among young children include linking symbols to quantities, understanding part-to-whole relationships, and being able to calculate with fluency.

At Rocketship schools, we constantly monitor and evaluate students’ progress by the organizing theme of preparing them for Algebra. Some of the concepts that we help our students internalize include understanding multiple representations of data, functions, working with missing information through the use of variables, and inductive reasoning to prove equations. Because we hire teachers who want to team with a focus in Math, we are able to find teachers who are fluent and passionate about the teaching of math. Additionally, our Academic Deans find relevant professional development experiences for our math teachers to improve their practice, including classroom observations, conferences and workshops, and exploring academic literature.

**Instructional Strategies - Math.** In order to focus on deeper comprehension of mathematical concepts, we strike a balance between building computational fluency and using discussion to help students explain why they reached an answer. Students focus not only on finding the correct answers, but on articulating *how* answers were derived. Our methods include hands-on activities, classroom discussion about mathematical reasoning, and sufficient calculation practice to make arithmetic operations automatic. We supplement the Harcourt Math curriculum with Math Their Way, Math A Way of Thinking and Van de Walle instructional strategies. These resources provide our students with a strong conceptual understanding as well as the rote practice provided within Harcourt. Math instructors create mathematical units that are backwards planned and focused on the Top 10 standards that are selected as the “power” math standards for a grade level.

***Science and Social Science.*** Rocketship’s Science and Social Studies curriculum blends hands-on inquiry with leveled readers targeted at a student’s reading level. We use the McTighe and Wiggins Understanding by Design (UbD) approach, a framework for creating a curriculum based on state standards. UbD has been shown to develop students’ reasoning and interest in Sci-

ence and Social Studies. We have been refining these units for three years as more teachers contribute to the richness of each unit and lesson. Every new teacher at Rocketship has a set of UbD units which cover the Top 10 standards, or they can create new ones to add to our library.

*Arts and Music* curriculum is aligned with the Visual and Performing Arts Framework for California Public Schools, (aligning with other states' standards as we expand), and will include dance, drama/theater, music, and visual arts. Arts are integrated into the Literacy block, often as part of Social Studies content. Integrated instruction is delivered by the regular classroom teacher as well as by enrichment staff.

**Outreach/Equal Opportunity to attend new schools.** Rocketship collaborates with a variety of organizations in each new school's community and employs best efforts to ensure neighborhood families know about the school and have the opportunity to submit enrollment forms. Because Rocketship Education schools' mission is to close the achievement gap, school leaders look for ways to contact local families who are in greatest need and may be least likely to hear about new educational opportunities. Outreach initiatives that we have used successfully in the past and will continue to employ include parent ambassadors walking neighborhoods and speaking individually with families, presentations at neighborhood meetings, outreach to local parishes, presentations at parent meetings for local pre-schools and Head Start Centers, meetings with community-based organizations serving children and families; and advertising open enrollment in neighborhood publications and online outlets. We translate the bulk of our presentations and materials into Spanish and/or other languages of the target neighborhoods (e.g., Vietnamese in San Jose and Arabic in Oakland).

**Administrative relationship between charter schools and chartering agency.** Currently, two agencies have chartered RSED schools, the Santa Clara County Office of Education and Franklin McKinley Elementary School District in San Jose. We have a charter pending with Oakland Unified School District. In general, the following principles apply to the relationships:

All Rocketship schools will operate autonomously from their chartering agency, with the exception of supervisory oversight as required by statute and other contracted services. In California, pursuant to California Education Code Section 47604(c), chartering LEAs shall not be liable for the debts and obligations of Rocketship schools, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the chartering LEA has complied with all oversight responsibilities required by law. All staff will be employees of their Rocketship school. Each school will operate as an LEA under the El Dorado County Charter Special Education Local Plan Area (SELPA) pursuant to Education code Section 47641(a). As RSED expands, where participation is not practical or is geographically unfeasible, a Rocketship school may operate as an LEA under another local SELPA upon approval of membership. Each consideration will be reviewed and in all cases will be in conformity with Education Code. Rocketship schools will operate in complete compliance with IDEA and SELPA policies and procedures.

**Serving a different population of students with new schools.** Currently in San Jose, we serve predominantly Hispanic populations. Our target neighborhoods in Oakland, New Orleans, and Milwaukee are predominantly populated by African Americans. Our general approach is (and predominant research states) that the achievement gap is dependent on socioeconomic issues rather than race. RSED's philosophy is that methods that have been proven successful with low-income students are beneficial to all low-income students. While research points toward strategies that are successful in educating "at-risk" students across the nation, we recognize that each community has its own specific needs. RSED plans on investing significant time integrating ourselves into local communities prior to school opening in order to ensure that our leadership team has a deep relationship with the students and families we will serve. Our school leaders are dedicated to visiting successful local schools and leveraging strategies that are proven to be successful in communities within our new regions.

**Compliance with IDEA.** At Rocketship, we do not use the term “special education”; instead we refer to our services as the Integrated Services Department or “ISD.” This title embodies our philosophy, which is to fully integrate and include all students at Rocketship Education within our classrooms, schools, learning, and achievement. All of our students receive a variety of services in a number of settings, with the foremost goal being total participation in the general education curriculum as appropriate. Our ISD team is comprised of many individuals, including parents, general educators, and administrators, who all participate actively in the education of each individual child. Our goal is to provide the least restrictive educational environment while keeping the best interest of the child foremost.

Integrated service delivery aligns educational services for students with special education needs within existing structures (grade levels, groupings, looping, Learning Lab, Response to Intervention, etc.). Specialized staff are organized by the needs of each learner rather than by clustering learners by label and placing them in a separate classroom. Instead, special and general education teachers work collaboratively to bring appropriate instructional supports to each child in the classrooms they would attend without disabilities. Children receive flexible instruction that includes large group, small group, and one-to-one instruction in the Learning Lab.

If a referral to ISD occurs, eligibility determination begins with the Assessment Plan. A copy of the Notice of Parent Rights is provided to the parent with the assessment plan. Written parent consent is required before the assessment may be conducted. Parents have at least 15 days from receipt of the assessment plan to make a decision. Assessment may begin immediately upon receipt of consent. Within 60 calendar days of receipt of the signed IAP, the assessment must be completed and a team meeting held to determine a student’s eligibility, as well as to develop the individualized education plan for that student. Parents are provided no less than 10 days’ prior written notice of meetings regarding the educational program for their child.

Special Education placement is an IEP team decision and written parent consent must be

obtained prior to placement. The recommended services begin as soon as possible from the date of the parent's written approval of the IEP. A review of each student's IEP and progress is conducted at least once annually. Re-evaluation occurs every three years to determine a student's continued eligibility or need. All information is provided to parents in their primary language whenever indicated. Certified or licensed professional staff provide speech and language services, occupational therapy services, and vision services, as needed to meet eligible students' IEP needs. RSED employs individuals with the Specialist, Moderate/Severe Credential. Service delivery ranges in time and intensity, always based on the needs of the students as identified in the IEP. All services are written up in the IEP, agreed to, and fully executed by the ISD staff with the assistance of the general education staff and administration with only qualified, trained and knowledgeable personnel, all based on the needs of the individual student.

To the maximum extent possible, Rocketship students with disabilities are educated with non-disabled students. However should the occasion rise where we cannot sufficiently meet the child's needs through our model, in order to ensure access to appropriate learning in very specialized cases, Rocketship will establish a relationship with another area LEA to ensure an appropriate placement for a student. This determination would be reached only through the IEP process with appropriate designated personnel, parent in attendance, and written agreement of all members of the IEP team. Currently all students at all Rocketship schools are served in general education with pull out or push in services to meet intensive need. In exceptional cases, Rocketship will consider a referral to a Non-Public School (NPS) Rocketship will not make such without consultation with the SELPA. If a parent places a student at a non-public school, private school, or residential facility, Rocketship will immediately inform the SELPA. We currently do not have any students enrolled in NPS or residential facilities at any of the Rocketship schools.

Rocketship's structure and focus on a high quality ISD program has led to 60% of ISD students at RSED in the 2010-11 school year being on-track for gains of at least 1.5 or more,

demonstrating the high quality of the program and the effectiveness of a full integration model. Moving forward, we continue to focus on ensuring that in subsequent years, student achievement for ISD students continues to grow and an even higher percentage achieve gains of 1.5 or more.

**(d) Quality of the management plan and personnel.**

**(1) Adequacy of the plan**

Rocketship’s Policy Team has mapped out the following breakdown of new schools per region per year for the next six years (this year and the following five years)

<b>Table 10. Rocketship: New Schools /Region / Year</b>										
Year	Total Schools	Total New Schools	Bay Area	Region #2	Region #3	Region #4	Region #5	Region #6	Region #7	Region #8
11-12	5	2	2							
12-13	8	3	3							
13-14	13	5	4	1						
14-15	20	7	6	0	1					
15-16	36	16	13	1	0	1	1			
16-17	61	25	19	2	1	0	0	1	1	1

Rocketship’s expansion will be led by its Growth team, which will lead the effort to determine new regions for Rocketship, coordinating our Policy, Leadership Development, Finance and Operations teams to thoroughly investigate the potential of regions several years before opening. Rocketship’s five-stage region process starts 37 months in advance of opening a new region with initial screening of 12 cities and selection of 6 potential candidates. City-level planning with four candidate cities is completed 29 months in advance of regional opening, and city selection is done with 26 months to go, allowing ample time for assessing obstacles, opportunities, alignment with strategic criteria, and stakeholder commitment. A more detailed timeline for expansion is included in the Attachments. Rocketship has begun planning three years in advance of its fall 2013 opening of its second region; we are in the City-level planning phase with Mil-

waukee, New Orleans, and Chicago. We have site visits scheduled with both teams of city leaders this fall, are conducting due diligence and will complete region selection by December 2011.

**(2) Business plan:**

Charter schools frequently have had a difficult time expanding from their original regions to new ones. The only network which has successfully overcome the regional hurdle in a large-scale way is KIPP. They focused significantly on Leadership Development and Trailblazing to reach success. Every new KIPP region was started by a Fisher Fellow, an individual selected and trained by KIPP in KIPP's culture and program. This selective one year program produced outstanding school leaders capable of doing everything needed to create a great school once it was approved and supported. To manage the political and financial process in new regions, KIPP created a team of Trailblazers to identify new regions and begin work on political and financial support for KIPP two years in advance. The Trailblazers were highly successful at creating the right conditions for KIPP schools and the outstanding school leaders were able to take it from there.

Rocketship plans to build on KIPP's success, including hiring a KIPP Trailblazer as our Director of Trailblazing. We have worked with the Boston Consulting Group to develop a regional expansion approach based on best practices both in education and other industries. Rocketship's team believes that in start-ups, one can reduce the number of challenges to which the team must adapt by predicting likely risks and creating strategies to hedge against those risks. The key issues which we see in regional expansion are as follows:

- **Talent** – The first key risk to mitigate is that all Rocketship school teachers and principals must be best-in-class quality. This is more difficult to do in a remote region. To ensure the best chance of success, we will move effective Rocketship principals from existing schools to new regions. This places a significant burden on the Leadership Development program to provide take-over principals for existing schools and to plan well in advance for leaders of new regions. Additionally, because of Rocketship's strong partnership with Teach for Amer-

ica to provide teaching talent, we focus on regions which have a strong TFA presence.

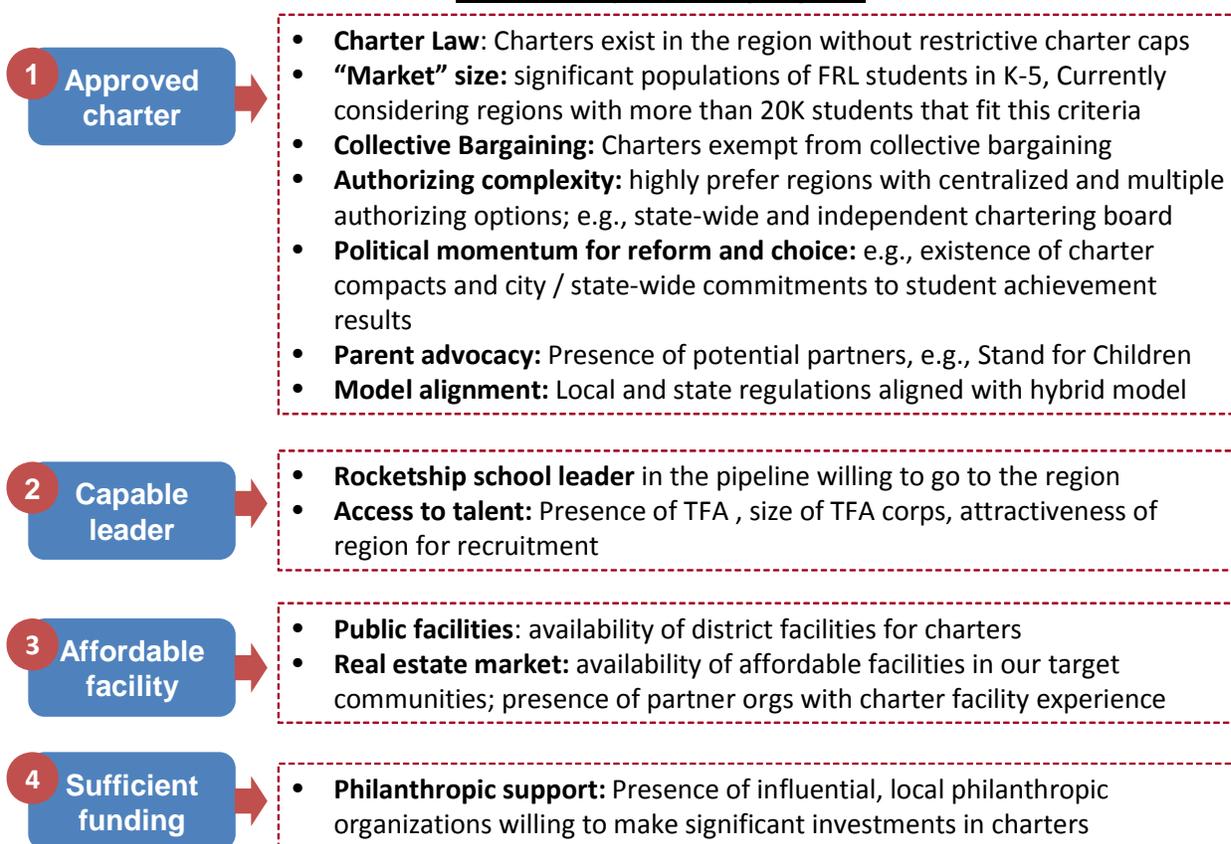
- ***Politics*** – Though each school is independently sustainable, the second key issue for Rocketship in moving to a new region is that we must reach at least eight schools to be financially sustainable region-wide. To accomplish this, we take two main approaches. First, we build to eight schools within 5 years to minimize the window of risk. Second, as KIPP’s Trailblazers do, we spend years in advance creating the political will for Rocketship. We also mitigate this risk by including full-time Policy personnel at a regional level beginning twelve months before school opening.
- ***Funding and Facilities*** – While Rocketship is much more efficient than other networks, it requires approximately \$2.8 million in grants to enter a new region. This pays for support personnel to be in the region before management fees pay for them. These grants are typically provided through local philanthropy, and to date we have experienced great success in attracting investment of this kind.
- ***Finance and Operations*** – There are a number of legal, financial and operational issues around running hybrid schools in any region and making sure we have the ability to execute our model is crucial.

Rocketship has given considerable thought to the conditions that need to be in place for the organization to enter a new region successfully. We are in the process of collaborating with local constituencies to ensure that they are creating the necessary conditions for our success *ahead* of our committing to open schools there. These major criteria and others are summarized in the graphic on the following page.

**Facilities** In order to greenlight a region, facilities must be readily available and affordable, and the Rocketship Growth team must see a clear path to facilities to match the planned number of charters in region. Risk is minimized by having facilities selected ahead of commitment. In addition, facilities rental allow for a faster build-out of schools in the region. Because

facilities are a huge barrier to scale for Charter Management Organizations<sup>x</sup>, we have spun out a nonprofit, Launchpad Development Company, to focus on facilities strategies around the country with professional and dedicated expertise. In summary, the first option is to partner with districts; the second option is to develop facilities ourselves. RSED has the ability to afford up to 20% of revenues on facilities, which is more than anyone else in the industry. Historically, RSED has only spent 15% on facilities even in California, which is a high cost environment, so we are confident in our ability to secure facilities to allow us to scale.

**Criteria for prioritizing regions**



**Financial management** In addition to significant improvements in school quality, we also invest some of \$500,000/school savings, discussed in Section A, in the creation of new schools. Once we have created eight schools in any given region, we will be able to completely finance new school creation, including the construction of new facilities, with the savings from currently

operating schools. That makes RSED the first organization in the charter management field that is completely scalable financially, while at the same time capable of achieving student outcomes that close the achievement gap. This proposed CSP grant is an investment in substantially improving RSED's ability to scale quickly - thereby speeding our capacity to close the achievement gap nationally.

Rocketship's innovative school model allows our schools to spend 35% of operating revenue on Rocketship's management fees and on rent for facilities. To date, even the most effective organizations in the charter world have financial models which allow for only 20% to be spent on these areas. Because Rocketship teacher staffing is 75% of the typical elementary school, we spend approximately 15% less on school operations than other organizations. Our management and licensing fees are 15%, while 7% is typical for many organizations. These higher fees allow us to staff both our national and regional offices with top quality staff and, during start-up of a new region, allow the Regional Office to break even sooner. A Rocketship region will need approximately \$2.8M in fundraising to support Regional Office expenses until it reaches eight operational schools and can sustain itself on regional management fees. We anticipate that this initial \$2.8M per region will come from a combination of national and local funders. In order to demonstrate local support and buy-in, the local "champions" for each expansion region must secure at least \$1.4M of funding for Rocketship's expansion as part of the partnership application process. Once the first eight schools in a city have opened, Rocketship will be self-sustaining in the region and can open as many schools as required without additional fundraising. By 2016-17, management fees will allow Rocketship to fund future regional expansion without the need for additional fundraising.

Rocketship raised \$5M in March of 2009 from Reed Hastings and the Charter School Growth Fund to fund the development of the first seven schools in San Jose. This money has helped us to break even at a regional level in San Jose. With the success of our first three schools

and opening of our fourth and fifth schools in fall of 2011, Rocketship has begun work on preparing for national expansion. With increased pressure to expand and a desire to test our model outside of San Jose, we are fundraising \$28M to move our four “Big Rocks.” Our fundraising need breaks down as follows:

1. *Leadership Development* – \$5M to fund primarily personnel hiring acceleration and systems development
2. *Hybrid School Platform* – \$5M to drive the integration of multiple vendors into a coherent hybrid school learning environment
3. *Parents Transform Politics* – \$2M to accelerate personnel hiring to drive this initiative
4. *National Expansion & School Startup* – \$16M to fund operations and academic work necessary to smoothly scale to another city, hire a regional team to ensure the success of schools in the new region and train founding school staff in advance of school opening

Since announcing this goal in October 2010, Rocketship Education has raised \$10M from national foundations and individuals who believe in Rocketship’s ability to close the Achievement Gap at scale. Key financial partners include Charter School Growth Fund (\$4.25M); Entrepreneurs who live/work in the Bay Area (\$2.5 M) including Reed Hastings, Laurene Powell and Arthur Rock; The Broad Foundation (\$1M); New Schools Venture Fund (\$1M); Bill and Melinda Gates Foundation (\$500K); and the Schwab Foundation (\$500K)

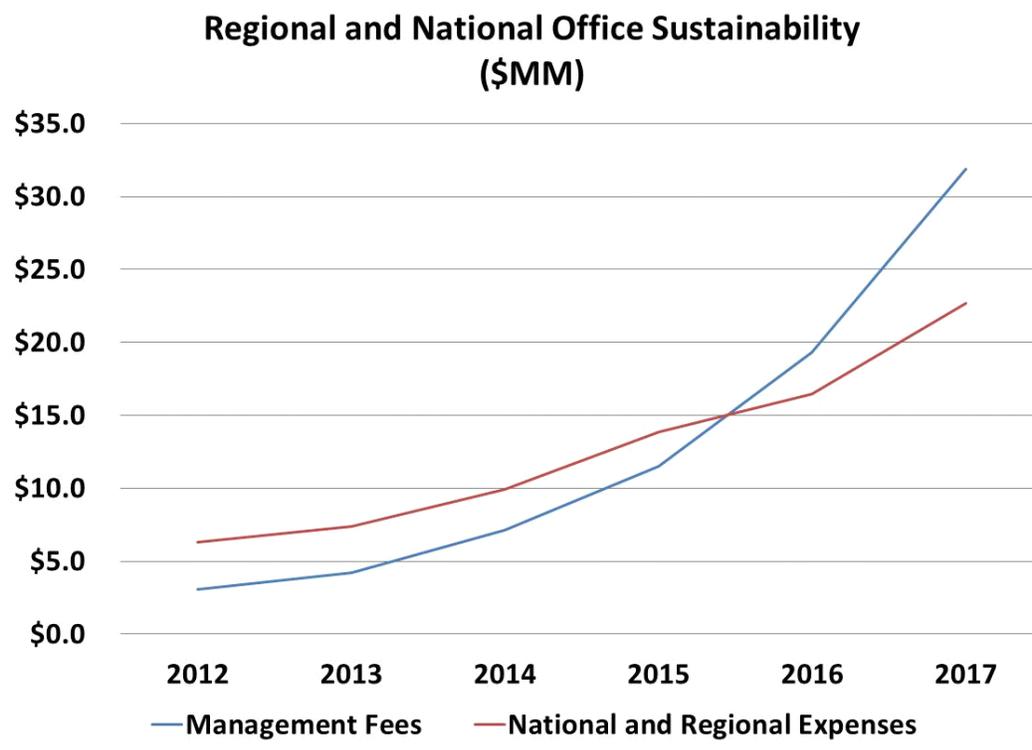
**Use of grant funds.** We are using grant funds to support individual schools, primarily by funding Principals in the year before the schools open; committing resources to developing new teachers and staff; and developing relationships in the communities where we are expanding.

**Ensuring share of Federal education funds.** Rocketship Education fiscal staff complete applications for each school for Federal and State education funds well before a school actually opens. They also continue to provide fiscal management and support after the schools open in order to sure compliance with funding guidelines. Currently, Rocketship schools receive the fol-

lowing federal funds: Title I, II, III, IV and Vb, ARRA, SFSF and IDEA funds. Also, in 2009-10, Rocketship successfully completed an A-133 Single Audit for federal funds.

**Continued operation of schools post-grant** Due to the efficiencies achieved through Rocketship’s Hybrid school model, each Rocketship school breaks even in its first year of operation while supporting school management fees of up to 15% of revenues. As a result, Rocketship as a network reaches sustainability by 2016-17. Furthermore, each entity can reach sustainability on public funds according to the following schedule:

	School (yr)	Region	National Office	Network
Schools	1	8	29	45



CSP Replication/Expansion funds would be used as infrastructure investment to support the RSED national organization with the planning, educational/curriculum, recruitment, finance, and operational staff needed to bring our first region fully to regional sustainability and to launch our second and third regions.

**Governance and oversight.** RSED is governed by a Board of Directors, listed in Section

D, bios appended in the Attachments. The Board meets quarterly to review financials and key indicators, and twice annually to revisit the RSED business plan and strategic goals. Additionally, the Board Committees (Business, Policy, Achievement and Executive) meet on at least a quarterly basis to evaluate progress against key objectives and provide oversight and accountability for Rocketship meeting the criteria necessary to grow successfully. Each October, the Rocketship Board sets the target for the maximum number of schools that Rocketship management will open 24 months out (e.g. October 2011 will greenlight targets for schools opening August 2013). In February, the Executive Committee approves the number of schools that RSED management will move forward with opening. This meeting occurs only after criteria have been met as listed in the matrix above. The Policy Committee approves the use of a specific charter. The Business Committee approves the recommended facility. The Achievement Committee approves the school leader. In conjunction with these recommendations, the Executive Committee reviews the network health dashboard and progress against strategic objectives to determine whether or not proposed schools will be “greenlit” to open 18 months later.

**(3) Multi-year financial and operating model for the organization** Detailed financial projections for RSED school-level, regional-level, and national-level operations are included in the Attachments.

**School Model:**

**Summary:** Due to Rocketship’s “Hybrid” educational model, each Rocketship school reaches sustainability on public funding in year 1 of operation despite the low per pupil revenues associated with operating in California and management and facilities fees that represent up to 35% of revenue. Fundraising/grants are required during the planning year to fund the salary of the principal and to supplement working capital balances during the first year of operation. Beginning in 2016-17, school startup grants will be funded internally through surpluses at Rocketship’s national office.

**Revenue:**

Enrollment: Each Rocketship school will open with grades K-3 and 420 students. In year 2, each school will add 120 kindergartners and maintain 90% of its current students to reach an enrollment of 502. In year 3, each school adds an incom-

<b>Enrollment and ADA Per Year for Rocketship Schools</b>					
<b>Kindergarten</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1<sup>st</sup> Grade</b>	120	120	120	120	120
<b>2<sup>nd</sup> Grade</b>	112	112	112	112	112
<b>3<sup>rd</sup> Grade</b>	96	104	104	104	104
<b>4<sup>th</sup> Grade</b>	92	92	94	94	94
<b>5<sup>th</sup> Grade</b>	0	83	83	75	75
<b>Total</b>	420	511	554	547	547
<b>Attendance Rate</b>	96%	96%	96%	96%	96%
<b>ADA</b>	403	482	532	525	525

ing class of 125 students to reach 554 students. Thereafter, each school maintains a student population of 547-554. Based on our first four years of operating schools, Rocketship projects that each school will maintain a 96% attendance rate. Each Rocketship school maintains an extensive waitlist of potential students to ensure enrollment targets are met.

Demographics: Based on the student demographics of the first three schools, Rocketship’s school model conservatively predicts the following student demographics:

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8+</b>
Free and Reduced Lunch (FRL)	70%	70%	70%	70%	70%	70%	70%	70%
Federal Poverty Level	50%	50%	50%	50%	50%	50%	50%	50%
English Language Learners	70%	67%	63%	60%	57%	54%	51%	50%

The English Language Learner percentage decreases over time as students increase their proficiency. For revenue purposes, the model conservatively uses 70% FRL, while the target for each school is actually 80%.

State and Local Revenues Consistent with Rocketship’s past and current financials, almost 88% of revenues for each Rocketship School are assumed to be derived from state sources. The school model estimates that every school (regardless of location) will receive per pupil funding at the same level as California’s schools. Since California is currently second to last in the coun-

try in spending on public education per pupil, we view this assumption as very conservative.

Additionally, the model assumes that new charter schools will not be eligible to receive K-3 Class Size Reduction (CSR), Supplemental Hourly Instruction (SHI) or Arts and Music Block Grant funding. If SHI and Arts and Music become available, each school would be eligible for additional annual funding of over \$80K. Should CSR funding return, it would allow the school to reduce class sizes in Kindergarten and First grade back to a 20:1 ratio.

Federal Revenues At full enrollment, each Rocketship School is expected to receive approximately \$220K in federal revenues each year through a combination of Title I, Title II, and Title III of No Child Left Behind (NCLB). Additionally, each Rocketship school will receive approximately \$150K in reimbursements from the National School Lunch Program.

Grants and Fundraising The Walton Family Foundation and Reed Hastings have each pledged \$250,000 to Rocketship's schools two through seven. In addition, each school is projected to receive \$575,000 in federal startup grants through Title V as eligibility for these grants is a factor in our expansion criteria. Rocketship intends to use funds from this grant to support the initial expenses associated with opening schools. As mentioned above, at the end of this grant period, Rocketship will be able to fund school startup expenses through internal grants from Rocketship Education rather than requiring external philanthropy.

***Expenses:***

Compensation and Staffing Compensation represents almost half of the cost structure of each Rocketship school. Research demonstrates that high-quality teachers and principals are the key determinant of a school's success. Rocketship believes in investing heavily in high-quality teachers and principals and compensating them accordingly.

Teacher costs: Rocketship has set highly competitive base teacher salaries that are, on average, 10% higher than the districts in which its schools operate. Rocketship has developed a partnership with Teach for America (TFA) which allows each Rocketship school to maintain 8

TFA corps members each year. Base salary for all teachers averages over \$53,000 annually. Including bonus, Rocketship's teachers are expected to earn approximately \$58,500 per year.

Bonuses: All full-time employees are eligible for a 10% performance bonus, while principals and deans are eligible for 20% bonuses. The model assumes each staff member attains their full bonus. Bonuses total over \$120K annually.

Benefits costs: The model assumes that benefits will cost approximately 22% of salary and bonus. While benefit costs have historically outstripped revenue increases, Rocketship has a younger teaching staff for which few staff reach their monthly limit. In order to limit benefit cost increases, Rocketship will use its increasing staffing numbers achieve better rates. Additionally, Rocketship will seek opportunities to participate with other CMO's in purchasing cooperatives.

Administration: Due to the operational efficiencies established at the National Office, the administrative staff of each Rocketship school is almost entirely devoted to supporting teachers and students. Each school has a Principal, Academic Dean, Assistant Principal and Office Manager. The Principal is hired a year ahead of the school opening and hires an office manager 6 months before opening. With bonus, Principals, Assistant Principals/Academic Deans are eligible to receive up to \$120,000 and \$100,000, respectively, in annual compensation.

Additional detailed narrative for the Regional and National levels of Rocketship is available in the Attachments.

**Commitment of partners** Letters of support (attached in the Attachments) demonstrate strong commitment to the RSED model from foundations (CSGF, The Donnell-Kay Foundation, the New Schools Venture Fund, and the Broad Foundation) as well as current and potential authorizers of charters in our current region in the San Jose/San Francisco Bay area (Santa Clara County Office of Education, Franklin McKinley Elementary School District), and our planned future regions in New Orleans, Milwaukee, and Chicago. We have also secured commitment from political and educational leaders such as city council members and university faculty who

are willing to advocate for RSED schools in our targeted regions.

**(4) Plan for closing charter schools that do not meet high standards of quality.**

While we fully intend and plan for all our charter schools to meet the highest standards of quality, if a RSED school does not meet our targets, it will be closed. Closure of the charter school shall be documented by official action of the Rocketship School Board. The Rocketship school Board of Directors will promptly notify parents and students of the charter school, the District, the County Office of Education, the School's SELPA, the retirement systems in which the charter school's employees participate, and the state Department of Education of the closure and effective date. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students' school districts of residence; and the manner in which parents (guardians) may obtain copies of student records. The Board will ensure prompt notification to the parents and students, providing information to assist parents and students in locating suitable alternative programs

The Rocketship School Board will develop a list of students in each grade level and classes they have completed, with information on the students' districts of residence, which they will provide to the entity responsible for closure-related activities. The school shall transfer all appropriate student records to the District and assist students in transferring to their next school. If the District will not store student records, the charter school will discuss an alternative arrangement and provide a copy for parents/guardians of the student record of their child prior to closure. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g. State assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure activities in accordance with applicable law.

**(5) Qualifications of project director, CEO, and key project personnel.**

RSED has gathered a highly qualified and talented team to implement its expansion and

replication plans. Resumes/bios are attached in the Attachments. Reed Hastings and Don Shalvey of the Gates Foundation are the two founding members of our National Strategy Board, which is charged with the objective of guiding RSED to meet our scaling objectives nationally. Our Board of Directors includes leaders in education, innovation, and scalable public education, including: Chief Academic Officer Sehba Ali, KIPP Bay Area Schools; Managing Director Shawn Carolan, Menlo Ventures; CFO Jonathan Chadwick, Skype; Chief Knowledge Officer Steven Farr, Teach for America; Professor of Law Marcus Cole, Stanford University; CEO Fred Ferrer, The Health Trust; Alex Hernandez, partner, Charter School Growth Fund; Deborah McGriff, partner, New Schools Venture Fund; Tim Ranzetta, president, Innovate Foundation; Managing Partner Eric Resnick, KSL Capital Partners; Co-founder and CEO Kim Smith, Bellweather Education Partners; Co-founder Alex Terman, Leadership Public Schools.

The RSED management team includes: CEO John Danner; Achievement Officer Preston Smith; CFO Richard Billings; Chief Schools Officer Aylon Samouha; Director of Finance Eddie Suttiratana, and VP of Talent Management Jill Wear. These leaders are supported by a team of professionals, including a regional director of schools, directors of operations, HR, finance, and growth, and managers of leadership development, teacher leadership, individualization, data and measurement, and instructional technology, among others. An organizational chart showing current and proposed staff is attached in the Attachments.

**John Danner**, RSED's CEO, was previously a public school teacher in Nashville, the last two years as an elementary school teacher with a 100% EL classroom. John co-founded Sacred Heart Nativity School, a private middle school in San Jose, and KIPP Academy Nashville, a charter middle school. John was previously the chairman of the Tennessee Charter School Association, where he worked to pass Tennessee's first charter law and supported the founding of the first 12 charter schools in Tennessee. Prior to his work in the charter school movement, John was the co-founder and CEO of NetGravity, a publicly traded software company. John has a master's

in electrical engineering from Stanford University and a M.Ed. from Vanderbilt University.

**Preston Smith**, RSED's Chief Achievement Officer, was previously the founding principal of LUCHA Elementary, the highest performing low-income elementary school in San Jose prior to the creation of RMS. Before founding LUCHA, Preston was a Teach For America (TFA) Sue Lehmann Award finalist. Preston's teaching was highlighted as exemplary by Steven Farr of Teach for America in his book *Teaching as Leadership*. (See resumes in the Attachments.)

**Aylon Samouha**, Chief Schools Officer, came to RSED in 2010 from Teach For America, where he was VP for teacher preparation, support, and development. He managed hundreds of full-time and part-time staff in preparing and training thousands of teachers (TFA corps members). Over his four years at TFA, the corps grew from 5,000 to 8,500 teachers. Previously, Mr. Samouha held two vice president positions with Kaplan, Inc. Score! Educational Centers.

**Richard Billings**, CFO, has been with RSED since 2009. Previously, he was the director of finance (as a Broad Resident), then director of strategic planning for Envision Schools in Colorado. He has high-level financial planning, analysis, and management skills from the private sector, coupled with experience as a classroom teacher, coach, and academic advisor. Mr. Billings holds an MBA from the Kellogg School of Management at Northwestern University.

**Eddie Suttiratana**, Director of Finance, will serve as Project Director. Mr. Suttiratana has expertise in driving organizational decisions regarding business strategy and capital structure and in providing comprehensive financial analysis, projections, reporting and business modeling for financial and operations functions. His professional experience includes investment banking, corporate development, and public company corporate finance. He holds an MBA from the Yale School of Management.

**Jill Wear**, VP of Talent Management, has over 20 years of experience in human resources and has been with RSED since 2008. She is responsible for developing and managing all human resource functions: staffing, compensation, benefits, performance management, relocations,

compliance, and health and safety. Ms. Wear holds Master’s degrees in clinical and counseling psychology.

**Kelun Zhang**, Director of Growth and a Broad Resident, will work with the senior leadership team to keep developing RSED’s growth strategy and process for greenlighting new schools, ensuring that all new schools meet RSED’s rigorous criteria for success. Prior to joining RSED, Ms. Zhang was Director of Strategic Planning and a Broad Resident at Green Dot Public Schools, which operates 18 public charter high schools and middle schools in Los Angeles.

This leadership team will grow RSED to scale both locally and in key markets nationwide.

**(e) Quality of the evaluation plan**

The table below outlines the program goals and objectives, mandatory performance measures or other indicators, measure type, and data collection method for each objective. .

<b>Goal 1: Improve student outcomes for at least 29,000 mostly high-need students by December 2016</b>
Objective: <i>1.1</i> – RSED will open 61 schools in 5 regions by the fall of 2016. Indicators; # of schools chartered (GPRA measures, data from RSED records)
<i>1.2</i> – RSED will expand its direct service programs from 2,400 students in 2012 to at least 29,000 students by the fall of 2016. Indicator: # of students enrolled (Program measure, data from RSED records)
<i>1.3</i> – Each year, 60% of RSED students will achieve at or above the proficient level in Math. Indicator: % of students at or above proficient level on Math. (GPRA measure, data from CST/state assessment scores)
<i>1.4</i> – 90% of RSED students (enrolled for two years or more) will achieve at or above the proficient level in Math by the 5th grade. Indicator: % of students (enrolled for two or more years) at or above proficient level on Math. (GPRA measure, data from CST/state

assessment scores)
1.5 – Each year, 60% of RSED students will achieve at or above the proficient level in ELA. Indicator: % of all students at or above proficient level on ELA. (GPRA measure, data from CST/state assessment scores)
1.6 – 90% of RSED students (enrolled for two years or more) will achieve at or above the proficient level in ELA by the 5th grade. Indicator: % of students (enrolled for two or more years) at or above proficient level on ELA (GPRA measure, data from CST/state assessment scores)
<b>Goal 2: Recruit, develop and retain highly effective teachers and principals in all RSED schools during the five-year grant-funded project period (Jan 2012- Dec 2016).</b>
Objective 2.1 – Within 3 years of beginning to teach at an RSED school, 80% of RSED teachers will effect an average of 1.5 grade levels per year of academic performance improvement among their students. Indicator: % of teachers meeting objective (Program measure; NWEA data and RSED records)
2.2 – Within 3 years of becoming an RSED principal, 80% of principals will demonstrate that 80% of 5th graders in their schools are proficient or advanced. Indicator: % of principals meeting objective ( Program measure; Data source: CST proficient level, NWEA, and RSED records
2.3 – At least 60% of RSED’s “highly effective principals” will be drawn from the ranks of former RSED classroom teachers. (Note: “highly effective principals” in the RSED model are those whose students gain an average of 1.5 grade levels per year of attendance and 80% reach proficiency by the 5th grade. Indicator: % of highly effective principals coming from RSED classrooms. (Program measure. Data sources: NWEA and state assessment records, RSED records)

We will contract with experienced outside evaluators to provide a comprehensive evalua-

tion of the goals and objectives outlined above. Evaluators will apply a rigorous, multi-method, multi-year evaluation that considers the developmental stage of the RSED approach. Evaluators will develop an evaluation framework based on RSED's logic model. Evaluators will assess factors contributing to successful implementation of the program and positive outcomes for RSED. For the process (implementation) evaluation, evaluators will identify the key principles defining the RSED approach (e.g., the hybrid instructional model, the RtI model, the system to develop human capital), and describe the implantation of those key principles to facilitate replication and examine sustainability. The process (implementation) evaluation will rely on data from ongoing document review, interviews with CMO leadership, and school site visits that include principal and teacher interviews, focus groups with parents, and observations. Observations will include the learning lab, parent events (e.g., parent board meetings), school walkthroughs, teacher induction and professional development. For the outcome evaluation, evaluators will assess the effectiveness of RSED's hybrid instructional model, learning lab, and RtI program on student learning. The outcome evaluation will rely on norm referenced test results (e.g., NWEA) and CST scores to collect mandatory performance measures and other outcomes outlined above.

Evaluators will collect mandatory performance measures on all RSED's schools served by the grant. To ensure that the performance measures are collected on all students, teachers and principals, program staff will provide evaluators with student level NWEA data five times per year, student level CST data once per year, and teacher and principal level data twice per year. Evaluators will verify all received data (process and outcome) to ensure accuracy and thoroughly clean and check for missing data before analyses. All databases will be backed up regularly and access is limited to assigned research staff. Statistical analyses will be performed using SPSS or equivalent software. Qualitative data collected from interviews, observations and focus groups will be transcribed and imported into ATLAS.ti, a qualitative data management and analysis software package. Grounded theory, or constant comparative analysis, as described by Strauss

and Corbin (1998)<sup>xi</sup> will be utilized. In an initial data reduction approach, respondents' comments will be reviewed and assigned categories of meaning (open coding). Then, these categories will be reviewed for causal linkages and non-causal relationships related to the central phenomenon (axial coding), which will allow the researcher to develop a "story" that connects the categories (selective coding) and finally posit hypotheses or theoretical propositions.

The evaluation will employ a *continuous improvement-based approach* whereby the evaluators provide regular feedback and analysis of the program's progress towards implementation fidelity and intended outcomes allowing for adaptations and/or adjustments as necessary. Both qualitative and quantitative analyses will be conducted twice per year and presented to administrative leadership to inform continuous program improvement. These presentations will provide a forum to findings and direction for additional data collection and analysis. Analyses will be approached as a team including research and program staff. In addition to interim and final reports, evaluators anticipate presenting findings at local and national conferences.

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<sup>i</sup> Evaluation of Rocketship Education's Use of DreamBox Learning Online Mathematics Program, Haiwen Wang, Katrina Woodworth, Center for Education Policy, SRI International, August 2011

<sup>ii</sup> Adams, M.J. (1990). *Beginning to Read: Thinking and Learning About Print*. Cambridge, MA: MIT Press.

<sup>iii</sup> Schenk, B. J., Fitzsimmons, J., Bullard, P. C., Taylor, H. G., & Satz, P. (Ed.). (1980). *A prevention model for children at risk for reading failure*. Baltimore: University Park Press.

<sup>iv</sup> McGill –Franzen, 1987, *Failure to Learn to Read: Formulating a Policy Decision*, *Reading Research Quarterly* 22(4) 475-490

<sup>v</sup> Chan, T., Jarman, D. (2004, Sept/Oct). *Departmentalize elementary schools*. *Principal Magazine*.

<sup>vi</sup> Findley, J. D. *Programmed environments for the experimental analysis of human behavior*. In W. K. Honig (Ed.), *Operant behavior: areas of research and application*. New York: Appleton-Century-Crofts, 1966. Pp. 827-848

<sup>vii</sup> "Highly effective principals" in the RSED model are those whose students gain an average of

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1.5 grade levels per year in academic performance indicators and 80% reach grade-level proficiency by the 5<sup>th</sup> grade.

<sup>viii</sup> Building a Foundation for Learning in the Elementary Grades, NCISLA VOL. 1, NO. 2, Fall 2000

<sup>ix</sup> Gersten, R., & Chard, D. (1999). Number sense: Rethinking arithmetic instruction for students with mathematical disabilities. *The Journal of Special Education*, 33, 18–28.

<sup>x</sup> 89% of CMO's listed scarce facilities are the most acute external barrier to growth in a study conducted in 2011 by the Center on Reinventing Public Education at the University of Washington. (CMO Growth Challenges, Robin Lake)

<sup>xi</sup> Strauss, A. and Corbin, J. (1998.) *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks: Sage Publications.

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## Appendices

- **Resumes/Curriculum Vitae**
- **Letters of Support**
- **Proof of Non-Profit Status**
- **Schools Operated by Applicant**
- **Student Academic Achievement**
- **Supplemental Organizational Budgets and Financial Information**
- **Additional Information**

### Resumes of Key Personnel

- **John Danner**, Co-Founder and Chief Executive Officer
- **Preston Smith**, Chief Achievement Officer
- **Aylon Samouha**, Chief Schools Officer
- **Richard Billings**, Director of Financing and Accounting
- **Jill Wear**, VP, Talent Management
- **Eddie Suttiratana**, Director of Finance, Project Director
- **Melissa McGonegle**, Regional Director of Schools
- **Carolyn Davies**, Chief Operating Officer
- **Kelun Zhang**, Director of Growth
- **Imelda González**, Director of Human Resources
- **Jan Faraguna**, Manager of Data and Measurement
- **Meg Robinson-Li**, Manager of Leadership Development
- **Farah Dilber**, Manager of Teacher Leadership
- **Michael Teng**, Manager of Instructional Technology
- **Rocketship Education Board of Directors**

**John Danner**  
**550 Kingsley Ave**  
**Palo Alto CA 94301**

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

Created Rocketship to be the first network of low-income elementary schools based on a hybrid school model. Rocketship's flagship school was ranked #3 in California with a 925 API in 2009 and its third school opens in 2010. We hope to be the first network in the country to scale to thousands of schools while continuing to close the achievement gap with every school.

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

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

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

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

**August 2001 to May 2005**                      **Tennessee Charter School Association**                      **Nashville, Tennessee**  
**Director (2001-3), Chairman (2003-5)**

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

**March 2000 to August 2001**                      **Sacred Heart Nativity School**                      **San Jose, California**  
**Co-Founder, Chief Financial Officer**

Member of the founding team of this tuition-free Jesuit middle school. Focused on budgeting, fund-raising, building renovation, recruitment of staff, and educational partnerships. The school's goal is to create the next generation of leaders for this Latino community. Sacred Heart Nativity targets students achieving below grade level, brings them to above grade level by end of eighth grade, and achieves admission for the students into college preparatory schools. School approach includes low student-teacher ratio, extended school hours, extensive extracurriculars.

**September 1995 to October 1999**      **Net Gravity Corporation**      **San Mateo, California**  
**Chairman and Chief Financial Officer**

Founder and Chief Executive of this Internet advertising technology company. Took the company public in June of 1998. Built company to 150 employees and \$30M annual revenue. Raised \$180M in three private rounds and two public rounds of financing. Sold company in October 1999 for \$750M to DoubleClick (DCLK).

**1988-1995**      Silicon Graphics, Inc.      Mountain View, California  
**Software Engineer/**      Oracle Corp.      Redwood Shores, California  
**Manager**      Tandem Computers      Cupertino, California

**Education:**      Bachelor of Science, Electrical Engineering, Stanford University, 1988.  
                          Master of Science, Electrical Engineering, Stanford University, 1992.  
                          Master of Education, Education Policy, Vanderbilt University, 2003.

**Affiliations and Awards:**      Fellow, Aspen Institute Crown Fellowship Program  
                          Fellow, Ashoka.  
                          Winner (Rocketship), Charter School Growth Fund Innovation Prize for Hybrid School model.  
                          Director, Dreambox Learning.  
                          Director, ACE Charter Schools.

**Preston Smith**

4163 Partridge Drive, San Jose, CA 95121

(408) 313-0265

preston@rsed.org

**HIGHLIGHTS**

- Over 10 years experience public education (traditional school districts and charters)
- Co-Founder of Rocketship Education, an organization dedicated to eliminating the achievement gap and serving 1 million students across the United States by 2030 through the implementation of the innovative hybrid model.
- Founding Principal of Rocketship Mateo Sheedy Elementary School. In 2008, after two years of operation, Rocketship received an API score of 925 and was the third ranked high poverty (50% free and reduced meals) school in California.
- Founding Principal of L.U.C.H.A. Elementary School, a small-autonomous school in the Alum Rock Union Elementary School District. In 2006, after three years of operation, L.U.C.H.A. received an API score of 881 and was the fourth ranked high-poverty (50% free and reduced meals) school in California.

**PROFESSIONAL EXPERIENCE***Chief Achievement Officer, Rocketship Education (May 2009 – Present)**Team of 12**Operating Budget: \$15MM*

- Oversaw the growth of Rocketship Education from 400 students to over 2,000 students and subsequently, a budget that increased from \$4 million to almost \$16 million.
- Responsible for expanding Rocketship's impact in the Bay Area Region through partnering with local school districts and other charter authorizing agencies
- Responsible for building and supporting the Rocketship academic team (over 10 individuals) in their efforts to create college preparatory elementary schools.
- Responsible for the academic progress and accomplishments of students (teachers are effective in their ability to ensure 1.5 years of significant gains for each student, each year).
- Responsible for professional development of staff, various achievement related projects and the continued expansion of schools, in order to continue a growth rate of 60% and open at least 20 schools locally and nationally in the next five years.
- Responsible for managing Rocketship's Integrated Service Delivery (SPED) Program
- Assisting with the academic and curricular design with the hybrid model, blend of online learning and in-class instruction, of Rocketship Education.

*Founding Principal, Rocketship Mateo Sheedy Elementary School (July 2007 – May 2009)**Team of 25**Operating Budget: \$4MM*

- Rocketship Mateo served 160 students in the founding year and 323 students in the following year.
- Student population was 78% English Language Learners, and 87% of the students were eligible for free and reduced-price meals.
- In its 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.

*Principal, L.U.C.H.A. Elementary School (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
- Oversaw the growth of L.U.C.H.A. Elementary School from 120 students to over 250 students and, subsequently, a budget that increased from \$1 million to almost \$3 million.

- Led L.U.C.H.A. to successive increases in API scores according to the California State Exam from an initial API of 753 to 881 in the final year. This API score was the fourth highest in the state for low-income elementary schools in California.
- Helped to create a consortium of small schools within San Jose, which led to collaborative efforts on professional development and mentoring of principals.

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

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

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

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

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

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

## **EDUCATION**

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

## **HONORS & SCHOLASTIC ACHIEVEMENT**

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

## **GROUPS AND ASSOCIATIONS**

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

**LANGUAGES:**

- Spanish (Proficient)

**AYLON SAMOUHA**

330 West Grand Avenue #801 • Chicago, IL 60610 • (973) 727-5541 • [asamouha@gmail.com](mailto:asamouha@gmail.com)

**EXPERIENCE**

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**ROCKETSHIP EDUCATION****2011-present****Chief Schools Officer***Palo Alto, CA*

- Manage design and strategy teams in charge of all aspects of academic model, teacher training, school leader training, and instructional technology
- Build Learning Lab 2.0 to maximize student results through a personalized academic experience
- Develop organizational expansion strategy and manage “green-lighting” for new schools and expansion regions
- Manage national efforts for teacher and school leader recruitment
- Evolve school model to enable high quality scalability to hundreds of schools
- Serve on the executive staff within Rocketship and on the Achievement Committee of the National Board

**TEACH FOR AMERICA****2006-2010****Senior Vice-President, Teacher Preparation, Support, and Development***Chicago, IL*

- Manage 350 full-time and 850 part-time staff to exceptional results in student achievement, teacher effectiveness, and staff effectiveness goals serving 8,500 teachers (corps members) across 39 regions; including operating 8 pre-service institute sites and in service teacher development over the two-year corps commitment
- Develop long-term strategic plan for teacher training, corps member culture, staff development, and student achievement measurement systems while maximizing \$35 million annual budget and growing the corps from 5,000 to 8,500 over the last 4 years
- Manage 20 full-time operations staff to maximize cost efficiency, technology solutions, and infrastructure across institute and regional program.
- Foster a staff and corps member culture rooted in core values, mission, and continuous improvement.
- Manage cross-organizational projects and relationships with regional operations, program leadership, and home office teams.
- Build strong partnerships with external stakeholders: district partners, charter schools, board members, and foundations
- Serve on the Program Committee charged with the organizational strategic and operational decisions for the corps member program continuum.

**KAPLAN INC. – SCORE! EDUCATIONAL CENTERS****1997 – 2006****Vice-President, East Operations***Chicago, IL  
11/05 – 12/06*

- Led 600 employees across 66 centers to serve 29,000 families and exceed revenue goal of \$30 million.
- Work directly with President and Executive Vice-President to establish growth strategies, increase employee retention, and improve service nationally.
- Foster a company culture of high educational standards, employee development, and effective business leadership to ensure continuous growth and educational impact.
- Directly develop Regional Directors for executive leadership within SCORE! and Kaplan, Inc.
- Host and author seminars at Kaplan Leadership Conferences for company leaders internationally.
- Manage sales call center for the Northeast and build business case for national roll out.

**Vice-President, Center Strategy***Chicago, IL  
10/04 – 11/05*

- Designed field operations reorganization spanning region management, training, and recruitment; implemented within two-month timeframe.
- Overhauled and managed the professional development and training department; implemented field trainers.
- Managed all real estate operations including expansion strategy, lease renewals, and facility designs.
- Developed intermediate and long-term growth strategy for curriculum, employee retention, real estate operations, and membership pricing as part of the executive committee (CEO, EVP, VP Business Affairs)
- Authored and communicated internal PR for the organization at large through region manager meetings, company retreats, and formal written communication.
- Collaborated with department heads on all company pilots and rollouts including technology, product design, training, human resources, and finance.

*New York, NY  
6/02 – 9/04*

### **Region Director, Northeast Territory**

- Led 300 employees to serve 10,000 families in the Tri-State area; achieved highest revenue and contribution levels in company history.
- Grew the market from 30 to 43 centers – opened new market in Philadelphia, PA and expanded urban presence by 160% in New York City.
- Pioneered the integration of Supplemental Educational Services (under NCLB) in the New York centers to become the biggest provider of SES services in 2003.
- Groomed three of five Region Managers for promotion to Region Director.
- Facilitated biannual three-day retreats for 100 full-time directors – established consensus on company vision, employee development, and long-term planning.

*Englewood, NJ  
9/99 - 6/02*

### **Region Manager, New Jersey Region**

- Led 120 employees across 13 centers – exceeded \$2.8 million revenue budget by 11% in 2000, increasing same store sales by 20% in 2001.
- Created professional development strategy for the region, later adopted nationally; personally developed three Region Managers, four Senior Directors, and nine Center Directors.
- Authored and delivered over 30 region-wide training seminars in sales, service, management, leadership, and operations to all 40 full-time employees.

*Westfield & Englewood, NJ  
12/97 - 8/99*

### **Center Director/Senior Director**

- Opened the first center in the New Jersey region, growing revenues faster than any of the previous 42 centers and generating double the first-year revenue expectations.
- Managed 29 staff from three centers in operations, marketing, professional development and recruitment – exceeded \$1.3 million revenue budget by 18%.
- Developed company-wide customer referral marketing strategy based on performance success in region, leading to year-over-year increases in referrals for the entire company.

## **EDUCATION**

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### **Columbia University, Columbia College**

*Bachelor of Arts in English*

*New York, NY  
May 1997*

- Dean's List 6 semesters
- Six-month Intensive Language and Literature Program, Paris, France

## **ADDITIONAL**

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- Speaker on numerous panels including the President's Conference in Israel, University of Chicago Business School, and Teach For America Alumni events
- Fluent in Hebrew and proficient in French
- Accomplished jazz guitarist – released two CDs; perform in NYC/Chicago clubs; weddings
- Co-Founded "Prisoners of Conscience" – a fundraising organization for human rights activists; assisted member of Kenyan Parliament in becoming a visiting scholar at Columbia University Law School in 2001
- Board Member, Giving Open Access to Learning (G.O.A.L.), 2003-2006
- Student of Yoga

**RICHARD W. BILLINGS**

830 Stanyan Street, Apt 2; San Francisco, CA 94117

(202) 494-0314 billings.richard@gmail.com

**EXPERIENCE**

- 2010—Present  
2009 – 2010
- ROCKETSHIP EDUCATION** San Jose, CA  
*Chief Financial Officer, Board Member for Launchpad Development Company (LDC)*  
*Senior Director of Finance and Accounting*
- Direct team of 12 to manage all non-instructional aspects of Rocketship and its schools including finance, payroll, accounting, operations, facilities, HR, and special education operations/compliance
  - Manage annual budgeting and 5-year strategic planning process to ensure the short- and long-term financial health of Rocketship and Launchpad, the recently formed real estate and facilities group
  - Direct compliance reporting, monitoring and relationships with external constituencies for the 18 entities that comprise Rocketship, Launchpad and its affiliates
  - Manage the Executive, Business and Audit Committees of Rocketship's Board of Directors
  - Secured \$10MM in financing to construct the facilities for Rocketship's third and fourth schools, \$10MM in equity as part of Rocketship's Series B fundraising and \$1.8MM in working capital financing
- 2009
- ENVISION SCHOOLS** San Francisco, CA  
*Director of Strategic Planning through the Broad Residency Program*
- Managed the relationship with and support of Envision Schools Colorado, an Envision franchise in Denver set to open its first school in August 2009; serve as consultant on school and CMO start-up
  - Directed the deliverables and workstreams of three colleagues assigned to the Denver project
  - Responsible for developing and achieving Envision's FY10 strategic objectives, including determining Envision's growth strategy and designing and implementing a performance management system
- 2007 – 2008
- Director of Finance*
- Founding member of Finance and Accounting Department; managed the implementation and integration of Envision's financial accounting system when the function was brought in-house
  - Secured \$2MM in revolving capital financing for Envision's ongoing operations
  - Collaborated with and serve as primary contact for Principals regarding budgets, financial protocols, fiscal management, forecasting and financial planning
  - Coached school leadership teams and support office budget managers on how to make fiscal management decisions that best support educational outcomes
  - Hired, developed and managed three accounting and payroll staff
  - Directed financial reporting process to ensure compliance with district, state and federal funding standards and foundation grant provisions
  - Generated school-level and consolidated financial projections: revenue, cash flow, spending variances, funding needs; present monthly reports to Principals, Support Staff and Board to ensure financial visibility
  - Designed financial accounting policies, procedures, and systems; gained acceptance of school leadership teams and support office staff leading to successful implementation
  - Managed Envision's FY2008 audit process with no reported findings
- 2006
- Intern through Education Pioneers Fellowship Program*
- Redesigned Envision's complex, multi-school, multi-year financial model; generated financial projections instrumental in obtaining \$7 million grant from the Bill and Melinda Gates Foundation
- 2003 – 2005
- EPISCOPAL HIGH SCHOOL** Alexandria, VA  
*Teacher, Coach and Academic Advisor*
- Created, designed and taught curricula in Precalculus and Multivariable Calculus
  - Redesigned strategic focus and positioning of summer programs for school's 5-year plan; strategy estimated to increase summer revenue by 10% and admissions applications from target student population by 25%
  - Appointed Director of Precalculus courses; managed course development and responsibilities of two other teachers, resulting in lowest level of students requesting Precalculus tutors in 15 years

- 2001 – 2003      **CHARLES RIVER ASSOCIATES**      Washington, DC  
*Associate—Energy and Environment Practice*
- Performed quantitative economic and financial analyses of regional energy markets to advise Fortune 500 energy and commercial banking clients on their valuation methodologies and risk management strategies
  - Managed 4-person team working on-site with client to integrate and analyze two large datasets on financial hedges and transactions; workproduct was critical to successful settlement of \$75 million litigation case
  - Appointed by partners to lead undergraduate recruiting: presented at colleges, interviewed candidates and served as voting member of six-person committee that determined offers
  - Designed and managed training program for 20 new hires on analytical techniques and financial modeling
- 2000 – 2001      **PA CONSULTING GROUP**      Washington, DC  
*Analyst—Global Energy Practice*
- Created optimization program incorporating real options, logistical arbitrage and asset liquidity to optimize \$7.7 billion gas company's supply decisions and risk management strategy
  - One of two junior staff invited by PA's partners to leave firm in order to start CRA's Energy Practice

#### **EDUCATION AND OTHER**

- 2008-2010      **GRADUATE OF THE BROAD RESIDENCY IN URBAN EDUCATION**
- 2005 – 2007      **KELLOGG SCHOOL OF MANAGEMENT**      Evanston, IL  
**NORTHWESTERN UNIVERSITY**  
 Master of Business Administration degree with High Honors, June 2007, Beta Gamma Sigma Honor Society
- Served on Board of Directors of Illinois Network of Charter Schools; member of Finance Committee
- 1996 — 2000      **HVERFORD COLLEGE**      Haverford, PA  
 Bachelor of Arts in Mathematical Economics with Honors, June 2000

**Jill N. Wear**

573 Pinecrest Drive

Los Altos, CA. 94024

[wear\\_jill@hotmail.com](mailto:wear_jill@hotmail.com)**Education**

**Masters, Clinical Psychology, Pacific Graduate School of Psychology** 6/08  
**Palo Alto, California**

**Masters, Counseling Psychology, Santa Clara University, Santa Clara, California** 6/06

**BA, cum laude, Arizona State University, Tempe, Arizona** 5/90  
 Bachelor of Arts – Psychology and Art History

**Professional Development Seminars & Courses** 1993 - 2003

Extensive study in the areas of staffing, retention programs, compensation, benefits, stock planning, training and development and performance management. Extensive study in change management.

**Professional Human Resources (PHR) Certification – HR Certification Institute**  
5/96**Experience**

**Rocketship Education, Palo Alto, California** 6/2008 – present  
**Management & HR Consultant (6/08- 6/11)**  
**VP, Talent Management (6/11 – present)**

**Adolescent Counseling Services, Palo Alto, California** 8/2005 - 5/2006  
**School Counselor – Intern**  
 Counseled Jr. High School Students at Terman Middle School

**SONY Electronics San Jose, California** 3/2000 - 5/2003  
 Provided Human Resource Management to corporate organizations located in the San Jose West Coast facility.

**DoubleClick Inc. (Formerly NetGravity, Inc.) San Mateo, California** 7/96 – 2/2000  
 NetGravity was the leading providers of mission-critical online advertising and direct marketing management solutions. DoubleClick acquired NetGravity in 10/99.

**VP, Human Resources**

Developed and managed all human resource functions ---staffing, compensation, benefits, stock plans, training and development, performance management, international relocations, compliance, health and safety---in a rapidly changing environment. Participated in building company and built human resources department from the ground up as employee number 30.

- **HR Business Partner:** Advised executive team and managers on HR issues, e.g. staffing, development, culture and retention factors.
- **Recruiting:** Managed recruitment of 180 employees (US, UK and Japan), contractors/independent contractors and intern program. Selected and managed search firms and contract recruiters, as well as performed recruiting. Developed initiatives for sourcing candidates, online and print advertising programs, compliance processes, and interview training.

- **Training:** Developed and coordinated training programs supporting NetGravity's culture and performance criteria, e.g. management training, teambuilding and sexual harassment programs. Designed new employee orientation program, incorporating product training.
- **Compensation:** Designed and implemented company wide compensation and bonus plan. Analyzed Radford salary survey data for use in focal reviews and sales compensation plan. Managed stock pool and developed stock planning matrix for merit grants and new hires.
- **Benefits:** Developed domestic and international (UK and Japan) benefit packages to attract and retain employees.
- **Performance Management:** Designed focal review processes, delivered focal review training to managers and employees. Coached managers on writing effective reviews. Drove process to result in timely review process company wide.
- **Organizational Development:** Developed junior managers to be next generation leaders; assisted managers with career pathing for their teams. Designed organizational development workshop for engineering organization.
- **Retention:** Reduced turnover through HR Programs, events and planning.
- **Communication:** Proactively created communication channels for better flow of information through company. Programs included monthly department sponsored beer busts; bi-weekly CEO broadcast mail updates and brown bag lunches with executive team.
- **HRIS.** Developed specifications according to NetGravity's workflow and identified HRIS.
- **Health & Safety:** Created safety team, trained in First Aid/CPR, for rapid response to emergencies. Established ergonomics program.

**Mercury Interactive Corporation, Sunnyvale, California**

**12/93 – 7/96**

Mercury Interactive is the leader in on-line software testing tools.

**Human Resources Manager**

- Built and managed the start-up and day-to-day operations of the Human Resources Department.
- Oversaw all company recruitment for exempt/nonexempt positions. Managed recruitment of over 100 employees (US, UK and Israel).
- Managed Visa program for employees on expatriate programs in the US from Israel.
- Developed company policies and procedures, including comprehensive employee handbook.
- Oversaw office services group to include two receptions and an office coordinator.
- Responsible for building company benefit plan and the day-to-day administration of all company benefits.
- Administered company stock plans, ESOP, ESPP.

**MCC Behavioral Care/CIGNA Healthcare, Phoenix, Arizona**  
**Intake Specialist – Temporary assignment**

**6/93 - 11-93**

**DoubleTree Hotel/ Marina del Rey, California**  
**Human Resources Generalist**

**6/92 – 6/93**

**Heitman Financial, Beverly Hills, California**  
**Human Resources Assistant**

**7/90 – 4/92**

**Skills**

Strong computer skills: Excel, Word, Access, PowerPoint, and ADP Payroll Plus.

**Professional Associations**

American Psychological Association – Student Member

Mother's of Preschoolers (MOPS – LAUMC) Steering committee (Member since 2006)

Northern California Human Resources Association, (Member since 1996)

Society of Human Resources Management, (Member since 1996)

Toastmasters International, (Member since 1998)

**Consulting Experience**

DoubleClick, Inc. 11/99 – 2/00	San Mateo, CA	Merger Integration
Red Herring 1997 - 1999	San Francisco, CA	Management Coaching
EGroups, Inc. 1999 - 2000	San Francisco, CA	Benefit Plan Design Organizational Planning Management Coaching HR Policies & Procedures

**Eddie Suttiratana, MBA**

C: 310.977.4603

• eddie.suttiratana@aya.yale.edu •

San Bruno, CA 94066

<http://www.linkedin.com/in/eddiesuttiratana>**Director of Finance**

Versatile and accomplished business leader who drives overall company decisions regarding business strategy and capital structure. Provides astute and comprehensive financial analysis, projections, reporting and business modeling for financial and operations functions.

Expertise in financial analysis, corporate strategy and capital markets across multiple industries. Prior professional experience includes bulge-bracket investment banking, corporate development, and public company corporate finance.

~ Master of Business Administration (MBA), Yale School of Management ~

**Areas of Expertise**

Budgets / Forecasts	Due Diligence	Negotiations
Business Plans	Financial Analysis	P&L Management
Capital Markets	Investor Materials	Presentations
Cash Flow Management	Joint Ventures	Strategic Planning
Client Relations	Management Reporting	Team Leadership
Competitor Analysis	M&A	Valuations

**Professional Background**

Rocketship Education, Palo Alto, CA 2011– Present  
 Leading charter management organization providing management services to a network of hybrid college preparatory elementary charter schools.

***Director - Finance***

Alvarez & Marsal, New York, NY 2006 – 2011  
 Leading global professional services firm specializing in corporate restructuring, performance improvement, and business advisory services.

***Director, 2008 – Present******Senior Associate, 2006 – 2008***

Project manager for restructurings and M&A transactions. Create industry and comparable company analysis, cash flow forecasting, discounted cash flow analysis, due diligence information packages, marketing materials, confidential information memoranda, and management presentations.

Work with clients, including private equity firms, law firms, and executive teams. Build productive teams of 2-3 analysts and associates.

**Selected engagements:**

**Outdoor media:** Established cash flow forecast and 5-year financial projections for developing restructuring alternatives for \$265 million of secured debt. Chapter 11 bankruptcy filing resulted in \$55 million of new capital investment from second-lien lenders.

**Medical devices:** Advised U.S.-based company specializing in cosmetic imports on \$20 million sale of U.K. and French operations to a private equity sponsor in Chapter 11 § 363 sale process.

**Telecommunications:** Managed three separate sale processes in Chapter 11 for the \$400 million sale of a Caribbean-based company and its cable TV and publishing assets. Researched and identified 300+ potential buyers.

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**Eddie Suttiratana, MBA ♦ Page 2**

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**Alvarez & Marsal, Continued**

**Construction/engineering:** Developed forecasting model for \$100 million revenue business that led to a \$120 million private equity acquisition.

**Commercial printing:** Prepared cash flow variance analysis and developed financial covenant analysis that led to a 2009 loan amendment. Lenders received principal \$40 million pay down. Bankruptcy filing in 2010 gave lenders consideration equal to their claim of \$140 million.

**Healthcare services:** Evaluated valuation and ownership alternatives of \$400M debt in the out-of-court restructuring of a home healthcare company.

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DaVita, Inc., (NYSE: DVA), El Segundo, CA

2005 – 2006

Second largest dialysis services provider in the U.S.; Fortune 500 (NYSE: DVA)

***Manager – Corporate Finance***

Provided analysis and recommendations on a wide variety of corporate finance and capital markets issues for company's senior management team.

**Cash Management**

- Created cash flow forecasts to manage \$300 million cash balance. Developed recommendations to maintain minimum operating cash levels, pay required interest expense, and make prepayment of \$4 billion of outstanding debt.

**Financial and Operating Reports**

- Worked with cross-functional teams to develop CEO operating and financial metrics reports. Provided analysis for financial review meetings, monitored trends, and made recommendations to improve operating results.

**Forecasting, Budgeting and Planning**

- Collaborated with internal corporate departments such as HR, Legal Finance, and Compliance to perform budgeting, forecasts and planning. Provided trend and variance analyses for Regional and Division reviews, field operations management, and reporting for CFO.
- Developed new cash flow forecasting model and made recommendations to improve cash positions.

**Capital Markets**

- Provided financial and operating analysis for quarterly earnings calls with Wall Street. Monitored EBITDA performance and capital expenditures for compliance with bank covenants.

**Joint Venture Management**

- Executed 30+ valuations of acquisitions and JV's of dialysis clinics and physician partnerships. Annual EBITDA ranged from \$100 thousand to \$2 million per center. Resolved compliance issues related to Medicare anti-kickback law.

**Special Projects**

- Created first Capital Markets Day presentation for Wall Street analysts in three years to set up next fiscal year projections, business challenges, and update on merger integration. Recommendations were raised to "Buy". Presentations are now annual, and group received award for "Best Investor Relations Team."
- Fully re-engineered company's prior forecast model into a functioning three-statement model to provide quarterly and annual earnings guidance to Wall Street.
- Cut expenses 10% YoY by identifying cost savings on headcount reductions and professional fees. Reduced 8% in annual costs with third-party corporate jet operations for CEO travel expenses.
- Led team of Finance, Field Operations, Legal, Compliance and HR to create CEO reporting package that identified financial and operating issues during integration of \$3 billion acquisition.

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**Eddie Suttiratana, MBA ♦ Page 3**


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Borden Capital Management Partners, Columbus, OH 2000 – 2001  
 Management arm of Borden, Inc., a group of companies with holdings in the chemical, consumer products and food industries.

**Associate – Corporate Strategy and Development**

Provided operational and financial analysis to senior management and assistance with portfolio companies' M&A activities. Served as liaison with third-party consultants and investment banks regarding portfolio company engagements.

- Created five-year financial projection model to measure impact of \$59 million corporate restructuring initiative for portfolio company. Led successful negotiation of \$265 million revolving line of credit and new terms for \$300 million of senior debt.
- Spearheaded headcount analysis for operational restructuring of portfolio company. Identified \$10 million in cost savings.
- Performed direct product contribution analysis for the planned sale of a \$270 million pasta sauce business.
- Analyzed brand market share using Nielsen and IRI data to evaluate potential buyer, resulting in a \$43 million sale of pasta business.

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Lynwood Unified School District/Culver City Unified School District, Los Angeles, CA 2001 –2002; 2004 – 2005

**High School Science Teacher**

Developed science curriculum for 150+ students, including long and short-term goals, resource planning, and multiple types of assessments. Evaluated individual student needs, planned overall work to maximize use of limited resources, and reported on results. Communicated with parents, teachers, and administrators on a wide variety of sensitive issues, using combined academic and business experience.

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Bear Stearns Co., Inc., New York, NY 1998 – 2000  
 Global investment bank, securities trading and brokerage; capital markets, wealth management and global clearing services.

**Investment Banking Analyst**

Conducted valuation and industry analysis. Executed mergers & acquisitions, high yield, and IPO transactions. Prepared client presentations, including Board of Director presentations, internal Bear Stearns committee memos, and M&A-related documents.

- Ranked in 10% of 1998 – 1999 analyst class and 1999-2000 performance review processes. Received third-year analyst offer to stay with the firm.
- Prepared Confidential Information Memorandum for \$80 million sale of Australian investment management firm.
- Created lease run-off and discounted cash flow analysis for fairness opinion in connection with \$130 million sale of aircraft leasing company.
- Prepared offering memorandum for \$200 million financing of a sub-prime automotive finance company.

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**Education**

Yale School of Management, New Haven, CT  
 Master of Business Administration (MBA), 2004

Northwestern University, Evanston, IL  
 Bachelor of Arts (B.A.), Economics, 1998

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**Credentials • Affiliations**

Financial Industry Regulatory Authority (FINRA) Series 7 and 63 licenses  
 Passed Level 1 and Level 2 of Chartered Financial Analyst (CFA) program

Association of Insolvency Restructuring Advisors (AIRA) • CFA Institute  
 PR/Award # U282M110029

# Melissa J. McGonegle

(408) 667-8121

mmcgonegle@rsed.org

## Professional Experience

2008 – current Rocketship Education San Jose, CA

### Regional Director of Schools, Rocketship Education

- Manage the principals of current Rocketship campuses towards sustained high levels of student achievement
- Coach and support Principal Fellows on the pathway to opening new Rocketship campuses
- Develop new school leaders through the Emerging Leaders program
- Build a strong regional culture that reflects the values of Rocketship and lays the foundation for expansion of Rocketship within the Bay Area and nationally

### Founding Principal, Rocketship Sí Se Puede Academy

2009-2010 & 2010-2011 School Years

- Recruit teachers, 400+ students and parents for a new K-4 elementary school
- Create and execute upon operational, curricular and cultural plans
- Work closely with the Academic Dean to mentor and support teachers, and plan for relevant professional development
- Create and maintain a strong staff culture, which led to 100% teacher retention in the 2009-2010 school year
- RSSP achieved an API of 886 in year 1 making it the best new school in California, and number 15 statewide serving low income students

### Principal in Training, Academic Dean, 3<sup>rd</sup> Grade Literacy Teacher, Rocketship Mateo Sheedy

2008-2009 School Year

- Mentor RMS staff members through observations, model lessons, weekly reflection meetings
- Create and execute a plan for year 1 implementation of Response to Intervention
- Recruit, hire, train and provide on going support to Rtl tutors providing small group interventions
- Provide relevant staff development on the Rtl program and a teachers' role in student success
- Lead staff meeting and Dean in Training meeting to provide necessary academic and managerial skills to various staff members
- Write and execute long term plans for 3<sup>rd</sup> grade literacy class
- 80% of 3<sup>rd</sup> Grade students scored Proficient or Advanced on the ELA CST

2006 – 2008 L.U.C.H.A. (Learning in an Urban Community with High Achievement) San Jose, CA

### Founding 5<sup>th</sup> Grade Teacher, Lead Teacher

- Serve as the acting principal whenever the principal is off campus
- Help to create the long term plan for staff-wide professional development
- Observe and provide feedback and support to new teachers
- Interview, observe and provide recommendations on possible new hires
- Design and implement curriculum and long term plans for the 5<sup>th</sup> grade
- 2006 -2007 school year: 77% of students attained proficient or advanced scores in Mathematics on the California STAR test, 69% for English Language Arts and 66% in Science

2007 – 2009 YMCA & City Year

San Jose, CA

### Service-Learning Consultant and Trainer

# Melissa J. McGonegle

(408) 667-8121

mmcgonegle@rsed.org

- Co-Authored unit on “Global Citizenship” for use by after school program at L.U.C.H.A., grades 1 through 5
- Provide training for the San Jose City Year Educational Team on the basics of service-learning and implementing the Starfish Corps component of City Year in an instructionally sound way
- Advise Corps Members on ongoing implementation of units

2005-2006 Teach for America San Jose, CA

## Chair of Regional Professional Development Committee, K & 1<sup>st</sup> Learning Team Leader

- Mentored and supported new corps members on curriculum development, classroom management, and assessment techniques and conducted monthly workshops
- Facilitated monthly meetings of South Bay Corps Members to exchange ideas on best practices in the classroom , student assessment and goal setting

2003-2006 Teach for America/Cesar Chavez Elementary School San Jose, CA

## First Grade Teacher

- Designed and implemented curriculum and long term plans enabling 85% of my students to improve 1.5+ years in reading in the 2005-2006 school year
- Facilitated grade level meetings as Chairperson
- Represented first grade on the school-wide Leadership Team

### Education

1999-2003 **Northwestern University** Evanston, IL

- B.S., Education and Social Policy, Certificate in Service Learning
- G.P.A. 3.67; G.P.A. in major 3.95; 6 quarters on the Dean’s List

### Honors

- Finalist for Alum Rock Union School District’s “Teacher of the Year” – May 2008
- Recognized by San Jose Mercury News’ as “Teacher of the Week” - November, 2005
- Selected as a finalist for Teach For America Bay Area’s “Symantec Award for Educational Innovation” - June 2005
- Presented with Outstanding Student Leader Award and Student Activist Award - June 2003
- Selected as a member of Deru: Northwestern University Honor Society recognizing 1% of the senior class for their leadership and dedication to the University

### Relevant Professional Development

August – October 2006 **G.L.A.D. Training** San Jose, CA

- Certified Guided Language Acquisition Design (G.L.A.D.) teacher, trained in strategies and curriculum planning to make subject matter material accessible to all levels of English Language Learners

August 2003 -2005 **The Governor’s Reading Institute AB466** San Jose, CA

- Participated in the beginning, intermediate and advanced training for teachers of the Open Court Reading program

August 2004 **The Children’s Literacy Initiative Training** Philadelphia, PA

- Participated in a four day conference with other Teach for America corps members focusing on improving vocabulary instruction and writing techniques

Aug 2003 – June 2004 **APEX Credential Program** San Jose, CA

- Earned a Multiple Subject CLAD Teaching Credential through this accelerated teacher preparation program at San Jose State University

# CAROLYN DAVIES

487 Valencia Drive | Los Altos, CA 94022 | carolyn.davies@gmail.com | 650.305.0270

## PROFESSIONAL EXPERIENCE

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### ROCKETSHIP EDUCATION

2011-present

#### Director of Operations

Palo Alto / San Jose, CA

- Developing and executing against Operations departmental vision of providing efficient, compliant, and customer-centric non-academic support enabling Rocketship to grow while maximizing focus on student achievement.
- Hiring and managing three Operations staff overseeing school startup, school services, and student information.
- Placing focus on process improvement across all operational activities. Finding innovative opportunities to streamline operations to increase quality while decreasing resource needs through centralization, automation, and outsourcing.

### THE BOSTON CONSULTING GROUP

2004-2006, 2008-2011

#### Project Leader

San Francisco, CA

#### Education strategy and operations work

- Created performance management system for Seattle Public Schools, including designing annual school report. Planned and executed broad stakeholder engagement, partnering with families, community organizations, school staff, and government. Created two-year implementation plan, including communications, media relations, and stakeholder engagement.
- Developed initial process and criteria for selecting geographic expansion sites for Rocketship Education.
- Assisted KIPP Bay Area Schools with strategic planning, with a focus on future opportunities and existing performance.
- Designed comprehensive five-year growth strategy for then-startup Asian Pacific Islander American Scholarship Foundation.

#### Selected other project work

- Defined detailed operational critical path for delivering a new meningitis vaccine to 200M children and adults across Africa.
- Developed comprehensive policy and advocacy strategy for a program area within the Bill & Melinda Gates Foundation.
- Evaluated strategic and financial opportunity for global biotech firm to enter new therapeutic area.
- Analyzed future market for new cloud-based offerings in business-to-business verticals for major Japanese electronics firm.
- Coordinated all Human Resources activities for merger of two leading movie studios.

### UNITED NATIONS DEVELOPMENT PROGRAMME

Summer 2007

#### Growing Sustainable Business Intern

Chisinau, Moldova

- Partnered with Moldovan private sector companies to develop financially sustainable projects with pro-poor focus.

### ADDITIONAL TEACHING AND EDUCATION ROLES

- Member of Full Circle Fund, a local engaged philanthropy organization. Completed consulting project to define sales and marketing strategy for Beyond12, a startup nonprofit focused on college retention for underserved students. (2009-present)
- Designed and taught weekly class on self esteem to adolescent girls at the East Palo Alto Boys & Girls Club. (2006-2008)
- Developed curricula and taught English to students age 6-17 in Beijing and Dongguan, China. (Summer 2006)
- Served as counselor for international students in a summer program at Cambridge University, England. (Summer 2004)
- Taught dance and improv to underserved junior high students in Cambridge, MA through Harvard CityStep. (2003-2004)
- Served as summer camp counselor for students age 4-11, including developmentally disabled children. (Summer 2001)
- Designed and taught Boys & Girls Club computer course for Girl Scout Gold Award (equivalent to Eagle Scout.) (2000)

## EDUCATION

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### STANFORD UNIVERSITY

Stanford, CA

- MBA, 2008. Focus on nonprofit and public management. Siebel Scholar. Arjay Miller Scholar.
- MA in Education, 2008. Assisted professor in designing course on social impact business models.
- MBA Student Association Co-President. Education-focused South Africa Service Learning Trip. India Study Trip.

### HARVARD UNIVERSITY

Cambridge, MA

- AB with Honors in Applied Mathematics & Economics, 2004. Semester abroad in Guatemala. Finance internship in Mexico.

## SKILLS AND INTERESTS

- Proficiency speaking, reading, and writing Spanish. International travel to 45+ countries. Bhangra dance and choreography.
- Open water swim racing. Modern fiction. Board games. Food of all sorts.

# KELUN ZHANG

325 China Basin Street #312, San Francisco, CA 94158 • (408) 621-1118 • kelunzhang@gmail.com

## EDUCATION

**Stanford Graduate School of Business, School of Education**, Stanford, CA 2005 – 2007  
M.B.A. (Certificate in Public Management), M.A. in Education

**Yale University**, New Haven, CT 1996 – 2000  
B.A., Economics and East Asian Studies

## EXPERIENCE

**Rocketship Education**, San Jose, CA **Director of Growth, Broad Resident, 2010 – present**  
*Non-profit charter school network operating elementary schools. Currently based in San Jose with the goal of expanding nationally to serve one million students annually by 2040. Sponsored by the Broad Residency in Urban Education*

- **Growth strategy:** Build the growth strategy and greenlighting process. Managing the organization to meet growth targets and to greenlight new schools. Ensure that all new schools meet criteria for success
- **Planning and performance management:** Focus management attention on key areas of the organization. Design and run Rocketship's strategic planning and performance management systems
- **Organizational design:** Rocketship's school and regional model. Develop framework for model and managing long-term, cross-functional undertaking
- **Operations:** Served as interim Director of Operations, responsible for all non-academic and non-financial aspects of running Rocketship's three schools. Managed school start-up, ensure Rocketship schools remain compliant with regulations, the National School Lunch Program, oversee student data and attendance, administration of assessments, and Special Education compliance and budgeting

**Green Dot Public Schools**, Los Angeles, CA **Director of Strategic Planning, Broad Resident, 2009 – 2010**  
*Non-profit charter school network operating 18 public high schools and middle schools in South and East Los Angeles*

- Reported directly to the CEO. Managed overall implementation, within Green Dot, of The College Ready Promise, a grant from the Gates Foundation focused on improving teacher effectiveness and student readiness for college
- Managed portfolio of 26 cross-functional initiatives aligned to strategic plan. Built the new Strategic Planning department to drive this strategic program. 14 initiatives launched with 6 completed within the first year
- Lead development of a 5-year financial plan for all schools and home office, focusing on finding cost savings opportunities and guiding schools and home office through a 5-year budgeting process
- Lead the development, with the CEO, of strategic planning, evaluation, and budgeting for the organization

**The Boston Consulting Group**, San Francisco, CA **Associate, 2003 – 2005; Consultant, 2007 – 2009**  
*Consistently within the top 5% on performance reviews throughout my tenure*

- Managed client team of senior managers on an 8-month project, with CEO oversight, to transform the customer support processes of a Fortune 20 technology company
- Led a 50+ member cross-divisional team to complete an \$80M IT planning under tight time pressure
- Designed and executed many workshops and retreats with senior management teams of large companies and a non-profit board to make critical strategic and operational decisions
- Developed and drafted the 2009 5-year strategic plan for the San Francisco Food Bank. Identified key issues across entire scope of SF Food Bank operations: programs, development, procurement, advocacy, HR, volunteer services and internal operations. Interviewed over 40 stakeholders

**African Leadership Academy**, Johannesburg, South Africa **Summer Fellow, Summer 2007**  
*Non-profit, start-up high school with competitive admissions aimed at transforming Africa into a peaceful and prosperous continent by developing its future leaders*

- Built and launched teacher recruitment strategy: amassed network of potential teacher candidates, ultimately resulting in over 150 qualified applicants for ~25 positions. Created roles and job descriptions for faculty

**The Broad Foundation**, Los Angeles, CA **Summer Associate, Summer 2006**  
*Foundation dedicated to dramatically transforming K-12 public education*

- Developed partnerships with schools of education to award credit for the Foundation's leadership training programs
- Defined evaluation criteria and performance scorecards for the Foundation's largest grantees

**Cornerstone Research**, Menlo Park, CA and Los Angeles, CA **Analyst, 2000 – 2002, Senior Analyst, 2002 – 2003**  
*Economic and financial consulting for complex business litigation*

- Led many complex analytical projects requiring data procurement, industry research and regression analysis
- Chaired 15-member west coast recruiting committee. Resulted in 100% yield from offers extended

Imelda González [imelda.gonzalez@stanfordalumni.org](mailto:imelda.gonzalez@stanfordalumni.org)  
35 South 14th Street, San José, CA 95112 (650) 302-0199

### Academic Preparation

Stanford University, Stanford, CA  
Bachelor of Arts Degree in Spanish with Honors  
Irvine Fellowship for future PhD's, awarded to 10 undergraduates  
students of color to pursue original research.  
Overseas Studies in Santiago, Chile

### Professional Experience

7/2011 – Present    Director, Human Resources  
                                 Rocketship Education

Provide strategic leadership in developing and executing human resources processes, procedures and policies in support of the overall business plan and strategic direction of the organization. Specifically, oversee legal compliance, payroll, employee benefits, employee relations, employment practices and procedures and human capital systems development. Serve as thought partner and internal consultant to the organization's management team and school leadership on personnel issues that impact performance, promote positive relationships and foster a workplace environment consistent with the values and mission of Rocketship Education.

7/2007 – 7/2011    Human Resources Manager  
                                 WestEd, San Francisco, CA

Managed a variety of internal programs for an employee community of approximately 600 members, including managing Professional Development for staff, professional development budget oversight, vetting of professional development opportunities and activities, and made decisions on the funding of activities; collaborated with programs and business units to identify and develop areas of staff development; managed functions and expectations related to the development and implementation of WestEd's internal Leadership Development Initiative for selected staff; initiated and managed employee policy changes and updates while working in collaboration with appropriate Agency stakeholders; collaborated with appropriate staff to implement the Agency's Safety and Risk Management Plan, directly accountable for record-keeping as it relates to State and Federal regulations; oversaw the employee benefit and wellness programs, including Workers' Compensation; oversaw the employee planning and performance appraisal process; advised and coached managers in regard to a variety of employee relations issues; investigated and resolved employee relations issues; and served on the Agency's Equity Council (formerly the Affirmative Action Committee) and as the Equal Opportunity Officer.

8/2005 – 7/2007     Director, Human Resources (Promoted January 2007)  
Human Resources Manager  
The National Hispanic University, San José, CA

Managed all Human Resources related functions for an organization of 175 employees. This included administering employee relations; compensation; benefits administration; Workers' Compensation administration, recruitment and retention; new hire orientations; evaluation programs; investigations; policy development and enforcement; and strategic planning across the organization as well as advising and coaching administrators on personnel and organizational interventions, assignments, assessments, workforce management, and performance.

8/2001 – 8/2005     Classification Specialist  
Foothill-De Anza Community College District, Los Altos Hills,  
CA

Coordinated, investigated, researched, and made recommendations regarding employee or management-initiated requests for compensation and classification changes. Conducted audits, interviews, and composed reports. Established and maintained internal classification system for staff and management positions. Collected, analyzed, and developed occupational data. Coordinated and made recommendations on division reorganizations. Analyzed, developed, wrote, and maintained job descriptions and narrative statistical reports. Investigated formal discrimination claims.

3/2000 – 9/2001     Program Services Coordinator  
Cañada College, Redwood City, CA

Coordinated federally-funded project focused on developing a culturally competent program for Latino students with behavioral and emotional difficulties. Planned all programs and activities. Developed and maintained relationships with key community stakeholders. Develop program curriculum and philosophies. Assisted in college public relations. Served on the college Diversity Committee.

8/1998 – 3/2000     Research Associate  
Stanford Center for Research in Disease Prevention,  
Stanford, CA

Data Collection Coordinator for health education research project. Coordinated field data collection in eighteen schools in East San José. Trained and supervised a staff of data collectors. Headed and supervised project phone interviews and data cleaning. Assisted in the translation of research materials to Spanish. Assisted with project public relations.

12/1997 – 6/1998     ESL Bilingual Community Liaison

Mountain View High School, Mountain View, CA

Served as a liaison and resource to departments, students, parents, and other school personnel. Monitored academic progress, discipline, and other issues relevant to ESL students.

Additional Skills and Knowledge

Knowledge of California and Federal Employment Law and the California Education Code.

Knowledge of MAC OS, Windows, MS Office, MS Power Point, MS Access, File Maker,

Publisher, and the Internet.

Excellent written and verbal communication skills and interviewing skills.

Public speaking experience and abilities in both English and Spanish.

Excellent organizational skills and detail oriented.

Bilingual in English and Spanish, high fluency.

Other Activities, Interests, and Hobbies

Latino Community Foundation, San Francisco, CA, Young Professional's Giving Circle Founding Member – have represented the foundation on panels discussing individual giving in communities of color and giving circles.

Somos Mayfair, San José, CA, Board Member.

Running – have participated in a variety of 5k, 10k, half marathons, and marathon relay races.

Cooking – have taken classes at local community colleges and adult education programs to improve technique and knowledge.

Travel – have traveled to four continents and within the US.

Avid reader and life-long learner.

**JAN FARAGUNA**

1755 Van Ness Ave., Apt. #306 | San Francisco, CA 94109

Tel. (203) 313-7070 | E-mail: jfaraguna@rsed.org

## PROFESSIONAL EXPERIENCE

**ROCKETSHIP EDUCATION (RSED)****Palo Alto, CA****Manager of Data and Measurement****June 2011-Present**

- Analyze all student achievement data for K-5 students at RSED charter schools in order to monitor and report on student, teacher, and school performance
- Evaluate impact of various program elements on student achievement to inform decisions on RSED model
- Manage partnerships with external organizations implementing studies of RSED's hybrid model

**DISTRICT OF COLUMBIA PUBLIC SCHOOLS (DCPS)****Washington, D.C.****Senior Associate, Office of Data and Accountability****Summer 2010**

- Analyzed data collected on DCPS employees and schools to understand outcomes of reform initiatives. Played key role in identifying trends and communicating results of value-added component of IMPACT teacher assessment system; findings will be used to benchmark against and inform future versions
- Codified policy decisions and established decision-making process for future revisions of value-added model

**NERA ECONOMIC CONSULTING****San Francisco, CA****Senior Analyst, Analyst****2007-2009**

- Created reports and presentations under strict legal deadlines for multi-billion dollar merger investigations and antitrust and intellectual property litigation cases
- Led team of 5 research-level staff. Developed guiding research plan and data analyses, delegated workstreams to team members, and created final presentations before submission to senior vice president
- Managed research for successful merger of offshore construction companies; analyzed competitive pressures faced in various segments and produced final exhibits for presentations to Department of Justice

**Associate Analyst, Research Associate****2005-2007**

- Synthesized quantitative and qualitative findings to support theories and arguments in cases; calculated statistics and econometric models; surveyed economic literature, court rulings, and trade press
- Designed and implemented staff training on Stata, a statistical software, to increase productivity of new hires

**THE AMERICAN SCHOOL IN SWITZERLAND****Lugano, Switzerland****Economics Teacher****2004-2005**

- Designed and implemented year-long curriculum to prepare high school students for Advanced Placement (AP)/International Baccalaureate (IB) exams, crafting over 325 hours of lesson plans and assessment tools
- Improved students' AP and IB scores by 10% compared to previous years' average

## EDUCATION

**YALE SCHOOL OF MANAGEMENT****New Haven, CT****Master of Business Administration (MBA), Strategy/Nonprofit Management****2009-2011**

- Teaching Assistant, Competitor and Global Macroeconomy
- Distinction in 8 courses, including Competitive Strategy, Operations Engine, Sourcing and Managing Funds
- Co-Leader, Women in Management; active member of Education Club and Net Impact

**DUKE UNIVERSITY****Durham, NC****Bachelor of Science (BS), Economics, *cum laude*, with Distinction****2000-2004**

- NCAA Division I Track and Cross Country, 2000-'04; ACC Athletic Honor Roll
- GPA 3.7/4.0; Dean's List for 4 semesters; honors thesis

## ADDITIONAL INFORMATION

- Board Member 2009-2011, New Haven Reads, nonprofit offering free books and after-school tutoring
- Advanced skills in Excel and Stata and familiarity with other statistical software tools

**MEG ROBINSON-LI****mrobinson-li@rsed.org • (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*
- Coursework includes: Policy Analysis in Education, Economics of Education, Quantitative Data Analysis, Negotiation, Urban Education Reform, Strategic Management of Nonprofits (Graduate School of Business), Leadership Labs (Graduate School of Business)
  - Independent research project on school leadership and teacher satisfaction
  - Education Club Member, Education Symposium Planning Team Member
- 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*
- Fencing Team Member (Varsity Starter, Junior Olympics Participant)
  - National Merit Scholar
- 8/02-7/03 **Université de Provence, Aix-en-Provence, France**  
*Wellesley College study abroad program*

**PROFESSIONAL EXPERIENCE:**

- 3/10-Present **Rocketship Education, San Jose, CA**  
*Manager of Leadership Development*
- Design and develop Rocketship Network Leadership Program to prepare candidates to become Rocketship principals in 1-3 years
  - Define, revise, and update job descriptions and competency models for school leadership roles
  - Create leadership program training scope and sequence maps for Network Leadership program
  - Design, implement, and facilitate workshops, experiences, and other training activities for school leaders
  - Develop evaluation and selection tools and interview activities for leadership roles
  - Recruit, select, and on-board school leaders from outside the Rocketship network
  - Create and run Emerging Leaders teacher leadership program for cohort of 12 school leaders in 2010-2011
  - Recruit, hire, manage, and develop one direct report on leadership development team
  - Plan, design, oversee, and provide some session facilitation for 6 day summer onboarding and professional development workshop for 15 school leaders
- 10/09-3/10 **2Revolutions, New York, NY**  
*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
  - Gathered knowledge, resources, and tools from field experts
  - Provided research and context on value-added measures of student learning
- 10/08-6/09 **Stanford University, Institute for Research in Education Policy and Practice, Palo Alto, CA**  
*Research Intern, Principal Pipeline Project*
- Shadowed and interviewed principals in Milwaukee and San Francisco public schools
  - Attended weekly Principal Pipeline Project research group meetings
  - Recorded data from Milwaukee, San Francisco, and Miami principal observations
  - Wrote literature review on teacher alternative compensation
  - Reviewed papers on urban school leadership practices and reforms
  - Contributed to revision of interview and observation protocols

- 4/07-9/08 **Austin Partners in Education**, Austin, TX  
*Program Manager*
- Supervised team of 3 program coordinators, 2 additional staff members, and 500+ volunteers to support 1500+ students at under-resourced schools in Austin Independent School District
  - Created framework for comprehensive program evaluations
  - Worked with school district leadership to align programs with district academic goals
  - Designed and delivered presentations to businesses and community including City Manager, Austin Independent School District Superintendent, and Chamber of Commerce members
  - Proposed, designed and implemented Partners in Literature program
  - Conducted site visits to classrooms
  - Wrote new staff member handbook
  - Trained and directly supported approximately 150 weekly volunteers
  - Led office-wide effort to recruit 600+ volunteers for weekly tutoring
  - Recruited, interviewed, trained, and evaluated new staff as needed to support growth
  - Wrote grants and award nominations
- 1/07-4/07 *Program Coordinator, Partners in Math*
- Recruited and trained volunteers to tutor in local public secondary school math courses
  - Coordinated with schools and teachers involved in program
- 6/04-6/06 **Teach for America (TFA) and the New York City Department of Education**, Bronx, NY  
*Eighth Grade English Teacher, Middle School 390*
- Taught 2 classes of 25+ students each for 2 years at school serving 98% low-income students
  - Designed and implemented assessment-driven reading and writing curriculum
  - Differentiated lessons to meet needs of special education students and English learners
  - Advanced students reading below grade level an average of 2 grade levels in 05-06
  - Selected by school for district lab-site program on student collaborative learning
  - Communicated regularly with diverse group of administrators, faculty, and student families
  - Instructed small groups of students in after school program
  - Tutored individual students before school and during lunch periods
  - Served as TFA school team leader, facilitated meetings for 6 new teachers at MS390

**VOLUNTEER AND COMMUNITY EXPERIENCE:**

- 12/09-Present **BetterLesson**, Boston, MA  
*Board Member, Customer Advisory Board*
- Provide feedback and guidance on features of startup online teacher lesson-sharing platform
- 11/09-2/10 **Boys and Girls Club of the Peninsula**, Menlo Park, CA  
*Volunteer, Center for a New Generation After School Program*
- Coach eighth grade students on writing for private high school applications
  - Design and teach middle school creative writing program
- 1/07-7/08 **Brown University Alumni Association**, Austin, TX  
*President, Alumni Club of Austin*
- Planned and facilitated events for Brown University alumni in Austin area

**LANGUAGE SKILLS:** Proficient in French, Some Spanish

**COMPUTER SKILLS:** Microsoft Word, Excel, Power Point, Outlook, Some SPSS and STATA

# FARAH DILBER

2721 Midtown Court #224 ~ Palo Alto, CA 94303

434-242-2722

fdilber@rsed.org

## EDUCATION

**University of Virginia, College of Arts and Sciences**, Charlottesville, VA May 2006  
 Graduated Phi Beta Kappa with a B.A. in Political and Social Thought Interdisciplinary Honors Program  
 Major GPA: 3.89 Cumulative GPA: 3.75

## PROFESSIONAL EXPERIENCE

**Rocketship Education**, Palo Alto, CA May 2011-present  
*Manager, Teacher Leadership*

- Evolve and deepen vision of excellence for exceptional teaching and align to teacher competency model and performance evaluation.
- Develop and oversee implementation of training scope & sequence for teacher development and of coaching framework & practices .
- Develop and implement training and ongoing coaching of school deans.
- Facilitate creation and dissemination of instructional tools to increase teacher effectiveness and sustainability
- Partner with external professional development providers and certification programs to streamline teacher development.

**Teach For America, Houston Program**, Houston, TX July 2010-May 2011  
*Senior Program Director*

- Support and manage 15 elementary and secondary math and science corps members.
- Support and manage two program directors to set and exceed ambitious goals around corps member effectiveness, corps strength, and retention.
- Coach program directors to develop their management and leadership skills.
- Assist with developing and managing the execution of our regional strategy.
- Serve as program team representative on the talent recruitment leadership team.

**Teach For America, Houston Program**, Houston, TX July 2009-July 2010  
*Program Director*

- Supported and managed 35 corps members ranging from Pre-K to eighth grade in all subject areas with a focus on upper elementary and secondary math and science.
- Exceeded targets and regional averages in all goal areas: 100% corps member retention, 86% satisfaction among 2008 corps members, 79% satisfaction among 2009 corps members, 60% significant gains among 2008 corps members and 55% significant gains among 2009 corps members.
- Developed a new PD onboarding plan and executed PD onboarding for all new PDs coming from institute.
- Managed second year gift campaign committee to exceed fundraising goals.
- Cultivated relationships with principals at 19 school sites spanning two districts.

**University of Pennsylvania, Operation Public Education**, Philadelphia, PA September 2008-May 2009  
*Senior Policy Analyst*

- Researched trends in education reform including differentiated compensation, teacher and administrator evaluation, value-added modeling and integrated assessment systems.
- Created an online toolkit of resources to assist district and school administrators with implementing reforms.
- Developed and edited publications including policy newsletters and *A Grand Bargain For Education Reform* (published September 2009 by Harvard Education Press).
- Assisted with presentations at education conferences, meetings with grant-making foundations and weekly lectures.

**Teach For America, Houston Institute, Houston, TX****June 2008-2010**

*Corps Member Advisor (2008), Houston Institute Student Achievement Toolkit Writer/Reviewer (2008-2010), Corps Member Advisor Coordinator (2009-2010)*

- Created unit plans and wrote diagnostic and summative assessments for the Houston Institute Student Achievement Toolkit. (2008-2010)
- Selected to serve as a corps member advisor, mentoring and advising 11 corps members to prepare them for their teaching positions. In this role, I reviewed and provided feedback on lesson plans, teacher-created assessments and instructional resources; conducted classroom observations and led debrief conversations; and created and presented differentiated professional development sessions. On the end of institute survey, all corps members strongly agreed that I was helpful in their development as teachers. (2008)
- Coached and developed elementary and secondary CMAs to lead corps members to reach instructional outcomes with their students. Designed and facilitated a training sequence for CMAs over the course of the spring and summer. As a member of the SIMT, I analyzed institute-wide trends and developed responsive, in-the-moment support to develop CMAs in their role. For the 2010 institute, I also took on some additional responsibilities regarding ISAT design and implementation. (2009-2010)

**Windsor Village Elementary School, Houston, TX****August 2006-May 2008**

*4<sup>th</sup> Grade Teacher and 2006 Teach for America Corps Member*

- Represented faculty on school-wide Shared Decision Making Committee and district-wide Power Standards Initiative.
- Served as 4<sup>th</sup> grade math lead teacher and organized weekly writing symposiums for fourth grade students.
- Wrote grant proposals and received DonorsChoose grant for school resources.
- Made significant gains in reading, writing and math with all student subgroups including regular education, special education and Limited English Proficiency students.

**Michael P. Teng**

181 Centre St #5, Mountain View, CA 94041 (650) 450-8364

mpteng@ucla.edu

**WORK EXPERIENCE**

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**Manager of Instructional Technology**

July 2010 – Present

Rocketship Education, Palo Alto, CA – a charter school management organization

- Managed Teacher Dashboard project from requirements gathering through implementation that allows organization-wide access to academic data reporting
- Design and implementation of Rocketship Individualized Scheduling Engine infrastructure for facilitating individualized learning paths for students within Rocketship's Learning Labs

**Software Engineer**

February 2008 – February 2010

Broadon Corp, Mountain View, CA – an eCommerce software company

- Worked on a communications library for gaming that supports up to 256 players
- Created a matchmaking platform for multiple users
- Library was supported on multiple platforms: embedded, Linux, and Windows
- Implemented a design for managing discounts and promotions on an eCommerce system serving 20 million users
- Created a load generation tool to simulate peak load on eCommerce infrastructure in order to analyze performance metrics

**Senior Software Engineer and Team Lead**

July 2004 – February 2008

FactSet Research Systems, San Mateo, CA – a Financial Analysis software company

- Developed server-side of real-time news and quotes application
- Servers can process a sustained rate of 60,000 messages per second, which is approximately triple the rate of the opening hours of the US stock market
- Helped implement a thread pool pattern to make use of modern multi-core CPUs
- Server was able to compress typical market data at an 8:1 ratio
- Utilized SQLite to implement a cache for streaming news headlines
- Created an MS Excel RTDServer dll that allowed cells to be updated via streaming data

**Program Coordinator**

January 2002 – September 2003

UCLA Orientation Program, Los Angeles, CA

- The UCLA Orientation program provides academic and personal counseling to over 4,000 incoming freshmen and 2,000 incoming transfer students
- Began as Orientation Counselor; selected for promotion to Program Coordinator in Sep 2002
- Constructed a web reservation system using ASP and an Access database
- Recruited for the program, interviewed over 100 candidates, and hired 40 counselors
- Participated in planning the program structure, helped devise and administer the training of 40 counselors, and acted as a supervisor for the counseling staff
- Presented and facilitated rape prevention forums involving 450 students

**VOLUNTEER EXPERIENCE**

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**Software Developer**

September 2007 – March 2009

Taproot Foundation – organizes working professionals for work on projects for nonprofits

- Developed a new donor database for the nonprofit Art in Action (AiA)
- Identified and prioritized AiA's desired features and functionality
- Customized Salesforce's non-profit edition based on the requirements gathered from AiA

**EDUCATION**

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**Computer Science and Engineering, B.S.**

March 2004

UNIVERSITY OF CALIFORNIA, LOS ANGELES

**Michael P. Teng**

181 Centre St #5, Mountain View, CA 94041 (650) 450-8364

mpteng@ucla.edu

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**PERSONAL INFORMATION**

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- Quick and eager learner with great passion to learn new things
- Reliable and loyal team player with a pleasant and positive working attitude
- Avid sports fan, especially of UCLA and Boston teams

## **Rocketship Education Board of Directors**

### **Sehba Ali**

Sehba Ali is the Chief Academic Officer for KIPP Bay Area Schools. She is founder and former Principal of KIPP Heartwood Academy in San Jose, CA. KIPP Heartwood Academy is a college-preparatory middle school that opened in July 2004, becoming the first public charter school in Alum Rock (East San Jose, CA). The school currently educates 370 students in grades 5 through 8 and is committed to ensuring that every single student is prepared for success in college and in life. Sehba is also the co-founder of KIPP San Jose Collegiate, a new charter high school in East San Jose helping students get to and through college. Prior to starting KIPP Heartwood Academy, Sehba earned a Masters from Stanford University's School of Education and received training from the KIPP School Leadership Program, including study at the Haas School of Business. She began her career as a middle school English teacher in Houston, Texas, through Teach For America. She also served as a Curriculum & Instruction developer at the KIPP Foundation. Sehba earned her BA degree in English and Psychology from UC Berkeley. Sehba currently serves on the KIPP Foundation Board of Directors and California Charter School Association Member Council as well as the Rocketship Education Board of Directors.

### **Shawn Carolan**

Shawn joined Menlo Ventures in 2002 and has focused primarily on connected software and services. He represents Menlo Ventures on the boards of IMVU, PlayPhone, Playspan, Roku, Siri, TeleNav and YuMe. Before joining Menlo, Shawn was a management consultant for Booz-Allen & Hamilton, after spending most of his career in software development and engineering management positions. He was Manager of Software Architecture for Open Port Technology, a start-up that created Internet-based messaging software for data carriers. Prior to that, Shawn worked at Motorola's Cellular Infrastructure Group and Wireless Data Group, Sprint PCS, and the University of Illinois' Center for Computational Electromagnetics. Shawn is a graduate of the Stanford University Graduate School of Business (MBA) and the University of Illinois, Champaign (BS and MS in Electrical Engineering) and author of a US patent.

### **Jonathan Chadwick**

Jonathan Chadwick is the Senior Vice President and CFO, Global Customer Markets at Cisco Systems. In this capacity he oversees Cisco's finance teams for the service provider, enterprise, commercial, small business and consumer customer segments. Previously, Jonathan was Cisco's Corporate Controller, responsible for a team of more than 1000 employees managing external reporting, compliance, procurement, shared services, and global process, systems and controls. Prior to that he ran the Corporate Finance and Planning group at Cisco. Jonathan joined Cisco in 1997 from Coopers & Lybrand (now PricewaterhouseCoopers), where he had risen to audit partner. He is a Chartered Accountant in England and holds an honors degree in electrical and electronic engineering from the University of Bath, England.

### **G. Marcus Cole**

Marcus Cole is the Wm. Benjamin Scott and Luna M. Scott Professor of Law at Stanford Law School. A scholar of the law of bankruptcy, corporate reorganization and venture capital, Professor Cole takes an empirical law and economics approach to research questions such as

why corporate bankruptcies increasingly are adjudicated in Delaware, and what drives the financial structure of companies backed by venture capital. He has been a national fellow at the Hoover Institution, and has scholarly interests that range from classical liberal political theory to natural law and the history of commercial law. He serves on the board of directors for the Central Pacific Region of the Anti-Defamation League of B'nai B'rith, and on the editorial board of the *Cato Supreme Court Review*. Before joining the Stanford Law School faculty in 1997, Professor Cole was an associate in complex commercial litigation with the Chicago law firm of Mayer, Brown & Platt, and clerked for Judge Morris Sheppard Arnold of the U.S. Court of Appeals for the Eighth Circuit.

### **Steven Farr**

As Chief Knowledge Officer, Steven Farr leads Teach For America's efforts to discern what distinguishes teachers whose students in low-income communities achieve dramatic academic growth. Those findings inform the organization's teacher selection, training and support. Steven also works to build the organization's knowledge by learning from and sharing with other organizations working towards educational equity. Farr is the author of the organization's 2010 book *Teaching As Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap*. Farr's work was featured in a 2010 [Atlantic](#)<sup>1</sup> article and on [ABC World News Tonight](#)<sup>2</sup> as part of the Person of the Week segment. Since 2001, Farr has overseen various elements of Teach For America's teacher training and support efforts, as well as studies of the best practices of highly effective teachers. He managed the research and development of a number of Teach For America's training texts, including *Instructional Planning and Delivery*, *Classroom Management and Culture*, *Learning Theory*, and *Diversity, Community, and Achievement*. He has contributed to the development of the Teaching As Leadership framework and rubric, as well as some of Teach For America's online resources built around those ideas, including the public resource: [www.teachingasleadership.org](http://www.teachingasleadership.org).

### **Fred Ferrer**

Fred J. Ferrer, MS, is the Chief Executive Officer of The Health Trust, a non-profit organization founded in 1996 that provides direct health services, programs, grant making & advocacy to support its vision: Silicon Valley as the healthiest region in the U.S. For over 19 years, Fred, as executive director of Estrella Family Services, oversaw their early education and family services to 300 children from infancy through 7th grade as well as Estrella's Kids to Camp program, which sent over 700 low-income youth to summer camp. Fred is an adjunct professor at Santa Clara University, is a commissioner on the FIRST 5 Commission of Santa Clara County and is involved with many other organizations focused on child development.

### **Alex Hernandez**

Alex Hernandez is a partner at Charter School Growth Fund (CSGF), a venture philanthropy that provides growth capital for high-performing charter school networks. He leads CSGF's "next-generation" learning investments in blended learning programs as well as core investments on the West Coast and Texas. Alex is a former Area Superintendent for Aspire Public Schools, worked as a Broad Resident at Portland Public Schools, and taught high school math at View Park Prep High School in Los Angeles. Prior to that, Alex worked for several years with JP

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<sup>1</sup> <http://www.theatlantic.com/magazine/archive/2010/01/what-makes-a-great-teacher/7841/>

<sup>2</sup> <http://abcnews.go.com/WNT/video/secrets-americas-greatest-teachers-9961455>

Morgan and Disney Ventures. He is a graduate of Claremont McKenna and has an MBA and Masters of Education from Stanford University.

### **Deborah McGriff**

Deborah McGriff leads NewSchools' Academic Systems Initiative, and contributes to investment strategy and management assistance for portfolio ventures, including charter management and school turnaround organizations.

Deborah has been committed to transforming the lives of underserved urban school students for almost four decades. In 1993, Deborah became the first public school superintendent to join EdisonLearning (formerly Edison Schools). There, she held numerous positions at the company, including President of Edison Teachers College, Executive Vice President of Charter Schools, and Executive Vice President of several external relations functions.

Prior to joining EdisonLearning, Deborah served as the first female General Superintendent of Detroit Public Schools. Crain's Detroit Business named her Newsmaker of the Year for 1992. Before that, she was the first female Assistant Superintendent in Cambridge, Massachusetts and the first female Deputy Superintendent in Milwaukee, Wisconsin. She was a teacher and administrator in the New York City Public Schools for more than a decade.

Deborah is former President of the Education Industry Association. She currently serves on the board of the National Alliance for Public Charter Schools, where she also is an executive committee member, as well as founder and national board member of the Black Alliance for Educational Options. She also serves on the advisory boards of the National Council on Teacher Quality and of the Program on Education Policy and Governance at Harvard's John F. Kennedy School of Government, as well as the Technical Working Group for a national evaluation of the Federal Charter Schools Program being led by WestEd. Deborah is also a member of the Review Board for the Broad Prize in Urban Education.

Deborah holds a bachelor's degree in education from Norfolk State University, a master's degree in education with a specialization in reading pedagogy from Queens College of the City University of New York, and a doctorate in Administration, Policy and Urban Education from Fordham University.

### **Tim Ranzetta**

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

### **Eric Resnick**

Eric Resnick is managing partner of KSL Capital Partners, a \$750 million real estate private equity fund. Eric is also Chief Financial Officer of KSL Resorts, which owns and operates high-end resort properties such as the Hotel del Coronado in San Diego. Previously, Eric was the Vice President of Strategic Planning for Vail Resorts and a consultant with McKinsey and Company.

**Kim Smith**

Kim Smith is widely recognized as an innovative and entrepreneurial leader in education, and was featured in Newsweek's report on the "Women of the 21st Century" as "the kind of woman who will shape America's new century." After being a founding team member at Teach For America, she went on to found and lead an AmeriCorps program for community-based leaders in education, as well as a business start-up, and worked in marketing for online learning. After completing her MBA at Stanford, Kim co-founded and led NewSchools Venture Fund, a venture philanthropy firm focused on transforming public education, where she helped to create a new, bipartisan, cross-sector community of entrepreneurial change agents.

Kim has helped to incubate numerous education and social change organizations and served on a range of boards, which currently include: NewSchools, ROADS (a charter management organization focused on over-age under credited students), Giving Assets, and Rocketship Education. She has authored a number of publications about the entrepreneurial education landscape, including "What Is Educational Entrepreneurship?" in *Education Entrepreneurship: Realities, Challenges, Possibilities*, "Social Purpose Capital Markets in K-12" in *The Future of Educational Entrepreneurship: Possibilities for School Reform*, "Creating Responsive Supply in Education" in *More Than Just Schools: Rethinking the Demand for Educational Entrepreneurship* and "Innovation in Education: Problems and Opportunities." Kim is based in the San Francisco Bay Area, where she lives with her husband and two daughters.

**Alex Terman**

Alex Terman was a founding employee of Leadership Public Schools (LPS), a non-profit charter management organization, and served as the organization's first Chief Operating Officer until early 2007. Prior to joining LPS, Alex worked in business and corporate development roles at America Online and as an Associate Consultant at Bain & Company, an international management consulting firm. Alex also has served as a John Gardner Fellow in the Office of the United States Trade Representative and as a board member and classroom volunteer for Junior Achievement of the Bay Area. He holds a Bachelor of Arts in History from the University of California, Berkeley, a Masters of Business Administration from the Stanford Graduate School of Business, and has completed the Broad Residency in Urban Education, a two-year management development program that prepares leaders for senior management positions in public education.

***National Strategy Board***

Rocketship's National Strategy Board is made of political leaders, foundation leaders, educators, business-people and other community leaders and is designed to help Rocketship develop its long-term strategy for closing the achievement gap in the United States.

**Reed Hastings**

*Co-Chair*

Reed Hastings founded Netflix in 1997 and launched the subscription service in 1999. Netflix grew to one million subscribers in less than four years, and reached 9.4 million subscribers by the end of 2008. In eight consecutive surveys since 2005, Netflix has been ranked number one in

customer satisfaction across all of ecommerce by independent researcher ForeSee Results. In the fall of 2005, Netflix was the winner of *Fast Company's* national Customers First Award, with Reed appearing on the cover of the October issue. Also in 2005, *Time* magazine added Reed to its "Time 100" list of the one hundred most influential global citizens. In March 2007 Reed was appointed to Microsoft Corporation's board of directors and was inducted into the Video Business Hall of Fame the following December. Earlier in his career, Reed founded Pure Software, which he built into one of the world's 50 largest public software companies. After a successful public offering and a number of acquisitions, Pure was acquired by Rational Software in 1997. Reed is an active educational philanthropist and board member of many non-profits. In addition, he was President of the California State Board of Education from 2000 to 2004. He has led successful statewide political campaigns for more charter public schools and easier passage of local school bonds. Reed received a BA degree from Bowdoin College in 1983 and an MSCS degree from Stanford University in 1988. He holds several patents. Between his years at Bowdoin and Stanford, Reed served in the U.S. Peace Corps as a high school math teacher in Swaziland.

### **Don Shalvey**

#### *Co-Chair*

Don Shalvey is Deputy Director for Education at the Bill and Melinda Gates Foundation. He oversees the work of the States, District and Networks portfolio which includes STEM programs, charter schools and Early College High School models. His team also supports states and districts in the implementation of their plans for effective teaching, data, assessments and post secondary work. Prior to joining the foundation, Don was the founder and CEO of Aspire Public Schools and has spent the past 40 years in public education where he is widely recognized as a leader in public school reform and the charter school movement. In 1992, Don served as the Superintendent of San Carlos School District, where he sponsored the first charter school in California. The San Carlos Charter Learning Center became a California Distinguished School and has since served as a model for many other charter schools. In 1998, Don and Reed Hastings co-founded Californians for Public School Excellence, a grass-roots organization that led to the passage of the Charter Schools Act of 1998, which lifted the cap on the number of charter schools in the state. Don is a frequent advisor to policy makers, practitioners and authorizers of charter schools across the nation. He currently serves as the Chair of the California Commission for Special Education. He is also a Board member on a number of not-for-profit organizations including: Jobs for the Future (JFF), Ed Source, and the Stanford University School of Education. His work has been recognized in a variety of national publications and television/radio shows including: *The Wall Street Journal*, *Fast Company*, *Newsweek*, the Charlie Rose Show and NPR. In 2002, the prestigious Ashoka Foundation recognized Don as a Fellow for his outstanding work as a social entrepreneur. More recently, Don was given the James Irvine Foundation Leadership Award for advancing the quality of life for Californians. In June 2009, he was elected to the Charter School Hall of Fame by the National Alliance for Public Charter Schools. Don earned an EdD degree in Educational Leadership/Administration from the University of Southern California, an MEd degree in Counseling and Guidance from Gonzaga University and a BA from LaSalle College.

## **Letters of Support and Memoranda of Understanding**

### **Letters of support from our current Bay Area region:**

- Santa Clara County Office of Education Letter of Support
- Franklin McKinley School District Letter of Support
- Sam T. Liccardo, San Jose Councilmember Letter of Support

### **Letters of support from other regions supporting Rocketship growth:**

- Chicago Public Schools Letter of Support
- Tennessee Achievement School District Letter of Support
- Nevada Department of Education Letter of Support
- Louisiana Recovery School District Letter of Support
- New Schools for New Orleans Letter of Support
- Schools That Can Milwaukee Letter of Support
- Marquette University Institute for the Transformation of Education Letter of Support
- Donnell-Kay Foundation Letter of Support

### **Letters of support from Rocketship funders:**

- Charter School Growth Fund Letter of Support
- Broad Foundation Letter of Support
- New Schools Venture Fund Letter of Support

### **Memoranda of Understanding between Rocketship and current authorizers:**

- Memorandum of Understanding between Franklin-MicKinley School District and Rocketship Education on behalf of Rocketship Mosaic Elementary
- Memorandum of Understanding between the Santa Clara County Office of Education and Rocketship Education on behalf of Rocketship Charter Schools



Santa Clara County Office of Education

Charles Weis, Ph.D.  
County Superintendent of Schools

August 4, 2011

John Danner, CEO  
Rocketship Education  
420 Florence Street, Suite 300  
Palo Alto, CA 94301

Dear Mr. Danner,

I am writing to express my strong support of Rocketship Education's application for funding from the Charter School Program Replication/Expansion grant program. I have observed Rocketship launch and operate three charter schools that demonstrate outstanding results for all students, especially low-income students and English Language Learners. I am looking forward to the opening of the next two Rocketship Schools in Santa Clara County this August.

As Superintendent of Education of Santa Clara County, I am extremely excited about the potential of the Rocketship model to close the persistent achievement gap that plagues our educational system. The opportunity to use this funding to support replication and expansion of the model would be extremely valuable to our region and the nation.

Santa Clara County Office of Education will continue to partner with you as you expand. The SCCOE is also a lead partner in SJ2020, an initiative to close the achievement gap in San Jose by 2020, and another key Rocketship partner.

I wish you success in your application and with your work going forward.

Sincerely,

A handwritten signature in cursive script that reads "Charles Weis".

Charles Weis, Ph.D.  
County Superintendent of Schools



**Dr. John R. Porter, Jr.**  
**Superintendent**  
**Franklin-McKinley School District**  
645 Wool Creek Drive, San Jose, CA 95112 • [www.fmsd.org](http://www.fmsd.org)

**T: 408.283.6006      F: 408.283.6022**

August 8, 2011

John Danner, CEO  
Rocketship Education  
420 Florence Street, Suite 300  
Palo Alto, CA 94301

Dear Mr. Danner,

I am writing to express support of Rocketship Education's application for funding from the Charter School Program Replication/Expansion grant program. I have observed Rocketship launch and operate three charter schools within San Jose that demonstrate outstanding results for all students, especially low-income students and English Language Learners. Moreover, I am excited for Rocketship to open a school in Franklin McKinley School District this year, as well as another a year later.

Our partnership with Rocketship Education is very collegial. We have already sent over 50 staff and Board members to visit one of the Rocketship Schools nearby, and we are currently looking into the Hybrid Model that Rocketship has developed as a way to offer more focused academic interventions using appropriate technology-based instruction. Rocketship has been very open to collaborate with us and share their model and practices with our staff. As Superintendent of Franklin McKinley School District, I am extremely excited about the potential of the Rocketship model in collaboration with our traditional schools to close the persistent achievement gap.

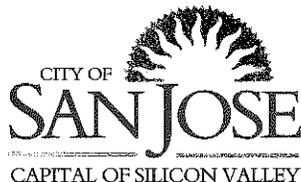
Franklin McKinley School District will continue to partner with you as you expand.

I wish you success in your application and with your work going forward.

Sincerely,

A handwritten signature in black ink that reads "John R. Porter, Jr." with a stylized flourish at the end.

John R. Porter, Jr.  
Superintendent of Schools



*Sam T. Liccardo*  
COUNCILMEMBER

August 8, 2011

Mr. John Danner, CEO  
Rocketship Education  
420 Florence Street, Suite 300  
Palo Alto, CA 94301

Dear Mr. Danner,

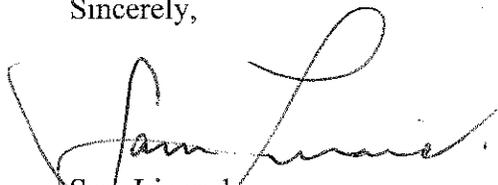
I am writing to express my strong support of Rocketship Education's application for funding from the Charter School Program Replication/Expansion grant program. As an active supporter of Rocketship in opening its first school, Rocketship Mateo Sheedy Elementary School, I have intimately observed the tremendous effects that this school has had on the San Jose community in transforming the educational opportunities and lives of hundreds of students and families. Consequently, over the years, I have continued to be a strong advocate as Rocketship has launched and operated two additional charter schools and are planning to open two more this school year as well. These schools continue to demonstrate outstanding results for all students, especially low-income students and English Language Learners. I am looking very forward to the opening of the next two Rocketship Schools in San José this August.

As a San José City Councilmember and Representative of District 3, I am extremely excited about the potential of the Rocketship model to close the persistent achievement gap that plagues our educational system, especially within my district. The opportunity to use this funding to support replication and expansion of the model would be extremely valuable to our region, the city of San José, and the nation.

The City of San José will continue to partner with you as you expand. Likewise, the City of San José is also a lead partner in SJ2020, an initiative to close the achievement gap in San José by 2020, and another key Rocketship partner.

I wish you success in your application and with your work going forward.

Sincerely,



Sam Liccardo  
Councilmember, District Three  
City of San Jose

PR/Award # U282M110029



CHICAGO PUBLIC SCHOOLS ■ 125 S. Clark Street, 5<sup>th</sup> Floor ■ Chicago, Illinois 60603

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**Jean-Claude Brizard**  
Chief Executive Officer

August 8, 2011

John Danner, CEO  
Rocketship Education  
420 Florence Street, Suite 300  
Palo Alto, CA 94301

Dear Mr. Danner,

I am writing to express my strong support of Rocketship Education's application for funding from the Charter School Program Replication/Expansion grant program. I have been aware of Rocketship Education for a few years, especially as their schools have demonstrated outstanding results for all students, especially low-income students and English Language Learners. I am hopeful of the possibility of collaborating with Rocketship in expanding to Chicago and we are currently actively working with them towards this.

As Chief Executive Officer of Chicago Public Schools, I am extremely excited about the potential of the Rocketship model to close the persistent achievement gap that plagues our educational system. The opportunity to use this funding to support replication and expansion of the model could be extremely helpful to Rocketship and Chicago's ability to partner in this work.

Chicago Public Schools will continue to partner with Rocketship as you expand.

I wish you success in your application and with your work going forward.

Sincerely,

A handwritten signature in black ink, appearing to read "Jean-Claude Brizard".

Jean-Claude Brizard  
Chief Executive Officer  
Chicago Public Schools



August 3, 2011

John Danner  
Co-Founder and Chief Executive Officer  
Rocketship Education  
420 Florence Street, Suite 300  
Palo Alto, CA 94301

Dear John,

The Achievement School District of Tennessee is extremely excited about the potential to open Rocketship schools in Tennessee, and we strongly support your application for funding from the Charter School Program Replication/Expansion grant program.

We have seen the outstanding results that existing Rocketship schools are producing for low-income students and English Language Learners. The opportunity to use CSP funding to support replication of the Rocketship school model to multiple regions would help to eliminate the achievement gap we see in our country.

As Superintendent, I see strong potential in the Rocketship model to make immediate and lasting change in the way that we approach teaching and learning in Tennessee and across the country. Rocketship's combination of outstanding talent development; early intervention for all students; intensive individualization; use of online educational technology; and commitment to parent empowerment, is both energizing and inspiring. I also believe that your strong national operations team has the skills and systems to build out your school model according to plan.

I look forward to building a partnership together as we work to best serve the needs of our students.

Sincerely,

Chris Barbic  
Superintendent  
Tennessee Achievement School District

KEITH W RHEAULT  
*Superintendent of Public Instruction*

STATE OF NEVADA

TEACHER LICENSURE  
SOUTHERN NEVADA OFFICE  
9890 S. Maryland Parkway  
Suite 221  
Las Vegas, Nevada 89183  
(702) 486-6458  
Fax: (702)486-6450

*Deputy Superintendent*  
Instructional, Research and Evaluative  
Services



GREG T. WEYLAND  
*Deputy Superintendent*  
Administrative and Fiscal Services

SATELLITE OFFICE  
ADDRESSES/MAPS  
<http://www.doe.nv.gov>

DEPARTMENT OF EDUCATION  
700 E. Fifth Street  
Carson City, Nevada 89701-5096  
(775) 687 - 9200 · Fax: (775) 687 - 9101

August 3, 2011

John Danner  
Co-Founder and Chief Executive Officer  
Rocketship Education  
420 Florence Street, Suite 300  
Palo Alto, Ca 94301

Dear John,

The Nevada Department of Education is extremely excited about the potential to open Rocketship schools in Nevada, and we strongly support your application for funding from the Charter School Program Replication/Expansion grant program.

We have seen the outstanding results that existing Rocketship schools are producing for low-income students and English Language Learners. The opportunity to use CSP funding to support replication of the Rocketship school model to multiple regions would help to eliminate the achievement gap we see in our country.

As Director of the Office of Charter Schools, I see strong potential in the Rocketship model to make immediate and lasting change in the way that we approach teaching and learning in Nevada and across the country. Rocketship's combination of outstanding talent development; early intervention for all students; intensive individualization; use of online educational technology; and commitment to parent empowerment, is both energizing and inspiring. I also believe that your strong national operations team has the skills and systems to build out your school model according to plan.

I look forward to building a partnership together as we work to best serve the needs of our students.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Canavero", written over a horizontal line.

Steve Canavero Ph.D.

Director, Office of Charter Schools

August 9, 2011

John Danner  
Co-Founder and Chief Executive Officer  
Rocketship Education  
420 Florence Street, Suite 300  
Palo Alto, CA 94301

Dear John,

I am writing in support of your application for funding from the Charter School Program Replication/Expansion grant program. The award of CSP funding to Rocketship would enable the replication of a high-quality educational model and support our efforts to develop excellent, open-admission public charter schools throughout Louisiana.

While the Louisiana Recovery School District has never worked with Rocketship, I am impressed by the outstanding results you are producing elsewhere and I was pleased to learn of your application to operate schools in New Orleans and Baton Rouge.

I see strong potential in the Rocketship model to improve educational outcomes in Louisiana. Furthermore, your focus on talent development, individualization, and technological innovation could dramatically improve the way we approach teaching and learning across the country.

I am very excited to see your model scale nationally and I look forward to working with you to serve the students of Louisiana.

Sincerely yours,



Adam Hawf  
Executive Director of Planning  
Louisiana Recovery School District

August 3, 2011

John Danner  
Co-Founder and Chief Executive Officer  
Rocketship Education  
420 Florence Street, Suite 300  
Palo Alto, CA 94301

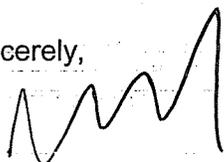
Dear John,

New Schools for New Orleans is very excited about the potential to open Rocketship schools in the Greater New Orleans area, and we strongly support your application for funding from the Charter School Program Replication/Expansion grant program.

Our efforts have been integral in aligning the charter movement around an aggressive reform agenda and bringing to the New Orleans public education landscape proven, high-quality providers focused on closing the achievement gap. I believe that Rocketship's unique hybrid school model can play a significant role in leading education reform in New Orleans. The families of New Orleans will benefit greatly from Rocketship's program and I'm a firm believer that the CSP funds will assist Rocketship in expanding to our city and across the country.

I look forward to building a partnership together as we work to best serve the needs of our students.

Sincerely,



Neerav Kingsland  
Chief Strategy Officer  
New Schools for New Orleans



The Vision: 20,000 students in high-performing schools by 2020.

August 3, 2011

John Danner  
Co-Founder and Chief Executive Officer  
Rocketship Education  
420 Florence Street, Suite 300  
Palo Alto, CA 94301

Dear John,

I am happy to learn of and strongly support your application for funding from the Charter School Program Replication/Expansion grant program. As you know, Schools That Can Milwaukee (STCM) is working vigorously with city, business and nonprofit leaders to recruit Rocketship – and its unique, high-impact model – to Milwaukee.

Milwaukee has consistently emerged as one of the lowest performing urban districts with the largest racial achievement gap in the country. Believing communities cease to accept poor schools and student failure when a significant number of excellent schools exist, Schools That Can Milwaukee was founded with a vision of 20,000 students in high-performing urban schools by 2020. By reaching 20,000, STCM seeks to create a tipping point for systemic change in Milwaukee, ensuring ALL students have the opportunity to learn and succeed. With your proven track record and innovative school model, Rocketship will play a major role in this transformation.

Other district, charter and private schools within the Schools That Can Milwaukee network are eager to collaborate with Rocketship, learning from your parent engagement & empowerment, leadership development program and hybrid model leveraging technology to meet individual student needs. This collaboration will be highly effective in helping to close the achievement gap in Milwaukee.

While I am eager to have Rocketship launch in Milwaukee in fall of 2013, I believe Rocketship has the systems and procedures in place that will enable you to expand into new regions beyond Milwaukee as well. The CSP funds will enable Rocketship to partner with STCM to see our shared mission to eliminate the achievement gap.

I look forward to building a partnership together as we work to best serve the needs of Milwaukee students.

Sincerely,

A handwritten signature in cursive script that reads "Abby R.".

Abby Ramirez

Executive Director

Schools That Can Milwaukee

**MARQUETTE**  
UNIVERSITY

August 5, 2011

John Danner  
Co-Founder and Chief Executive Officer  
Rocketship Education  
420 Florence Street, Suite 300  
Palo Alto, CA 94301

Dear John,

Those of us who support the move to bring more quality educational options to the City of Milwaukee are extremely excited about the potential to open Rocketship schools in our city. We strongly support your application for funding from the Charter School Program (CSP) Replication/Expansion grant program.

Rocketship's combination of outstanding talent development; early intervention for all students; intensive individualization; use of online educational technology; and commitment to parent empowerment, is both energizing and inspiring. While I see a strong need for innovative schools like Rocketship in Milwaukee, I also believe that a nation-wide need exists, which can be addressed with efficient and intentional expansion of your successful model. I strongly believe the CSP funds will enable your national operations team to capitalize on the talent and systems that are already in place in order to fuel your nation-wide expansion.

I look forward to building a partnership together as we work to best serve the needs of our students.

Sincerely,

Howard Fuller  
Founder and Director



August 5, 2011

John Danner  
Co-Founder and Chief Executive Officer  
Rocketship Education  
420 Florence Street, Suite 300  
Palo Alto, CA 94301

Dear John,

The Donnell-Kay Foundation is extremely excited about the potential to open Rocketship schools in Denver, and we strongly support your application for funding from the Charter School Program Replication/Expansion grant program.

We have seen the outstanding results that existing Rocketship schools are producing for low-income students and English Language Learners. The opportunity to use CSP funding to support replication of the Rocketship school model to multiple regions would help to eliminate the achievement gap we see in our country.

As Executive Director, I see strong potential in the Rocketship model to make immediate and lasting change in the way that we approach teaching and learning in Denver and across the country. Rocketship's combination of outstanding talent development; early intervention for all students; intensive individualization; use of online educational technology; and commitment to parent empowerment, is both energizing and inspiring. I also believe that your strong national operations team has the skills and systems to build out your school model according to plan.

I look forward to building a partnership together as we work to best serve the needs of our students.

Sincerely,

A handwritten signature in black ink that reads 'Tony Lewis'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Tony Lewis  
Executive Director  
Donnell-Kay Foundation



Charter School Growth Fund  
Helping public education thrive.

August 3, 2011

John Danner  
Co-Founder and Chief Executive Officer  
Rocketship Education  
420 Florence Street, Suite 300  
Palo Alto, CA 94301

Dear John,

I write to express my enthusiastic support of Rocketship Education's application for funding from the Charter School Program Replication/Expansion grant program. The Charter School Growth Fund considers Rocketship to be among the most promising models for large-scale, high-quality charter school development that we have invested in to date.

The opportunity to use CSP funding to support replication of the Rocketship school model to multiple regions would help to accelerate the rate at which low-income students in urban neighborhood gain access to top-quality education. We are particularly interested in the further development of a hybrid school platform that combines powerful teaching with deeper use of online learning technology, parent empowerment, human capital development, and a more efficient fiscal model that allows each new school to be self-sustaining as soon as it opens.

Charter School Growth Fund has already committed \$8 million in financing to support Rocketship's initial scaling effort. This is one of the largest commitments in our portfolio and it reflects our utmost confidence in the model, the team, and the potential for closing the achievement gap.

We are extremely excited about our ongoing work together and the progress that you are making in building quality educational options for underserved children.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alex Hernandez', with a long, sweeping flourish extending to the right.

Alex Hernandez  
Partner, Charter School Growth Fund



August 3, 2011

John Danner  
Co-Founder and Chief Executive Officer  
Rocketship Education  
420 Florence Street  
Suite 300  
Palo Alto, California 94301

Dear John,

I write to express my enthusiastic support of Rocketship Education's application for funding from the Charter School Program Replication/Expansion grant program. The Broad Foundation considers Rocketship to be among the most promising models for large-scale, high-quality charter school development that we have invested in to date.

The opportunity to use CSP funding to support replication of the Rocketship school model to multiple regions would help to accelerate the rate at which low-income students in urban neighborhood gain access to top-quality education. We are particularly interested in the further development of a hybrid school platform that combines powerful teaching with deeper use of online learning technology, parent empowerment, human capital development, and a more efficient fiscal model that allows each new school to be self-sustaining as soon as it opens.

The Broad Foundation has already committed \$1 million in financing to support Rocketship's initial scaling effort. This investment reflects our utmost confidence in the model, the team, and the potential for closing the achievement gap.

We are extremely excited about our ongoing work together and the progress that you are making in building quality educational options for underserved children.

Sincerely,

A handwritten signature in black ink, appearing to read 'Luis de la Fuente', with a long horizontal flourish extending to the right.

Luis de la Fuente  
Director



August 3, 2011

John Danner  
Co-Founder and Chief Executive Officer  
Rocketship Education  
420 Florence Street, Suite 300  
Palo Alto, CA 94301

Dear John,

I write to express my enthusiastic support of Rocketship Education's application for funding from the Charter School Program Replication/Expansion grant program. The New Schools Venture Fund considers Rocketship to be among the most promising models for large-scale, high-quality charter school development that we have invested in to date.

The opportunity to use CSP funding to support replication of the Rocketship school model to multiple regions would help to accelerate the rate at which low-income students in urban neighborhood gain access to top-quality education. We are particularly interested in the further development of a hybrid school platform that combines powerful teaching with deeper use of online learning technology, parent empowerment, human capital development, and a more efficient fiscal model that allows each new school to be self-sustaining as soon as it opens.

New Schools Venture Fund has already committed \$1 million in financing to support Rocketship's initial scaling effort. This investment reflects our utmost confidence in the model, the team, and the potential for closing the achievement gap.

We are extremely excited about our ongoing work together and the progress that you are making in building quality educational options for underserved children.

Sincerely,

A handwritten signature in black ink that reads "TED MITCHELL". The signature is written in a cursive style with a large, stylized "T" and "M".

Ted Mitchell  
President and Chief Executive Officer  
New Schools Venture Fund

MEMORANDUM OF UNDERSTANDING

BETWEEN

**Franklin-McKinley School District**

AND

**Rocketship Education on behalf of Rocketship Mosaic Elementary**

**2011 - 2012**

## MEMORANDUM OF UNDERSTANDING - CONTENTS

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## I. RECITALS

### CHARTER GRANTED TO Rocketship Mosaic Elementary

Franklin-McKinley School District granted two charters to Rocketship Education on March 9, 2010, pursuant to the terms of the Charter Schools Act of 1992, as amended. The charters granted by Franklin-McKinley School District are granted with the intention of opening the first of the schools the **2011- 2012** school year, to be reviewed by the FMSD Governing Board after five years of operation for the purpose of determining whether renewal of their charters is warranted.

### PURPOSE OF THIS MOU

This MOU outlines the specific funding sources anticipated to be available to the School and the specific terms under which the Charter School will receive State funding, defines the operational and oversight arrangements between the School District and the School, and defines and resolves other matters of mutual interest. Failure to comply with the terms of the MOU may be considered grounds for revocation of the charter by the School District. The terms of this MOU are expressly incorporated by reference into both charters granted by FMSD, and shall have the force and effect as if expressly contained therein.

### TERM

This MOU becomes effective **July 1, 2011** and covers fiscal year **2011 - 2012** for Rocketship Mosaic Elementary. Rocketship Education and the School District may use this agreement as the basis for developing similar understandings in future fiscal years. Both parties agree to meet and discuss the terms of this and any future MOUs in good faith and in a timely manner. The Charter School's proposed revisions to this MOU must be submitted by **June 30 of the prior year** for Superintendent approval, and will be incorporated as attachments into **the current MOU**.

## II. GOVERNANCE AND DISPUTE RESOLUTION

### GOVERNANCE

It shall be the School's duty and obligation at the School's expense and cost and under the direction of the School's governing body, to manage, operate and administer the School. The parties agree that at all times the School remains accountable and subject to the oversight of Superintendent and the District's Governing Board as provided for in the Charter School Act, the Charter, this MOU and Franklin-McKinley School District (FMSD) Policies and Procedures.

All employees of the School shall be employees of the School and not employees of FMSD, and the School shall be the employer for all purposes, including collective bargaining.

No officer or employee of the School has the express, implied or ostensible power or authority either to enter into or bind FMSD to a MOU or agreement or in any way not otherwise expressly

authorized in writing, nor to extend the credit of FMSD to any third person or party without the express written permission of the Superintendent. Charter School and its parent organization, Rocketship Education, shall indemnify the FMSD and hold the FMSD harmless against any claim, loss, cost or expense arising out of any claim by any third party against the FMSD arising out of any agreement, other than a written agreement to which FMSD is a signatory, between Charter School or Rocketship Education and such third party relating to the operation of the Charter School.

#### DISPUTE RESOLUTION

The FMSD and Charter School shall resolve disputes in accordance with the Dispute Resolution procedure in the Charter. Nothing in that procedure shall be interpreted so as to impair or restrict the District's rights under the revocation process set forth in Education Code section 47607.

#### CHARTER REVOCATION

The School shall be governed at the school level in accordance with the charter and this MOU. The FMSD Board of Education shall hold the School accountable for fulfilling the terms of its charters and the MOU, and may revoke the charter at any time consistent with law. Prior to revocation the FMSD Board of Education will afford the charter school a reasonable opportunity to correct unless the violation constitutes a severe and imminent threat to the health or safety of the pupils.

#### SCHOOL CLOSURE

In the event of closure of the School, the School will follow the procedures established in its charter. In addition, the School will develop a plan for the maintenance and transfer of pupil records. The School is solely responsible for the maintenance and transfer of such pupil records.

### III. DEFINITIONS

None

### IV. FUNDING SOURCES

#### ANTICIPATED FUNDING SOURCES AND MOUS

The school's financial plan as presented in RS4's charter application lists the specific funding sources anticipated to be available to the School based on the best available estimates as of the time it was prepared. This conforms to California Schools Accounting Manual (CSAM)

standards and shows anticipated revenue by specific budget area. The School may seek other revenue sources in addition.

### SPECIAL EDUCATION FUNDING AND RESPONSIBILITIES

The Charter School shall comply with all applicable requirements of federal and state law concerning the education of children with disabilities, including the requirements of the Individuals with Disabilities Act (20 U.S.C. § 1401 *et seq.*), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) and the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*). The School shall implement a Student Study Team Process (SST), a regular education function, to monitor and guide referrals for Section 504 and Special Education services.

The School is a part of the El Dorado County Special Education SELPA. Any change in the School's SELPA affiliation or LEA status for purposes of special education during the period of this MOU shall constitute a material change to this MOU and shall require written notification to and approval from the FMSD. Any such change would also constitute a material change to the Charter, requiring approval by the FMSD Board under Education Code section 47607. The following apply:

1. The School shall adhere to the policies, procedures and other requirements of its SELPA regarding services to special education students. The School shall receive state and federal special education funding in accordance with the allocation plan established by its SELPA.
2. The School shall be responsible for providing all appropriate special education and related services, including development of written individualized education plans ("IEPs"), in accordance with all applicable state and federal laws for all students with exceptional needs. Upon mutual agreement and in accordance with the SELPA Plan FMSD may provide the School with special education services on a fee-for-service basis.
3. The School shall convene IEP team meetings, and shall ensure appropriate documentation of the IEP process and ensure compliance with all parent and student rights. Decisions regarding eligibility, goals/objectives, program, placement and exit from Special Education shall be the decision of the IEP team. Services and placements shall be provided to all eligible School students in accordance with the policies, procedures and requirements of the SELPA. To the extent that the agreed-upon IEP requires educational or related services to be delivered by staff other than the School staff, the School shall provide and/or arrange for such services including, but not limited to, identification, evaluation, and educational services. The School shall, when necessary, initiate and pursue due process hearings and claims as needed to ensure compliance with applicable laws. If a parent or guardian pursues a due process claim, the School shall defend all aspects of the claim.

As a Local Educational Agency of the El Dorado SELPA under Education Code section 47641(a), Charter School hereby acknowledges that it bears full responsibility for the provision of special education services to its students in compliance with the students' IEP, and in accordance with applicable law, and the District shall not bear any responsibility, or sustain any liability, in whole or in part, arising out of Charter School's provision of special education services, as Charter School has not assumed "School of the

District" status under Education Code section 47646(a). The Indemnity provision set forth in Article IX of this Agreement shall apply to protect the District from any claims related to the Charter School's provision of special education services. Nothing in this provision shall impair the District's right to perform its oversight duties with respect to the Charter School's performance of its duties under special education law.

#### OTHER FUNDING SOURCES

The School may receive funding from the California State Lottery with the understanding that the per-ADA amounts owing can vary depending on the receipts of the California State Lottery and other factors. The School may receive funding from new or "one-time" funding sources available to charter schools or school districts provided by the State of California in the state fiscal-year Budget Act and/or related legislation to the extent that the charter school and its students generate such entitlements. Nothing in this provision shall be construed to obligate the District to seek any source of funding on behalf of Charter School, unless otherwise required to do so under the law, or to require the District to allocate to charter school any source of funding identified in Education Code section 47646.

#### V. EXPENDITURES AND FMSD SERVICES

##### EXPENDITURES

The school's financial plan lists the specific expenditures anticipated by the School based on the best available estimates as of the time it was prepared. This conforms to California Schools Accounting Manual (CSAM) standards and shows anticipated expenditures by specific budget area.

##### FMSD SERVICES

FMSD shall provide general oversight of the School. The School will reimburse FMSD the actual costs of oversight up to one percent (1%), or whatever other percentage may be established by law, of the School's general purpose block grant and categorical block grant annual apportionments from the CDE for this oversight.

FMSD will invoice the School for the cost of general oversight and of these additional services on a monthly basis. The School will remit payment for such invoices on a timely basis, but no later than 30 days from the receipt of the invoice.

##### ADJUSTMENTS AND RECONCILIATION

The school's financial plan contains estimates of revenues and expenditures based on the information available when the estimates were prepared. Whenever these estimates are not reflective of actual amounts, the School or the Superintendent may request a meeting to discuss adjustments to or reconciliation of these figures. The parties shall perform reconciliation of any amounts owing after the release of the P2 reports for the fiscal year in question.

## VI. DATA REPORTING AND OBSERVATION

### AVERAGE DAILY ATTENDANCE

The School will develop an attendance reporting calendar and maintain a system to record and account for average daily attendance (ADA). The School will report ADA figures to FMSD on a monthly basis by a date established by FMSD, and using the format required by FMSD, and FMSD will report the ADA data to the CDE as necessary to enable the School to receive the funding specified in this MOU.

### ENROLLMENT

The School shall also obtain a CDS code number for the charter school from the CDE and complete and submit enrollment and other necessary demographic information to FMSD and to the California Basic Education Data System (CBEDS) consistent with state timelines.

### BUDGET AND FINANCE

A final budget, with estimated revenues and expenditures with justification for each revenue source with calculations, approved by the School's Board of Directors is due to FMSD by June 30<sup>th</sup> prior to the beginning of the subsequent fiscal year.

### FINANCIAL REPORTS

CHARTER SCHOOL INTERIM FINANCIAL REPORT – ALTERNATIVE FORM – Use the state formatted report, first interim report as of October 31 due by December 15, second interim report as of January 31 due by March 15.

CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT – ALTERNATIVE FORM – This report must be submitted to FMSD on or before September 15 for the prior fiscal year that ended on June 30.

### AUDIT

The School shall cause to be prepared an audit of the financial transactions of the charter school each year. The School shall immediately forward a copy of the audit to FMSD upon receipt of the final audit findings in accordance with state time lines.

The School shall contract for an audit to be prepared in accordance with K-12 audit standards. The School shall also conduct a Single Audit if the School is required to do so under federal guidelines. The audit shall be performed by an independent auditor designated in the school's financial plan, or another auditor acceptable to the Superintendent. The named auditor of choice shall be decided not later than April 1 of the year to be audited. The School shall be responsible

for developing and implementing an audit resolution plan, for resolution of all audit exceptions to the satisfaction of the District, for any findings/recommendations included in the audit of the prior year. Such plan shall be submitted to the Superintendent by March 15 for review and approval each year during the term of this MOU.

### SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

On or before February 10 of each year, the School will post its SARC for the prior year on the Rocketship Education web site. The School may, but is not required to, use the template developed by the CDE and available at <http://www.cde.ca.gov/ta/ac/sa> as a guide. The School will include the following elements and may present additional pertinent information at its discretion:

- *Contact information* for the School, including school name, principal, street address, phone and fax numbers, e-mail address, and CDS code.
- *School description and mission statement.*
- Description of *opportunities for parent involvement.*
- *Demographic information*, including numbers of students in each grade level, and number and percentage of students in each racial and ethnic subgroup as reported by CBEDS.
- Description of *School climate* and safety, including the content and currency of the comprehensive safety plan, the School's efforts to create and maintain a positive learning environment, and the number and percentage of suspensions and expulsions of the total enrollment.
- *Academic data*, including the percentage of students achieving at the Proficient or Advanced level on the CST by grade level and subject, as well as school wide and by significant subgroups
- *Academic Performance Index (API) data*, including (1) school wide API base and growth scores, growth targets, statewide and similar schools ranks, and percent tested over the last three years, and (2) API base and growth scores and targets for significant subgroups over the last three years.
- *Adequate Yearly Progress (AYP) data*, including (1) whether AYP criteria were met school wide, and (2) participation rates and percent proficient or above both school wide and by significant subgroups.
- Information regarding whether the School is in *Program Improvement* and in which year.
- *Average class size.*
- *Number of teachers* as reported by CBEDS, and the number of NCLB compliant teachers teaching core academic subjects.
- Information about the procedures and *criteria for teacher evaluations.*
- Information about the *structure of the School's instructional program*, including professional development, number of instructional minutes offered, and number of and reasons for minimum day schedules.
- *Total dollars spent* by the School and dollars spent per student.
- Data regarding *parent satisfaction* with the School.

## FACILITY AND WORKPLACE SAFETY

The School shall comply with and maintain appropriate records of compliance with all applicable workplace safety laws and regulations, and shall make such records available to FMSD upon request.

The School will be located within the FMSD geographical boundaries. The School will meet all physical requirements established by law for safety, access, maintenance, and repair.

## STUDENT RECORDS

The School shall maintain student records of general directory information, academic progress, immunization and other health records, and shall make such records available to FMSD upon request. The School shall also maintain separate individual student disciplinary records, and individual education plans for students who require special education services, and shall make such records available to FMSD upon request.

## EMPLOYEE RECORDS

The School shall maintain full employee personnel records for each employee, and shall make such records available to FMSD upon request as consistent with applicable law.

## REQUIRED DISCLOSURES

The School shall notify the Superintendent of any pending, actual, or reasonable anticipation of litigation from any party, of any potential infraction, or criminal or civil action against the School or any employee, Special Education complaint or due process hearing, or request for information by any governmental agency.

## OTHER DATA

The School shall provide all data and reports required by the CDE, including CBEDS, attendance reports, projected teacher needs, etc. The School shall also obtain and work cooperatively to supply to FMSD in a timely and accurate fashion any other information required by FMSD to complete its oversight responsibilities.

## OBSERVATIONS

The Superintendent and/or designee(s) may observe any activities of the School, its operations, instruction, or meetings, at any time, without notice.

## VII. SCHOOL PROGRAMS AND ACADEMIC PERFORMANCE

## RECRUITMENT AND REGISTRATION

The School's recruitment and registration processes shall be as described in the charter.

## ADMISSIONS PREFERENCE

The School's admissions preferences shall be as described in the charter.

## INTERVENTION PROGRAMS

Programs for English Language Learner (ELL) students and for students requiring remedial intervention must be rigorous, intensive and comprehensive.

## ACADEMIC PERFORMANCE

The School must conform with applicable *No Child Left Behind* requirements as specified in annual measurable objectives and other statewide assessments as applicable to charter schools. Subject areas must include state based areas and requirements. The timeline must adhere to those required by CDE. The School must achieve an API that satisfies the requirements established by CDE, its charter and law. The School's plan for academic performance shall be as described in the charter.

The School shall provide periodic student assessment data in the core subject areas. This data should be aligned with, and predictive of the California State Tests (CST) for each grade.

## VIII. PERSONNEL

The School shall meet all credentialing requirements of State and federal law and regulations, including the California Education Code and the No Child Left Behind Act, as applied to Charter Schools.

Core teachers shall be fully credentialed and credentialed in appropriate subject matter in accordance with Education Code 47605(1). The School shall have flexibility to hire non-credentialed teachers in non-core classes, including art, music, and other non-core classes, as long as such flexibility does not contradict State or federal requirements.

Upon hiring, teachers shall be fingerprinted and undergo a background check in order for the school to receive subsequent arrest information. All employees will have a fingerprint clearance prior to beginning employment at the School. The principal of the School, or the principal's designee, shall be the designated contact at the School for all employment matters, including to establish fingerprint process and accept subsequent arrest records, and to monitor credentials, request emergency permits, etc., on an ongoing basis, and providing such information to FMSD upon request, consistent with applicable laws. FMSD will monitor credentials and assignments no less than one time per year, as consistent with law.

The School must establish policies for protecting the employment rights of employees. Such policies must include statements that cover bargaining if applicable or contracts, sick/vacation leaves, and service credit (STRS) or tenure at a former district while teachers work in charter school, if applicable. Such policies must be consistent with the Charter, and cannot purport to grant any rights with respect to District employment that are not otherwise granted through District Board Policy, Education Code or collective bargaining agreement.

The School must establish policies for protecting the employment rights of special populations. Such policies must include statements that cover recruitment, selection and hiring, and reasonable accommodations.

## IX. INDEMNITY AND INSURANCE

### INDEMNITY

The School shall be governed by a non-profit corporation pursuant to Section 47604(a) and (c). The non-profit corporation shall assume all liability, fiscal, and otherwise, for the actions, errors and omissions of its officers, employees, volunteers, and agents.

FMSD shall not be liable for the debts and obligations of the School. The School shall defend, indemnify, save, and hold harmless FMSD, its officers, employees, volunteers, and agents from any and all claims, costs and liability for any damages, sickness, death, or injury to person(s) or property, including without limitation all consequential damages, from any cause whatsoever arising directly or indirectly from or connected with the operations or services of the School, its officers, employees, volunteers, and agents or hereunder, save and except claims or litigation arising from the sole active negligence or sole willful misconduct of FMSD, its officers, employees, volunteers or agents. School will reimburse FMSD for any expenditure, including reasonable attorneys' fees, FMSD may make by reason of the matters that are the subject of this indemnification, and if requested by FMSD will defend any claims or litigation to which this indemnification provision applies at the sole cost and expense of the School.

The School shall not be liable for the debts or obligations of FMSD. FMSD shall assume all liability, fiscal, and otherwise, for the actions, errors and omissions of its officers, employees, volunteers, and agents. FMSD shall defend, indemnify, save, and hold harmless the School, its officers, employees, volunteers, and agents from any and all claims, costs and liability for any damages, sickness, death, or injury to person(s) or property, including without limitation all consequential damages, from any cause whatsoever arising directly from or connected with the operations or services of FMSD, its officers, employees, volunteers, and agents or hereunder, save and except claims or litigation arising from the sole active negligence or the sole willful misconduct of the School. FMSD will reimburse the School for any expenditure, including reasonable attorneys' fees, the School may make by reason of the matters that are the subject of this indemnification, and if requested by the School, FMSD will defend any claims or litigation to which this indemnification provision applies at the sole cost and expense of FMSD.

### INSURANCE

During the entire life of this MOU or modification thereof, the School shall take out and maintain insurance policies meeting the following insurance requirements:

a. **Liability Insurance** -- The School shall provide general liability insurance, including coverage for owned and non-owned automobiles, with minimum combined single limit coverage of \$15,000,000 per occurrence for all damages, including consequential damages, bodily injury, sickness or disease, or death to any person or damage to or destruction of property including the loss of use thereof, arising from each occurrence. Coverage shall include protection for Corporal Punishment. Such insurance shall be endorsed to name FMSD, its officers, employees, volunteers, and agents as additional insured as to all services performed by School under this agreement. Said policies shall constitute primary insurance so that other insurance/self-insurance policies held by FMSD shall not be required to contribute to any loss covered under the School's insurance policy or policies.

b. **Property Insurance** -- The School shall carry property insurance in the amount as deemed necessary by the Lessor and naming the Lessor as loss payee.

c. **Vehicle Liability Insurance** -- The School shall carry vehicle liability insurance for bodily injury (including death) and property damage which provides total limits of not less than fifteen million dollars (\$15,000,000) combined single limit per occurrence applicable to all owned, non-owned, and hired vehicles.

d. **Student Accident Insurance** -- The School shall carry reasonable amounts of student accident insurance.

e. **Workers Compensation** -- The School shall provide workers' compensation insurance coverage for its employees and volunteers for not less than statutory limits per occurrence.

f. **Certificate of Insurance** -- The School shall provide FMSD with a certificate of insurance evidencing the above insurance prior to the effective date of this MOU. The liability insurance shall be endorsed to name FMSD as additional insured with an additional insured endorsement. The certificate(s) and additional insured endorsements shall be provided to FMSD no later than the effective date of this MOU. If the School should renew the insurance policy(s) or acquire either a new insurance policy(s) or amend the coverage afforded through an endorsement to the policy at any time during the term of this MOU, then School shall provide (a) current certificate(s) of insurance.

g. **Additional Provisions** -- The insurance policies provided by the School shall include a provision for thirty (30) days written notice to FMSD before cancellation or material changes of the above-specified coverage. The insurance companies shall be California admitted insurers with an A.M. Best rating of "A" or better. The insurance policies provided by the School shall include a provision for 30 days written notice to FMSD before cancellation or material changes of the above-specified coverage.

h. **Fidelity Bond** -- The School shall furnish FMSD with evidence that all officials, employees, and agents handling or having access to funds received or disbursed or authorized to sign or countersign checks, are covered by an employee dishonesty policy or a blanket fidelity bond adequate to cover a reasonable percentage of its operating budget.

- i. Continuous Coverage – If any of the above required coverages should expire, lapse or be cancelled, and not be immediately replaced by the School, FMSD shall have the right but not the obligation to purchase similar coverages at the School's sole expense.

## X. CONSTRUCTION AND SEVERABILITY

### AMENDMENTS

This agreement may be amended or modified, in whole or in part on an annual basis, only by an agreement in writing developed in the same manner as this agreement.

### CHARTER PROVISIONS

All terms and provisions of this MOU are hereby incorporated by reference into the charter approved by the FMSD Board of Education and are expressly made a part of the Charter as if expressly set forth therein. Any modification to or amendment of this MOU shall be made in writing, executed by both parties, and attached to this MOU. To the extent that such modification constitutes a material revision of the Charter, Charter School shall bring the modification or amendment for approval by the FMSD Board before it takes effect.

### SEVERABILITY

If any provision or any part of this agreement is for any reason held to be invalid or unenforceable or contrary to public policy, law, statute or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.

### NOTIFICATIONS

All notices, requests, and other communications under this agreement shall be through the following contacts or their designees.

To the District:

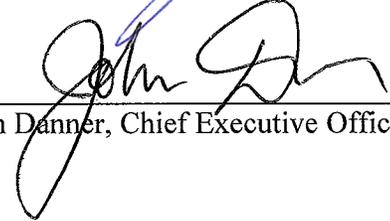
District at:  
 Superintendent  
 Franklin-McKinley School District  
 645 Wool Creek Drive  
 San Jose, California 95112

To the School at:

John Danner, CEO  
 Rocketship Education  
 420 Florence #300  
 Palo Alto, CA 94301

IN WITNESS WHEREOF, the parties to this agreement have duly executed it on the day and year set forth below.

BY  DATE 6/28/11  
John Porter, Superintendent, Franklin-McKinley School District

BY  Pub DATE \_\_\_\_\_  
John Danner, Chief Executive Officer, Rocketship Education

CONTRACT  
BETWEEN THE SANTA CLARA COUNTY BOARD OF EDUCATION  
AND **Rocketship Education on behalf of the Rocketship Charter Schools**

2010 - 2013

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## I. RECITALS

### CHARTER GRANTED TO Rocketship Mateo Sheedy, Rocketship Si Se Puede, and **Rocketship Education**

The Rocketship Mateo Sheedy (Rocketship One) charter was approved "for an initial period of three years of operation" by the Santa Clara County Board of Education on October 18, 2006. On **February 17, 2010**, the County Board of Education approved the renewal of the charter for Rocketship Mateo Sheedy Elementary School for the period July 1, **2010** through June 30, **2015**.

The Rocketship Si Se Puede (Rocketship Two) charter was approved by the Santa Clara County Board of Education on September 17, 2008 (Resolution No. 2016-1) for an initial three years of school operation, commencing on July 1, 2009 and continuing through June 30, 2012." This school will need to submit a renewal application in fiscal year **2012**.

The Santa Clara County Board of Education granted a charter to **Rocketship Education on behalf of Rocketship Countywide Charter School** (hereinafter "School") on **June 17, 2009** (Attachment 1), pursuant to the terms of the Charter Schools Act of 1992, as amended. The charter granted by the County Board of Education (Attachment 2) is granted until June 30, **2015**.

### PURPOSE OF THIS CONTRACT

This contract outlines the specific funding sources anticipated to be available to the School and the specific terms under which the Superintendent will claim funding entitlements on behalf of the School and the Superintendent will make such funding available to the School, defines the operational and oversight arrangements between the County Board of Education and the School, and defines and resolves other matters of mutual interest. Failure to comply with the terms of the contract may be considered grounds for revocation of the charter by the County Board of Education.

### TERM

This contract becomes effective July 1, **2010** and covers fiscal years **2010 - 2013** for Rocketship Mateo Sheedy and Rocketship Three Countywide and covers fiscal years 2011 through 2012 for Rocketship Si Se Puede. Rocketship Education and the County Board of Education may use this agreement as the basis for developing similar understandings in future fiscal years. Both parties agree to meet and discuss the terms of this and any future **CONTRACTS** in good faith and in a timely manner. If Rocketship Mateo Sheedy and Rocketship Three Countywide plan to operate in the **2012** and the **2013** fiscal years, plans for the **2012** fiscal year must be submitted by **June 30, 2011, and by June 20, 2012, for the fiscal year 2013** for Superintendent approval, and will be incorporated as attachments into **the current contract**. If Rocketship Si Se Puede plans to operate in fiscal year **2012**, plans for the **2012** fiscal year must be submitted by **June 30, 2011** for Superintendent approval and will be incorporated as attachments into the current contract.

## II. GOVERNANCE AND DISPUTE RESOLUTION

### GOVERNANCE

It shall be the School's duty and obligation at the School's expense and cost and under the direction of the School's governing body, to manage, operate and administer the School. The parties agree that at all times the School remains accountable and subject to the oversight of Superintendent as provided for in the Charter School Act, the Charter, this contract and Santa Clara County Office of Education (COE) Policies and Procedures.

All employees of the School shall be employees of the School and not employees of COE, and the School shall be the employer for all purposes, including collective bargaining.

No officer or employee of the School has the express, implied or ostensible power or authority either to enter into or bind COE to a contract or agreement or in any way not authorized herein, nor to extend the credit of the COE to any third person or party without the express written permission of the Superintendent.

If the School is governed by a nonprofit corporation, the nonprofit corporation shall be governed by a board of directors in accordance with its bylaws and articles of incorporation. Pursuant to Education Code 47604(b), those bylaws and articles must allow for the appointment of a director by the County Board of Education. The School's board of directors must seat the appointed director upon written notification from the Superintendent of such an appointee. Any such appointed director shall have all the rights and privileges of any regular member of the board of directors. Regardless of such appointment and participation, the COE and School remain separate legal entities.

The governing board will adopt policies and procedures on Conflict of Interest which will include, but not be limited to, provisions related to nepotism, for itself and the School's employees and contractors to ensure that no action taken by an individual or organization covered by the policy results in actual or apparent conflicts of interest; and (2) verification that all board members and School employees have participated in conflict of interest training.

### DISPUTE RESOLUTION

It is the responsibility of the County Superintendent to oversee the operation of the School to ensure that all provisions of the contract, and its attached charter and supporting documents, are fully carried out. If any deviation from these provisions is found, the Superintendent shall order corrective action. Any dispute the School or COE staff may have with the implementation or interpretations of this contract may be appealed to the County Board of Education.

### CHARTER REVOCATION

The School shall be governed at the school level in accordance with the charter and this contract. The County Board of Education shall hold the School accountable for fulfilling the terms of its charters and the CONTRACT, and may revoke the charter at any time consistent with law. Prior to revocation the County Board of Education will afford the charter school a reasonable opportunity to correct unless the violation constitutes a severe and imminent threat to the health or safety of the pupils.

## SCHOOL CLOSURE

In the event of closure of the School, the School will follow the procedures established in its charter. In addition, the School will develop a plan for the maintenance and transfer of pupil records. The School is solely responsible for the maintenance and transfer of such pupil records.

## III. DEFINITIONS

None

## IV. FUNDING SOURCES

### ANTICIPATED FUNDING SOURCES AND CONTRACTS

Table 1 in the School's Financial Plan (Attachment 3) lists the specific funding sources anticipated to be available to the School based on the best available estimates as of the time it was prepared. Table 1 shall conform to California Schools Accounting Manual (CSAM) standards and show anticipated revenue by specific budget area. Each funding source requires a separate explanation including applicable calculation of the revenue. The School may seek other revenue sources not listed in Table 1.

### SPECIAL EDUCATION FUNDING AND RESPONSIBILITIES

The Charter School shall comply with all applicable requirements of federal and state law concerning the education of children with disabilities, including the requirements of the Individuals with Disabilities Act (20 U.S.C. § 1401 *et seq.*), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) and the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*). The School shall implement a Student Study Team Process (SST), a regular education function, to monitor and guide referrals for Section 504 and Special Education services.

The School is a part of the El Dorado County Special Education SELPA. Any change in the School's SELPA affiliation or LEA status for purposes of special education during the period of this CONTRACT shall constitute a material change to this CONTRACT and shall require written notification to and approval from the SCCOE.

The School may apply to any Special Education Local Plan Area (SELPA) in the state to operate as a local educational agency within the SELPA. If the School is admitted to a SELPA, and submits evidence of such admission to the SCCOE by March 15<sup>th</sup>, the School shall be designated as a local educational agency within that SELPA for the coming school year. Otherwise, the School shall be designated as a public school of the SCCOE. Any change in the School's SELPA affiliation or LEA status for purposes of special education during the period of this CONTRACT shall constitute a material change to this CONTRACT and shall require written notification to and approval from the SCCOE.

a. If the Charter School is designated a local educational agency within a SELPA for the purposes of special education services and funding, the following apply:

1. The School shall adhere to the policies, procedures and other requirements of its SELPA regarding services to special education students. The School shall receive state

and federal special education funding in accordance with the allocation plan established by its SELPA.

2. The School shall be responsible for providing all appropriate special education and related services, including development of written individualized education plans ("IEPs"), in accordance with all applicable state and federal laws for all students with exceptional needs. Upon mutual agreement and in accordance with the SELPA Plan the SCCOE may provide the School with special education services on a fee-for-service basis.

3. The School shall convene IEP team meetings, and shall ensure appropriate documentation of the IEP process and ensure compliance with all parent and student rights. Decisions regarding eligibility, goals/objectives, program, placement and exit from Special Education shall be the decision of the IEP team. Services and placements shall be provided to all eligible School students in accordance with the policies, procedures and requirements of the SELPA. To the extent that the agreed-upon IEP requires educational or related services to be delivered by staff other than the School staff, the School shall provide and/or arrange for such services including, but not limited to, identification, evaluation, and educational services. The School shall, when necessary, initiate and pursue due process hearings and claims as needed to ensure compliance with applicable laws. If a parent or guardian pursues a due process claim, the School shall defend all aspects of the claim.

4. The SCCOE shall retain authority to review the School's special education files, records, service delivery records and actual practices, attend IEP meetings, attend SST meetings, and review minutes and documents from all such meetings. The School shall send written notice to the SCCOE at least ten (10) days prior to each upcoming IEP meeting (or when the parent is notified for emergency meetings).

Regardless of whether the Charter School is designated a local educational agency within a SELPA for the purposes of special education services and funding or designated a public school of the SCCOE for the purposes of special education services and funding, the Charter School will be fully and solely responsible for all special education expenses

#### OTHER FUNDING SOURCES

The School may receive funding from the California State Lottery with the understanding that the per-ADA amounts owing can vary depending on the receipts of the California State Lottery and other factors. The School may receive funding from new or "one-time" funding sources available to schools or school districts provided by the State of California in the state fiscal-year Budget Act and/or related legislation to the extent that the charter school and its students generate such entitlements.

### V. EXPENDITURES AND COUNTY OFFICE OF EDUCATION SERVICES

#### EXPENDITURES

Table 2 in the School's Financial Plan (Attachment 3) lists the specific expenditures anticipated by the School based on the best available estimates as of the time it was prepared. Table 2 shall

conform to California Schools Accounting Manual (CSAM) standards and show anticipated expenditures by specific budget area.

### COE SERVICES

The COE shall provide general oversight of the School. The School will reimburse the COE the actual costs of oversight up to one percent (1%), or whatever other percentage may be established by law, of the School's general purpose block grant and categorical block grant annual apportionments from the CDE for this oversight.

In addition to general oversight, the Superintendent may provide additional services for a fee from the COE to the School. Such services may include:

- Financial Services
- STRS enrollment, processing and reporting services
- Library Resources
- Payroll
- Professional Development
- Program Evaluation
- School Plan
- Special Education Services

The School shall include the costs of any such services it chooses to purchase in Table 2 of its Financial Plan (Attachment 3). The COE will invoice the School for the cost of general oversight and of these additional services on a monthly basis. The School will remit payment for such invoices on a timely basis, but no later than 30 days from the receipt of the invoice.

The School may request that the Superintendent provide other contracted services. Should the School seek contracted services from the Superintendent other than those required by this contract, the School and the Superintendent may mutually agree to such services. However, the Superintendent has the right to refuse to provide any services not required by this contract.

### ADJUSTMENTS AND RECONCILIATION

The amounts described above and in Tables 1 and 2 are estimates of revenues and expenditures based on the information available when the estimates were prepared. Whenever these estimates are not reflective of actual amounts, the School or the Superintendent may request a meeting to discuss adjustments to or reconciliation of these figures.

## VI. DATA REPORTING AND OBSERVATION

### AVERAGE DAILY ATTENDANCE

The School will develop an attendance reporting calendar and maintain a system to record and account for average daily attendance (ADA). The School will report ADA figures to the COE on a monthly basis by a date established by the COE, and the COE will report the ADA data to the CDE as necessary to enable the School to receive the funding specified in this contract. The School shall notify the COE if, during any month, actual ADA falls more than 10 percent below ADA as estimated in the annual budget.

### ENROLLMENT

The School shall also obtain a CDS code number for the charter school from the CDE and complete and submit enrollment and other necessary demographic information to the COE and to the California Basic Education Data System (CBEDS) consistent with state time lines.

#### BUDGET AND FINANCE

A final budget, with estimated revenues and expenditures with justification for each revenue source with calculations, approved by the School's Board of Directors is due to the COE by June 30<sup>th</sup> prior to the beginning of the subsequent fiscal year.

#### FINANCIAL REPORTS

MONTHLY REPORTS – due by the 20<sup>th</sup> of each month for the prior month:

Monthly Financial Report – format and spreadsheet provided to School by the COE

Monthly Cash Flows – format and spreadsheet provided to School by the COE

CHARTER SCHOOL INTERIM FINANCIAL REPORT – ALTERNATIVE FORM – Use the state formatted report, first interim report as of October 31 due by December 15, second interim report as of January 31 due by March 15.

CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT – ALTERNATIVE FORM – This report must be submitted to the COE on or before September 15 for the prior fiscal year that ended on June 30.

QUARTERLY BUDGET REPORTS – COE FORM- Use the COE Quarterly Budget Report Form. This report must be submitted to the Charter Schools Department on or before October 30, January 30, April 30, and July 30.

#### AUDIT

The School shall cause to be prepared an audit of the financial transactions of the charter school each year. The School shall immediately forward a copy of the audit to the COE upon receipt of the final audit findings in accordance with state time lines.

The School shall contract for an audit to be prepared in accordance with Governmental Auditing Standards. This audit shall be performed in accordance with Financial Accounting Standards Board (FASB) standards and K-12 audit standards where such standards are applicable to charter schools (including attendance and applicable compliance requirements for government funding streams that the School is seeking.) The School shall also conduct a Single Audit if the School is required to do so under federal guidelines. The audit shall be performed by an independent auditor designated in the School's Financial Plan (Attachment 3), or another auditor acceptable to the Superintendent. The named auditor of choice shall be decided not later than April 1 of the year to be audited. The School shall be responsible for developing and implementing an audit resolution plan for any findings/recommendations included in the audit of the prior year. Such plan shall be submitted to the Superintendent by March 15 for review and approval each year during the term of this CONTRACT.

#### ANNUAL REPORTING

The school will report its progress annually in a written report using the template provided by SCCOE. This report will be due on or before February 10.

### SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

On or before February 10 of each year, the School will post its SARC for the prior year either on the SCCOE web site or the School's own web site. The School may, but is not required to, use the template developed by the CDE and available at <http://www.cde.ca.gov/ta/ac/sa> as a guide. The School will include the following elements and may present additional pertinent information at its discretion:

- *Contact information* for the School, including school name, principal, street address, phone and fax numbers, e-mail address, and CDS code.
- *School description and mission statement.*
- *Description of opportunities for parent involvement.*
- *Demographic information*, including numbers of students in each grade level, and number and percentage of students in each racial and ethnic subgroup as reported by CBEDS.
- *Description of School climate* and safety, including the content and currency of the comprehensive safety plan, the School's efforts to create and maintain a positive learning environment, and the number and percentage of suspensions and expulsions of the total enrollment.
- *Academic data*, including (1) the percentage of students achieving at the Proficient or Advanced level on the CST by grade level and subject, as well as school wide and by significant subgroups, (2) percentage of students scoring at or above the 50<sup>th</sup> percentile on the CAT/6 by grade level and subject, as well as school wide and by significant subgroups, (3) percentage of students meeting fitness standards in total, by grade level, and by gender on the California Physical Fitness Test, (4) data from local assessments, if available, reporting the percentage of students meeting or exceeding the standards, benchmarks, and/or outcomes measured by the local assessment.
- *Academic Performance Index (API) data*, including (1) school wide API base and growth scores, growth targets, statewide and similar schools ranks, and percent tested over the last three years, and (2) API base and growth scores and targets for significant subgroups over the last three years.
- *Adequate Yearly Progress (AYP) data*, including (1) whether AYP criteria were met school wide, and (2) participation rates and percent proficient or above both school wide and by significant subgroups.
- Information regarding whether the School is in *Program Improvement* and in which year.
- Percent of students completing the 12<sup>th</sup> grade who successfully complete the *California High School Exit Exam (CAHSEE)* for the last three years.
- *Dropout and graduation rates* for the last three years (the CDE SARC template describes how to calculate these rates).
- *Average class size.*
- *Number of teachers* as reported by CBEDS, and the number of NCLB compliant teachers teaching core academic subjects.
- Information about the procedures and *criteria for teacher evaluations.*
- Information about the *structure of the School's instructional program*, including professional development, number of instructional minutes offered, and number of and reasons for minimum day schedules.

- Numbers and percentages of *graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission.*
- *Total dollars spent* by the School and dollars spent per student.
- Data regarding *parent satisfaction* with the School.

#### FACILITY AND WORKPLACE SAFETY

The School shall comply with and maintain appropriate records of compliance with all applicable workplace safety laws and regulations, and shall make such records available to the COE upon request.

The School will be located within the geographical boundaries of Santa Clara County. The School will meet all physical requirements established by law for safety, access, maintenance and repair. By June 30<sup>th</sup> prior to the beginning of the subsequent fiscal year, the School will develop and submit a school maintenance, safety and access plan (Attachment 9) for the approval of the Superintendent. This plan may include district responsibility for Proposition 39 facilities. The school facility must meet all applicable state and federal requirements for public charter school facilities. The Superintendent can suspend school operations during any period that a satisfactory school maintenance, safety and access plan is not established or enforced.

#### STUDENT RECORDS

The School shall maintain student records of general directory information, academic progress, immunization and other health records, and shall make such records available to the COE upon request. The School shall also maintain separate individual student disciplinary records, and individual education plans for students who require special education services, and shall make such records available to the COE upon request as consistent with applicable law such as FERPA.

#### EMPLOYEE RECORDS

The School shall maintain full employee personnel records for each employee, and shall make such records available to the COE upon request as consistent with applicable law. The School will provide a calendar, master schedule and copies of staff credentials on a yearly basis.

#### REQUIRED DISCLOSURES

The School shall immediately notify the Superintendent of any pending, actual, or reasonable anticipation of litigation from any party of potential infraction, criminal or civil action against the School or any employee, Special Education complaint or due process hearing, or request for information by any governmental agency.

#### AGENDAS AND MINUTES

To assist in oversight responsibilities, agendas will be provided to the Superintendent three (3) days in advance of the regular meetings of the School's Board of Trustees. Draft minutes of each meeting will also be made available to the COE within fifteen (15) working days of the meeting.

#### OTHER DATA

The School shall provide all data and reports required by the CDE, including CBEDS, attendance reports, projected teacher needs, etc. The School shall also obtain and work cooperatively to supply to the COE in a timely and accurate fashion any other information required by the COE to complete its oversight responsibilities.

### OBSERVATIONS

The Superintendent and/or designee(s) may observe any activities of the School, its operations, instruction, or meetings, at any time.

## VII. SCHOOL PROGRAMS AND ACADEMIC PERFORMANCE

### RECRUITMENT AND REGISTRATION

The School's recruitment and registration processes shall be as described in the charter and the attachments to this contract (Attachment 5).

At all times it is operational, the School will have the following information posted on the Internet and will update the posting as quickly as possible whenever the information changes:

- Descriptions of outreach and recruitment activities that have been conducted to reach target population.
- Procedures for application, the public random drawing, enrollment, and admission,.
- Evidence of public random drawing preferences consistent with the charter and SCCOE conditions of operation.
- A copy of any application and enrollment forms and information provided to prospective families.
- Documentation, while pertinent, that start-up enrollment is consistent with enrollment numbers described in the charter.

### ADMISSIONS PREFERENCE

The School's admissions preferences shall be as described in the charter and the attachments to this contract (Attachment 5).

### INTERVENTION PROGRAMS

Programs for English Language Learner (ELL) students and for students requiring remedial intervention must be rigorous, intensive and comprehensive. By June 30<sup>th</sup> prior to the beginning of the subsequent fiscal year, the School will submit its ELL plan (Attachment 7) and the ELL plan will be attached to and become a part of this contract.

### ACADEMIC PERFORMANCE

The School must conform with applicable *No Child Left Behind* requirements as specified in annual measurable objectives and other statewide assessments as applicable to charter schools. Subject areas must include state based areas and requirements. The time line must adhere to those required by CDE. The School must achieve an API that satisfies the requirements

established by CDE, its charter and law. The School's plan for academic performance (Attachment 4) shall be as described in the charter and the attachments to this contract.

By the end of September each year, the School will post on the Internet an annual Update to the SCCOE for the prior year that examines the following:

- STAR results both in aggregate and disaggregated by numerically significant subgroups.
- CAHSEE results, if applicable, both in aggregate and disaggregated by subgroups.
- Progress made toward meeting API growth targets and AYP.
- Progress made toward each of the educational goals and student outcomes identified in the charter.
- Results of any additional school wide internal assessments used by the School.
- Plans to address areas identified as needing improvement by the School.
- Evidence that the School is financially sound.

The School shall provide periodic student assessment data in the core subject areas on a quarterly basis or more frequently. This data should be aligned with, and predictive of the California State Tests (CST) for each grade. The data may be provided directly by using the SCCOE SchoolPlan system or exported from another system in a format specified by SCCOE.

## VIII. PERSONNEL

The School shall meet all credentialing requirements of State and federal law and regulations, including the California Education Code and the No Child Left Behind Act, as applied to Charter Schools.

Core teachers shall be fully credentialed and credentialed in appropriate subject matter in accordance with Education Code 47605(1). The School shall have flexibility to hire non-credentialed teachers in non-core classes, including art, music, and other non-core classes, as long as such flexibility does not contradict State or federal requirements.

Upon hiring, teachers shall be fingerprinted and undergo a background check in order for the school to receive subsequent arrest information. All employees will have a fingerprint clearance prior to beginning employment at the School. The principal of the School, or the principal's designee, shall be the designated contact at the School for all employment matters, including to establish fingerprint process and accept subsequent arrest records, and to monitor credentials, request emergency permits, etc., on an ongoing basis, and providing such information to the COE upon request, consistent with applicable laws. The COE will monitor credentials and assignments no less than one time per year, as consistent with law.

Staff at the School will participate in STRS, PERS, federal social security and/or the School's 401(a) retirement plan.

The School must establish policies for protecting the employment rights of employees. Such policies must include statements that cover bargaining if applicable or contracts, sick/vacation leaves, and service credit (STRS) or tenure at former district while teachers work in charter

school. The policies established by the School must be submitted to and approved by the Superintendent by June 30<sup>th</sup> prior to the subsequent fiscal year (Attachment 6).

The School must establish policies for protecting the employment rights of special populations. Such policies must include statements that cover recruitment, selection and hiring, and reasonable accommodations. The policies established by the School must be approved by the Superintendent by June 30<sup>th</sup> prior to the subsequent fiscal year (Attachment 6).

## IX. INDEMNITY AND INSURANCE

### INDEMNITY

The School shall be governed by a non-profit corporation pursuant to Section 47604(a) and (c). The non-profit corporation shall assume all liability, fiscal, and otherwise, for the actions, errors and omissions of its officers, employees, volunteers, and agents.

The COE shall not be liable for the debts and obligations of the School. The School shall defend, indemnify, save, and hold harmless the COE, its officers, employees, volunteers, and agents from any and all claims, costs and liability for any damages, sickness, death, or injury to person(s) or property, including without limitation all consequential damages, from any cause whatsoever arising directly or indirectly from or connected with the operations or services of the School, its officers, employees, volunteers, and agents or hereunder, save and except claims or litigation arising from the sole active negligence or sole willful misconduct of the COE, its officers, employees, volunteers or agents. School will reimburse the COE for any expenditure, including reasonable attorneys' fees, the COE may make by reason of the matters that are the subject of this indemnification, and if requested by the COE will defend any claims or litigation to which this indemnification provision applies at the sole cost and expense of the School.

The School shall not be liable for the debts or obligations of the COE. The COE shall assume all liability, fiscal, and otherwise, for the actions, errors and omissions of its officers, employees, volunteers, and agents. The COE shall defend, indemnify, save, and hold harmless the School, its officers, employees, volunteers, and agents from any and all claims, costs and liability for any damages, sickness, death, or injury to person(s) or property, including without limitation all consequential damages, from any cause whatsoever arising directly from or connected with the operations or services of the COE, its officers, employees, volunteers, and agents or hereunder, save and except claims or litigation arising from the sole active negligence or the sole willful misconduct of the School. COE will reimburse the School for any expenditure, including reasonable attorneys' fees, the School may make by reason of the matters that are the subject of this indemnification, and if requested by the School, COE will defend any claims or litigation to which this indemnification provision applies at the sole cost and expense of the COE.

### INSURANCE

During the entire life of this CONTRACT or modification thereof, the School shall take out and maintain insurance policies meeting the following insurance requirements:

- a. Liability Insurance -- The School shall provide general liability insurance, including coverage for owned and non-owned automobiles, with minimum combined single limit coverage of \$15,000,000 per occurrence for all damages, including consequential damages, bodily injury, sickness or disease, or death to any person or damage to or destruction of property including the

loss of use thereof, arising from each occurrence. Coverage shall include protection for Corporal Punishment. Such insurance shall be endorsed to name the COE, its officers, employees, volunteers, and agents as additional insured as to all services performed by School under this agreement. Said policies shall constitute primary insurance so that other insurance/self-insurance policies held by the COE shall not be required to contribute to any loss covered under the School's insurance policy or policies.

- b. Property Insurance -- The School shall carry property insurance in the amount as deemed necessary by the Lessor and naming the Lessor as loss payee.
- c. Vehicle Liability Insurance -- The School shall carry vehicle liability insurance for bodily injury (including death) and property damage which provides total limits of not less than fifteen million dollars (\$15,000,000) combined single limit per occurrence applicable to all owned, non-owned, and hired vehicles.
- d. Student Accident Insurance -- The School shall carry reasonable amounts of student accident insurance.
- e. Workers Compensation -- The School shall provide workers' compensation insurance coverage for its employees and volunteers for not less than statutory limits per occurrence.
- f. Certificate of Insurance -- The School shall provide the COE with a certificate of insurance evidencing the above insurance prior to the effective date of this contract. The liability insurance shall be endorsed to name the COE as additional insured with an additional insured endorsement. The certificate(s) and additional insured endorsements shall be provided to the COE no later than the effective date of this contract. If the School should renew the insurance policy(s) or acquire either a new insurance policy(s) or amend the coverage afforded through an endorsement to the policy at any time during the term of this contract, then School shall provide (a) current certificate(s) of insurance. Certificates and endorsements shall be delivered to the Risk Management Office at the COE.
- g. Additional Provisions -- The insurance policies provided by the School shall include a provision for thirty (30) days written notice to the COE before cancellation or material changes of the above-specified coverage. The insurance companies shall be California admitted insurers with an A.M. Best rating of "A" or better. The insurance policies provided by the School shall include a provision for 30 days written notice to the COE before cancellation or material changes of the above-specified coverage.
- h. Fidelity Bond -- The School shall furnish the COE with evidence that all officials, employees, and agents handling or having access to funds received or disbursed or authorized to sign or countersign checks, are covered by an employee dishonesty policy or a blanket fidelity bond adequate to cover a reasonable percentage of its operating budget.
- i. Continuous Coverage -- If any of the above required coverages should expire, lapse or be cancelled, and not be immediately replaced by the School, the COE shall have the right but not the obligation to purchase similar coverages at the School's sole expense.

## X. SPECIAL TERMS AND CONDITIONS

This Contract with Rocketship Education includes Rocketship Si Se Puede, Rocketship Mateo Sheedy, and Rocketship Three Countywide and four remaining countywide charter schools. The

“special terms and conditions” as they apply either to an individual school or collectively to all schools have been delineated below.

- I. Rocketship Si Se Puede (Rocketship Two) was approved by the Santa Clara County Board of Education on September 17, 2008 (Resolution No. 2016-1) for “an initial three years of school operation, commencing on July 1, 2009 and continuing through June 30, 2012.” This school will need to submit a renewal application in 2011-2012.
- II. The Rocketship Mateo Sheedy (Rocketship One) charter was approved “for an initial period of three years of operation” by the Santa Clara County Board of Education on October 18, 2006 (Resolution #1088-1). On February 17, 2010, the County Board of Education approved the renewal of the charter for Rocketship Mateo Sheedy Elementary School for the period July 1, 2010 through June 30, 2015 (Motion #2053). The school will need to submit a renewal application in 2014-2015.
- III. The County Board of Education granted Rocketship Education permission (Resolution 2042-1) to open five countywide charter schools. The first school will open in the fall of 2010. The opening of each subsequent school will be based on the below-listed metrics established by Rocketship Education. The request for approval to open a new site must be made in writing in a formal letter to the County Superintendent of Schools and the Director of Charter Schools and must include the proposed opening date and information demonstrating that the following API Outcomes and COE Compliance Standards have been met by Rocketship schools in operation before opening a new school:
  - a. First year school: 700 API
  - b. Second year school: 750 API
  - c. Third year school: 800 API

If **any Rocketship school fails** to meet this standard, the number of new schools Rocketship is authorized to open will be reduced by the number of schools failing to meet the API Outcome standard. Rocketship is authorized to open new schools as long as the API Outcome Standards are met. In the event that API Outcome Standards and COE compliance requirements are not met, staff will notify Rocketship and the County Board of Education that Rocketship has not met the standards to open a new school.

## XI. CONSTRUCTION AND SEVERABILITY

### AMENDMENTS

This agreement may be amended or modified, in whole or in part on an annual basis, only by an agreement in writing developed in the same manner as this agreement.

### CHARTER PROVISIONS

The Charter approved by the County Board of Education and its motion of approval are attached to this contract. All terms and provisions of the charter are hereby incorporated by reference into this contract and are expressly made a part of this contract as if expressly set forth herein. If the

School and the Superintendent agree to any changes in this contract or the charter document, they can make such changes in writing and attach such changes to this contract. If such a change constitutes a "material revision to the charter," the mutually agreed upon change will become effective upon the signature of the School representative and the Superintendent, and will be submitted to the County Board of Education as a recommended change to the charter document.

### ATTACHMENTS

The following attachments are incorporated into and agreed to in this contract and are binding on the parties as if they were fully set forth in this contract:

1. Santa Clara County Board of Education Motion #M2042-5, June 17, 2009
2. **Rocketship Education on behalf of the Rocketship Education Countywide Charter Schools Charter, as approved June 17, 2009**
3. **Rocketship Education on behalf of the Rocketship Education Countywide Charter Schools Rocketship Education on behalf of the Rocketship Education Countywide Charter Schools Financial Plan**
4. **Rocketship Education on behalf of the Rocketship Education Countywide Charter Schools Plan for Student Academic Performance**
5. **Rocketship Education on behalf of the Rocketship Education Countywide Charter Schools Recruitment and Enrollment Plan**
6. **Rocketship Education on behalf of the Rocketship Education Countywide Charter Schools Personnel Policies**
7. **Rocketship Education on behalf of the Rocketship Education Countywide Charter Schools Plan for English Language Learners**
8. **Rocketship Education on behalf of the Rocketship Education Countywide Charter Schools SELPA Agreement**
9. **Rocketship Education on behalf of the Rocketship Education Countywide Charter Schools Maintenance, Safety and Long-term Facility Plan**

If and when the School updates any of these attachments, the School will provide the updated document(s) to the Superintendent for review, approval, and attachment to this CONTRACT. These attachments must be approved by the Superintendent prior to the School commencing instruction each school year.

SEVERABILITY

If any provision or any part of this agreement is for any reason held to be invalid or unenforceable or contrary to public policy, law, statute or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.

NOTIFICATIONS

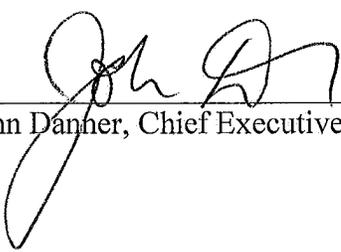
All notices, requests, and other communications under this agreement shall be through the following contacts or their designees.

To the Superintendent at:  
County Superintendent of Schools  
Santa Clara County Office of Education  
1290 Ridder Park Drive  
San Jose, California 95131

To the School at:  
**John Danner, CEO**  
**Rocketship Three**  
530 Kingsley Avenue  
Palo Alto, CA 94301

IN WITNESS WHEREOF, the parties to this agreement have duly executed it on the day and year set forth below.

BY \_\_\_\_\_ DATE \_\_\_\_\_  
Anna Song, President, Santa Clara County Board of Education

BY  \_\_\_\_\_ DATE 6/8/10  
John Danner, Chief Executive Officer, Rocketship Education

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

DEPARTMENT OF THE TREASURY

Date:

DEC 05 2006

ROCKETSHIP EDUCATION INC  
C/O JOHN DANNER  
550 KINGSLEY AVE  
PALO ALTO, CA 94301

Employer Identification Number:  
20-4040597  
DLN:  
17053074009026  
Contact Person:  
DONNA ELLIOT-MOORE ID# 50304  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
JUNE 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
YES  
Effective Date of Exemption:  
FEBRUARY 16, 2006  
Contribution Deductibility:  
YES

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

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ROCKETSHIP EDUCATION INC

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

Sincerely,



Lois G. Lerner  
Director, Exempt Organizations  
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

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ROCKETSHIP EDUCATION INC

## INFORMATION FOR ORGANIZATIONS EXEMPT UNDER SECTION 501(c)(3)

## WHERE TO GET FORMS AND HELP

Forms and instructions may be obtained by calling toll free 1-800-829-3676, through the Internet Web Site at [www.irs.gov](http://www.irs.gov), and also at local tax assistance centers.

Additional information about any topic discussed below may be obtained through our customer service function by calling toll free 1-877-829-5500.

## NOTIFY US ON THESE MATTERS

If you change your name, address, purposes, operations or sources of financial support, please inform our TE/GE EO Determinations Office at the following address: Internal Revenue Service, P.O. Box 2508, Cincinnati, Ohio 45201. If you amend your organizational document or by-laws, or dissolve, provide the EO Determinations Office with a copy of the amended documents. Please use your employer identification number on all returns you file and in all correspondence with the Internal Revenue Service.

## FILING REQUIREMENTS

In your exemption letter we indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. Form 990 (or Form 990-EZ) is filed with the Ogden Submission Processing Center, Ogden UT 84201-0027.

You are required to file a Form 990 only if your gross receipts are normally more than \$25,000.

If your gross receipts are normally between \$25,000 and \$100,000, and your total assets are less than \$250,000, you may file Form 990-EZ. If your gross receipts are over \$100,000, or your total assets are over \$250,000, you must file the complete Form 990. The Form 990 instructions show how to compute your "normal" receipts.

Form 990 Schedule A is required for both Form 990 and Form 990-EZ.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. There are penalties for failing to timely file a complete return. For additional information on penalties, see Form 990 instructions or call our toll free number.

If your receipts are below \$25,000, and we send you a Form 990 Package, follow the instructions in the package on how to complete the limited return to advise us that you are not required to file.

If your exemption letter states that you are not required to file Form 990, you are exempt from these requirements.

Letter 947 (DO/CG)

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ROCKETSHIP EDUCATION INC

## UNRELATED BUSINESS INCOME TAX RETURN

If you receive more than \$1,000 annually in gross receipts from a regular trade or business you may be subject to Unrelated Business Income Tax and required to file Form 990-T, Exempt Organization Business Income Tax Return. There are several exceptions to this tax.

1. Income you receive from the performance of your exempt activity is not unrelated business income.
2. Income from fundraisers conducted by volunteer workers, or where donated merchandise is sold, is not unrelated business income.
3. Income from routine investments such as certificates of deposit, savings accounts, or stock dividends is usually not unrelated business income.

There are special rules for income derived from real estate or other investments purchased with borrowed funds. This income is called "debt financed" income. For additional information regarding unrelated business income tax see Publication 598, Tax on Unrelated Business Income of Exempt Organizations, or call our toll free number shown above.

## PUBLIC INSPECTION OF APPLICATION AND INFORMATION RETURN

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return, or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

## FUNDRAISING

Contributions to you are deductible only to the extent that they are gifts and no consideration is received in return. Depending on the circumstances, ticket purchases and similar payments in conjunction with fundraising events may not qualify as fully deductible contributions.

## CONTRIBUTIONS OF \$250 OR MORE

Donors must have written substantiation from the charity for any charitable contribution of \$250 or more. Although it is the donor's responsibility to obtain written substantiation from the charity, you can assist donors by providing a written statement listing any cash contribution or describing any

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ROCKETSHIP EDUCATION INC

donated property.

This written statement must be provided at the time of the contribution. There is no prescribed format for the written statement. Letters, postcards and electronic (e-mail) or computer-generated forms are acceptable.

The donor is responsible for the valuation of donated property. However, your written statement must provide a sufficient description to support the donor's contribution. For additional information regarding donor substantiation, see Publication 1771, Charitable Contributions - Substantiation and Disclosure Requirements. For information about the valuation of donated property, see Publication 561, Determining the Value of Donated Property.

#### CONTRIBUTIONS OF MORE THAN \$75 AND CHARITY PROVIDES GOODS OR SERVICES

You must provide a written disclosure statement to donors who receive goods or services from you in exchange for contributions in excess of \$75.

Contribution deductions are allowable to donors only to the extent their contributions exceed the value of the goods or services received in exchange. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fundraising events such as benefit dinners, shows, membership drives, etc., where something of value is received, you are required to provide a written statement informing donors of the fair market value of the specific items or services you provided in exchange for contributions of more than \$75.

You should provide the written disclosure statement in advance of any event, determine the fair market value of any benefit received, determine the amount of the contribution that is deductible, and state this information in your fundraising materials such as solicitations, tickets, and receipts. The amount of the contribution that is deductible is limited to the excess of any money (and the value of any property other than money) contributed by the donor less the value of goods or services provided by the charity. Your disclosure statement should be made, no later than, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fundraising circumstances where each complete payment, including the contribution portion, exceeds \$75. For additional information, see Publication 1771 and Publication 526, Charitable Contributions.

#### EXCESS BENEFIT TRANSACTIONS

Excess benefit transactions are governed by section 4958 of the Code. Excess benefit transactions involve situations where a section 501(c)(3) organization provides an unreasonable benefit to a person who is in a position to exercise substantial influence over the organization's affairs. If you believe there may be an excess benefit transaction involving your organization, you should report the transaction on Form 990 or 990-EZ. Additional information can be found in the instructions for Form 990 and Form 990-EZ, or you may call our

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toll free number to obtain additional information on how to correct and report this transaction.

## EMPLOYMENT TAXES

If you have employees, you are subject to income tax withholding and the social security taxes imposed under the Federal Insurance Contribution Act (FICA). You are required to withhold Federal income tax from your employee's wages and you are required to pay FICA on each employee who is paid more than \$100 in wages during a calendar year. To know how much income tax to withhold, you should have a Form W-4, Employee's Withholding Allowance Certificate, on file for each employee. Organizations described in section 501(c)(3) of the Code are not required to pay Federal Unemployment Tax (FUTA).

Employment taxes are reported on Form 941, Employer's Quarterly Federal Tax Return. The requirements for withholding, depositing, reporting and paying employment taxes are explained in Circular E, Employer's Tax Guide, (Publication 15), and Employer's Supplemental Tax Guide, (Publication 15-A). These publications explain your tax responsibilities as an employer.

## CHURCHES

Churches may employ both ministers and church workers. Employees of churches or church-controlled organizations are subject to income tax withholding, but may be exempt from FICA taxes. Churches are not required to pay FUTA tax. In addition, although ministers are generally common law employees, they are not treated as employees for employment tax purposes. These special employment tax rules for members of the clergy and religious workers are explained in Publication 517, Social Security and Other Information for Members of the Clergy and Religious Workers. Churches should also consult Publications 15 and 15-A. Publication 1828, Tax Guide for Churches and Religious Organizations, also discusses the various benefits and responsibilities of these organizations under Federal tax law.

## PUBLIC CHARITY STATUS

Every organization that qualifies for tax-exemption as an organization described in section 501(c)(3) is a private foundation unless it falls into one of the categories specifically excluded from the definition of that term [referred to in section 509(a)(1), (2), (3), or (4)]. In effect, the definition divides these organizations into two classes, namely private foundations and public charities.

Public charities are generally those that either have broad public support or actively function in a supporting relationship to those organizations.

Public charities enjoy several advantages over private foundations. There are certain excise taxes that apply to private foundations but not to public charities. A private foundation must also annually file Form 990-PF, Return of Private Foundation, even if it had no revenue or expenses.

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The Code section under which you are classified as a public charity is shown in the heading of your exemption letter. This determination is based on the information you provided and the request you made on your Form 1023 application. Please refer to Publication 557 for additional information about public charity status.

## GRANTS TO INDIVIDUALS

The following information is provided for organizations that make grants to individuals. If you begin an individual grant program that was not described in your exemption application, please inform us about the program.

Funds you distribute to an individual as a grant must be made on a true charitable basis in furtherance of the purposes for which you are organized. Therefore, you should keep adequate records and case histories that demonstrate that grants to individuals serve your charitable purposes. For example, you should be in a position to substantiate the basis for grants awarded to individuals to relieve poverty or under a scholarship or education loan program. Case histories regarding grants to individuals should show names, addresses, purposes of grants, manner of selection, and relationship (if any) to members, officers, trustees, or donors of funds to you.

For more information on the exclusion of scholarships from income by an individual recipient, see Publication 520, Scholarships and Fellowships.

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**Schools Operated by Applicant**

#	School Name	Grade Levels	Location	School holds a separate charter?	Charter Authorizer
1	Si Se Puede	K-5	2249 Dobern Avenue San Jose, CA 95116	Yes	Santa Clara County of Education
2	Mateo Sheedy	K-5	788 Locust Street San Jose, CA 95110	Yes	Santa Clara County of Education
3	Los Suenos	K-3	331 S. 34th St San Jose, CA 95116	Yes	Santa Clara County of Education
4	Mosaic	K-3	950 Owsley Ave. San Jose, CA 95122	Yes	Franklin-McKinley School District
5	Discovery Prep	K-3	370 Wooster Ave. San Jose, CA 95116	Yes	Santa Clara County of Education

## Student Academic Achievement

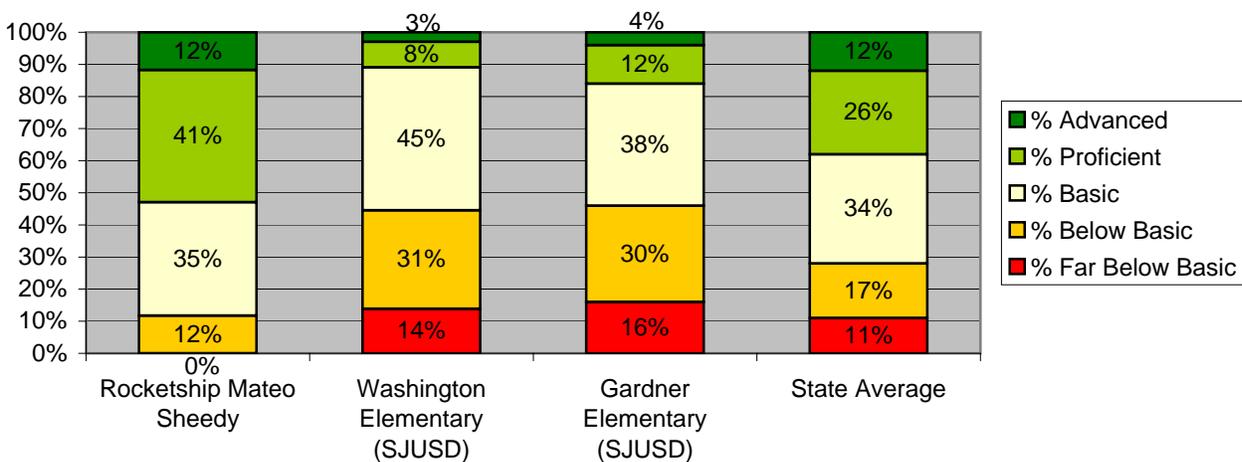
### 2007-2008 School Year California Star Test Proficiency Scores

#### Whole School 2007-2008

		English Language Arts				Mathematics			
		2	3	4	5	2	3	4	5
Rocketship Mateo Sheedy	% Advanced	29%	12%	NA	NA	61%	82%	NA	NA
	% Proficient	35%	41%	NA	NA	39%	12%	NA	NA
	% Basic	29%	35%	NA	NA	0%	6%	NA	NA
	% Below Basic	6%	12%	NA	NA	0%	0%	NA	NA
	% Far Below Basic	0%	0%	NA	NA	0%	0%	NA	NA
Washington Elementary (SJUSD)	% Advanced	5%	3%	15%	7%	12%	20%	21%	6%
	% Proficient	22%	8%	31%	38%	21%	31%	42%	38%
	% Basic	37%	45%	36%	27%	33%	26%	22%	23%
	% Below Basic	23%	31%	13%	13%	24%	21%	14%	20%
	% Far Below Basic	12%	14%	5%	14%	10%	1%	2%	13%
Gardner Elementary (SJUSD)	% Advanced	1%	4%	16%	5%	10%	19%	25%	13%
	% Proficient	26%	12%	22%	14%	32%	28%	33%	16%
	% Basic	40%	38%	42%	40%	28%	26%	23%	35%
	% Below Basic	17%	30%	10%	29%	21%	23%	18%	21%
	% Far Below Basic	16%	16%	10%	13%	10%	4%	1%	16%
Rocketship Si Se Puede (not open yet)	% Advanced	NA	NA	NA	NA	NA	NA	NA	NA
	% Proficient	NA	NA	NA	NA	NA	NA	NA	NA
	% Basic	NA	NA	NA	NA	NA	NA	NA	NA
	% Below Basic	NA	NA	NA	NA	NA	NA	NA	NA
	% Far Below Basic	NA	NA	NA	NA	NA	NA	NA	NA
Rocketship Los Suenos (not open yet)	% Advanced	NA	NA	NA	NA	NA	NA	NA	NA
	% Proficient	NA	NA	NA	NA	NA	NA	NA	NA
	% Basic	NA	NA	NA	NA	NA	NA	NA	NA
	% Below Basic	NA	NA	NA	NA	NA	NA	NA	NA
	% Far Below Basic	NA	NA	NA	NA	NA	NA	NA	NA
State Average	% Advanced	18%	12%	28%	18%	29%	33%	32%	22%
	% Proficient	30%	26%	27%	30%	30%	28%	29%	29%
	% Basic	29%	34%	29%	33%	21%	21%	23%	24%
	% Below Basic	15%	17%	11%	12%	15%	14%	14%	19%
	% Far Below Basic	9%	11%	5%	7%	4%	3%	2%	6%

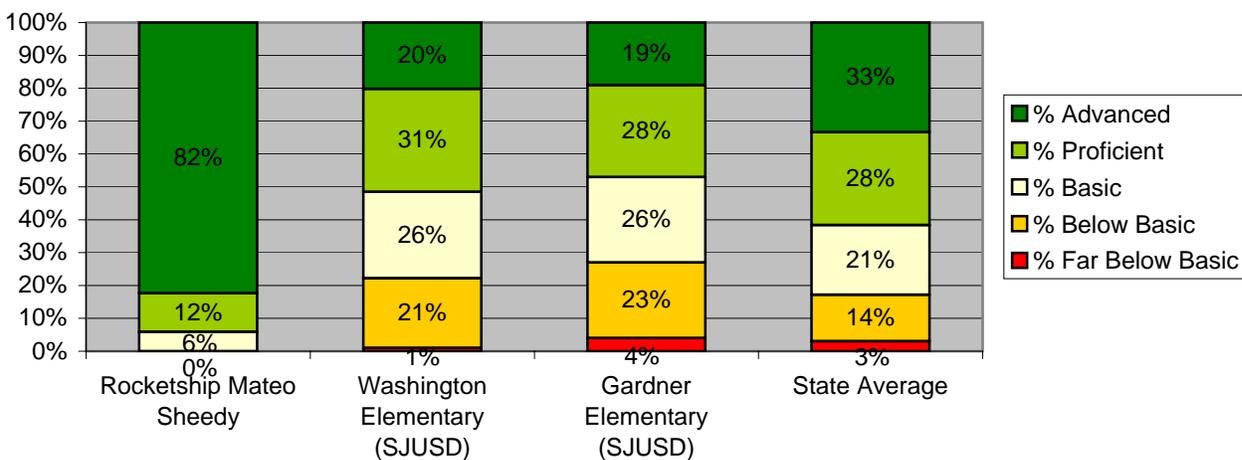
**Third Grade English Language Arts California Star Test Scores 2007-2008**

Rocketship in comparison with similar schools



**Third Grade Mathematics California Star Test Scores 2007-2008**

Rocketship in comparison with similar schools



**Subgroup: Economically Disadvantaged Students 2007-2008**

Data Not Available - no statistically significant subgroups.

**Subgroup: Racial Subgroups 2007-2008**

Data Not Available - no statistically significant subgroups.

**Subgroup: Disability 2007-2008**

Data Not Available - no statistically significant subgroups.

**Subgroup: English Language Learners 2007-2008**

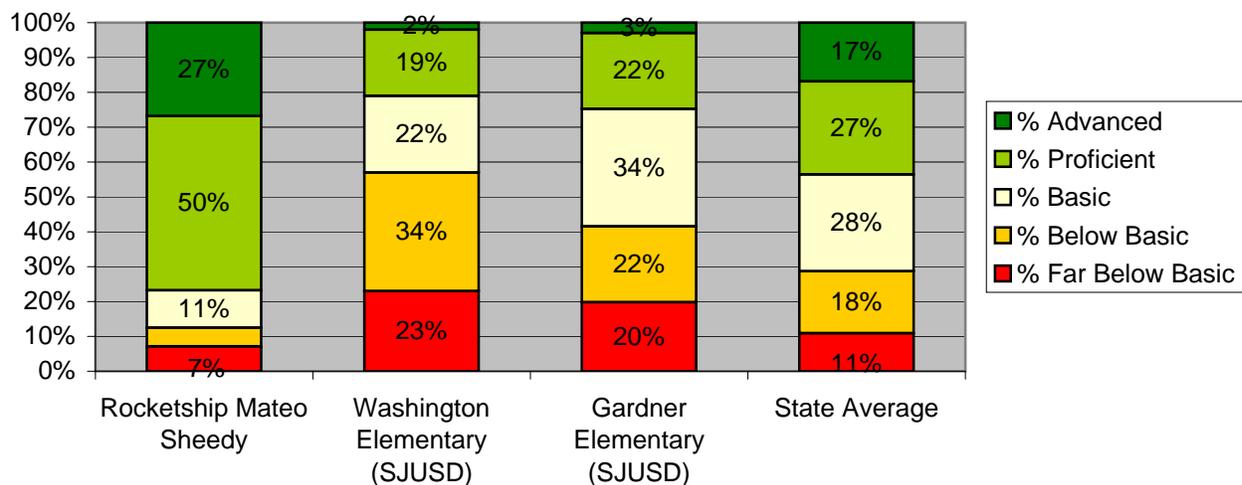
Data Not Available - no statistically significant subgroups.

**2008-2009 School Year California Star Test Proficiency Scores****Whole School 2008-2009**

		English Language Arts				Mathematics			
		2	3	4	5	2	3	4	5
Rocketship Mateo Sheedy	% Advanced	56%	27%	50%	NA	77%	63%	66%	NA
	% Proficient	29%	50%	28%	NA	18%	27%	19%	NA
	% Basic	11%	11%	19%	NA	4%	11%	16%	NA
	% Below Basic	4%	5%	0%	NA	1%	0%	0%	NA
	% Far Below Basic	0%	7%	3%	NA	0%	0%	0%	NA
Washington Elementary (SJUSD)	% Advanced	5%	2%	13%	16%	10%	17%	14%	22%
	% Proficient	26%	19%	23%	34%	32%	20%	26%	42%
	% Basic	33%	22%	39%	32%	27%	28%	31%	15%
	% Below Basic	21%	34%	16%	9%	25%	22%	25%	11%
	% Far Below Basic	15%	23%	9%	9%	5%	13%	4%	10%
Gardner Elementary (SJUSD)	% Advanced	10%	3%	20%	12%	15%	31%	31%	29%
	% Proficient	29%	22%	25%	35%	31%	27%	34%	40%
	% Basic	36%	34%	28%	36%	24%	21%	20%	14%
	% Below Basic	13%	22%	20%	12%	21%	18%	14%	14%
	% Far Below Basic	11%	20%	8%	5%	8%	3%	2%	3%
Rocketship Si Se Puede (not open yet)	% Advanced	NA	NA	NA	NA	NA	NA	NA	NA
	% Proficient	NA	NA	NA	NA	NA	NA	NA	NA
	% Basic	NA	NA	NA	NA	NA	NA	NA	NA
	% Below Basic	NA	NA	NA	NA	NA	NA	NA	NA
	% Far Below Basic	NA	NA	NA	NA	NA	NA	NA	NA
Rocketship Los Suenos (not open yet)	% Advanced	NA	NA	NA	NA	NA	NA	NA	NA
	% Proficient	NA	NA	NA	NA	NA	NA	NA	NA
	% Basic	NA	NA	NA	NA	NA	NA	NA	NA
	% Below Basic	NA	NA	NA	NA	NA	NA	NA	NA
	% Far Below Basic	NA	NA	NA	NA	NA	NA	NA	NA
State Average	% Advanced	21%	17%	33%	24%	32%	37%	40%	26%
	% Proficient	32%	27%	28%	30%	31%	27%	26%	31%
	% Basic	26%	28%	24%	29%	20%	19%	20%	21%
	% Below Basic	13%	18%	9%	10%	13%	13%	12%	16%
	% Far Below Basic	8%	11%	5%	7%	4%	3%	2%	6%

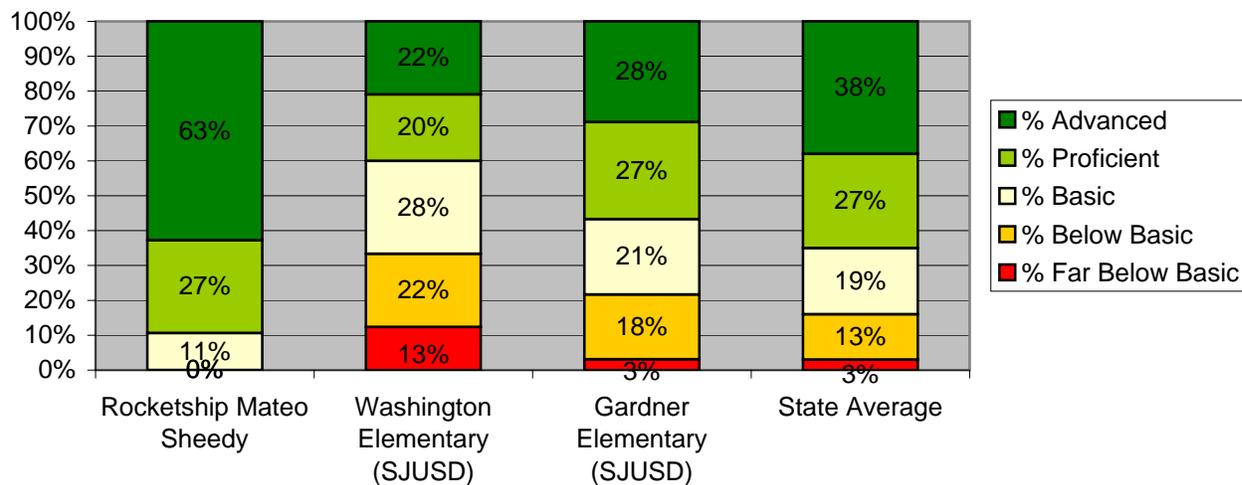
**Third Grade English Language Arts California Star Test Scores 2008-2009**

Rocketship Mateo Sheedy in comparison with similar schools



**Third Grade Mathematics California Star Test Scores 2008-2009**

Rocketship Mateo Sheedy in comparison with similar schools



**Subgroup: Economically Disadvantaged Students 2008-2009**

The number of non-economically disadvantaged students in Rocketship schools is not statistically significant so we are presenting a comparison of only Disadvantaged students

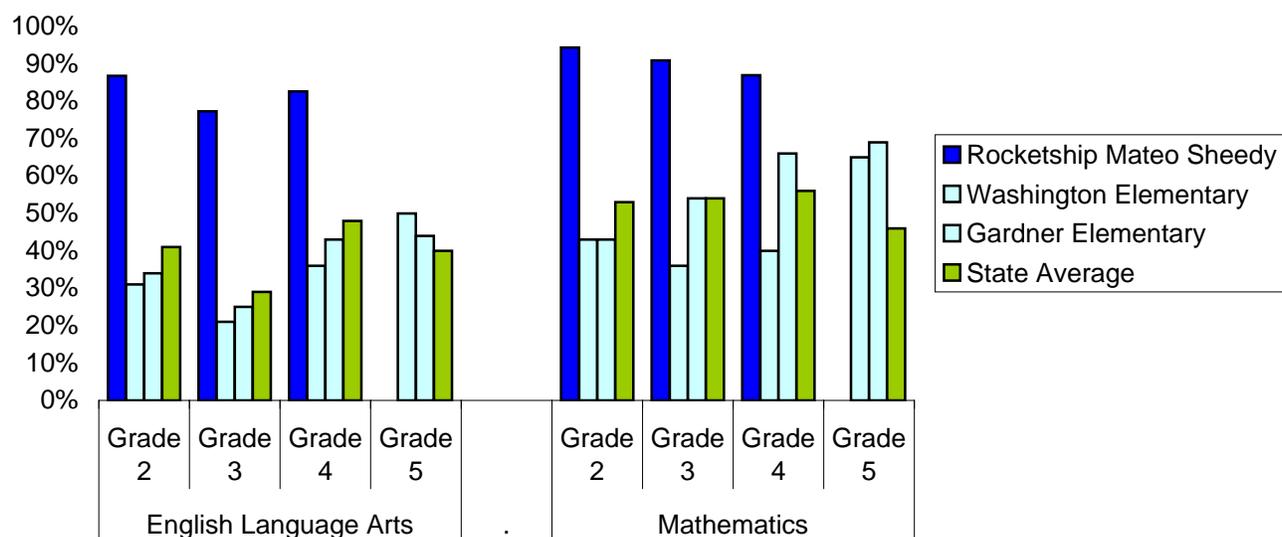
**Economically Disadvantaged**

Free and Reduced Lunch

		English Language Arts				Mathematics			
		2	3	4	5	2	3	4	5
Rocketship Mateo Sheedy	% Advanced	57%	27%	52%	NA	79%	59%	70%	NA
	% Proficient	30%	50%	30%	NA	15%	32%	17%	NA
	% Basic	9%	11%	13%	NA	4%	9%	13%	NA
	% Below Basic	4%	5%	0%	NA	2%	0%	0%	NA
	% Far Below Basic	0%	7%	4%	NA	0%	0%	0%	NA
Rocketship Mateo Sheedy	% Proficient & Advanced	87%	77%	83%	NA	94%	91%	87%	NA
Washington Elementary	% Proficient & Advanced	31%	21%	36%	50%	43%	36%	40%	65%
Gardner Elementary	% Proficient & Advanced	34%	25%	43%	44%	43%	54%	66%	69%
Rocketship Si Se Puede (not open yet)	% Proficient & Advanced	NA	NA	NA	NA	NA	NA	NA	NA
Rocketship Los Suenos (not open yet)	% Proficient & Advanced	NA	NA	NA	NA	NA	NA	NA	NA
State Average	% Proficient & Advanced	41%	29%	48%	40%	53%	54%	56%	46%

**% of Economically Disadvantaged Students who scored Proficient and Above on the California Star Test 2008-2009**

Rocketship Mateo Sheedy in comparison with similar schools

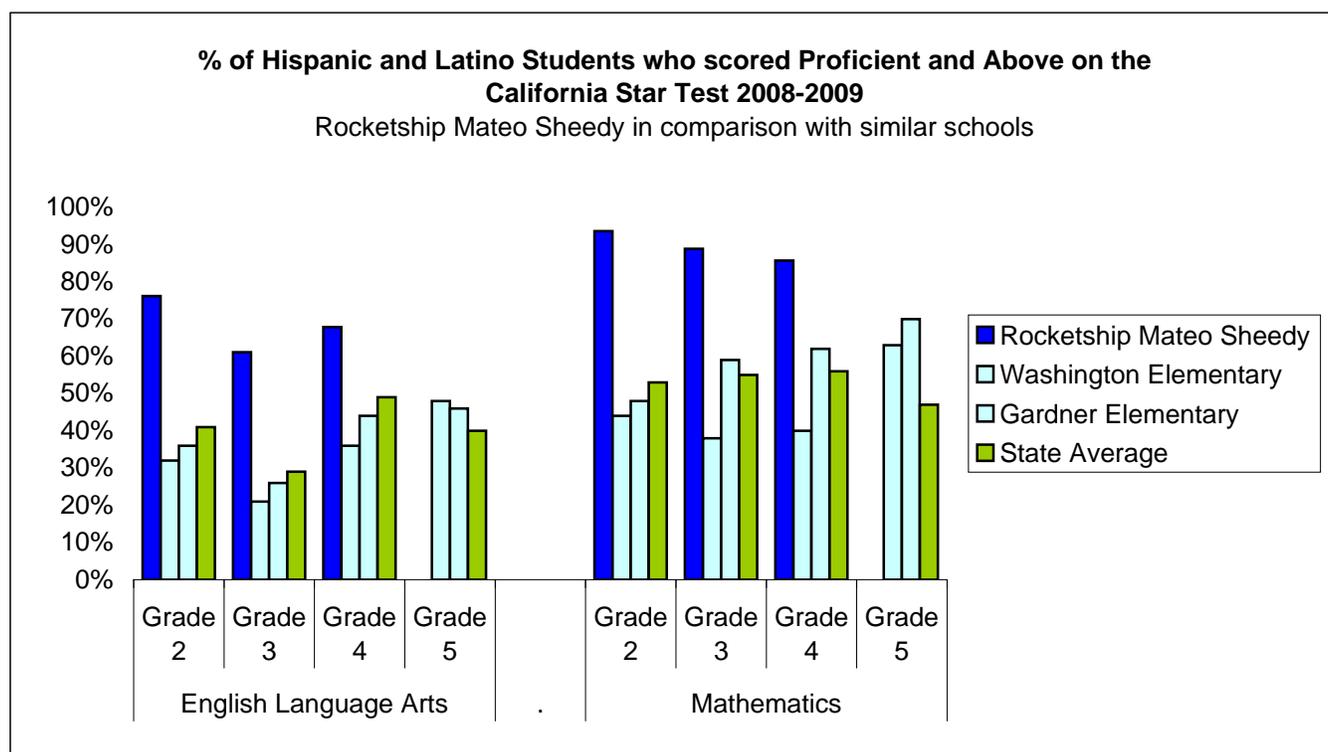


**Subgroup: Racial Subgroups 2008-2009**

The number of non-latino students in Rocketship schools is not statistically significant so we are presenting a comparison of only Latino students.

**Hispanic and Latino Students**

		English Language Arts				Mathematics			
		2	3	4	5	2	3	4	5
Rocketship Mateo Sheedy	% Advanced	52%	26%	50%	NA	76%	61%	68%	NA
	% Proficient	30%	50%	32%	NA	17%	28%	18%	NA
	% Basic	13%	11%	14%	NA	5%	11%	14%	NA
	% Below Basic	5%	6%	0%	NA	2%	0%	0%	NA
	% Far Below Basic	0%	7%	4%	NA	0%	0%	0%	NA
Rocketship Mateo Sheedy	% Proficient & Advanced	76%	61%	68%	NA	94%	89%	86%	NA
Washington Elementary	% Proficient & Advanced	32%	21%	36%	48%	44%	38%	40%	63%
Gardner Elementary	% Proficient & Advanced	36%	26%	44%	46%	48%	59%	62%	70%
Rocketship Si Se Puede (not open yet)	% Proficient & Advanced	NA	NA	NA	NA	NA	NA	NA	NA
Rocketship Los Suenos (not open yet)	% Proficient & Advanced	NA	NA	NA	NA	NA	NA	NA	NA
State Average	% Proficient & Advanced	41%	29%	49%	40%	53%	55%	56%	47%



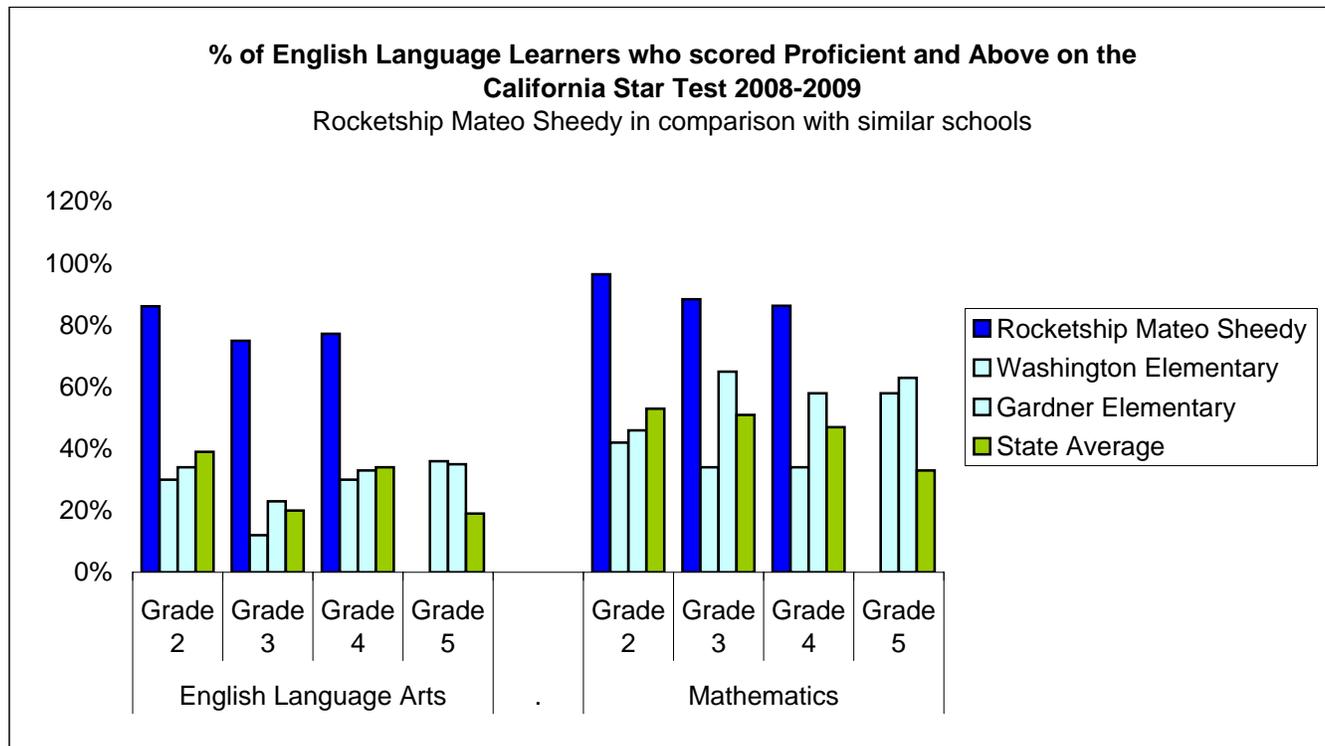
**Subgroup: Disability 2008-2009**

The number of students with disabilities in Rocketship schools is not statistically significant so we are not presenting a comparison.

**Subgroup: English Language Learners 2008-2009****English Language Learners**

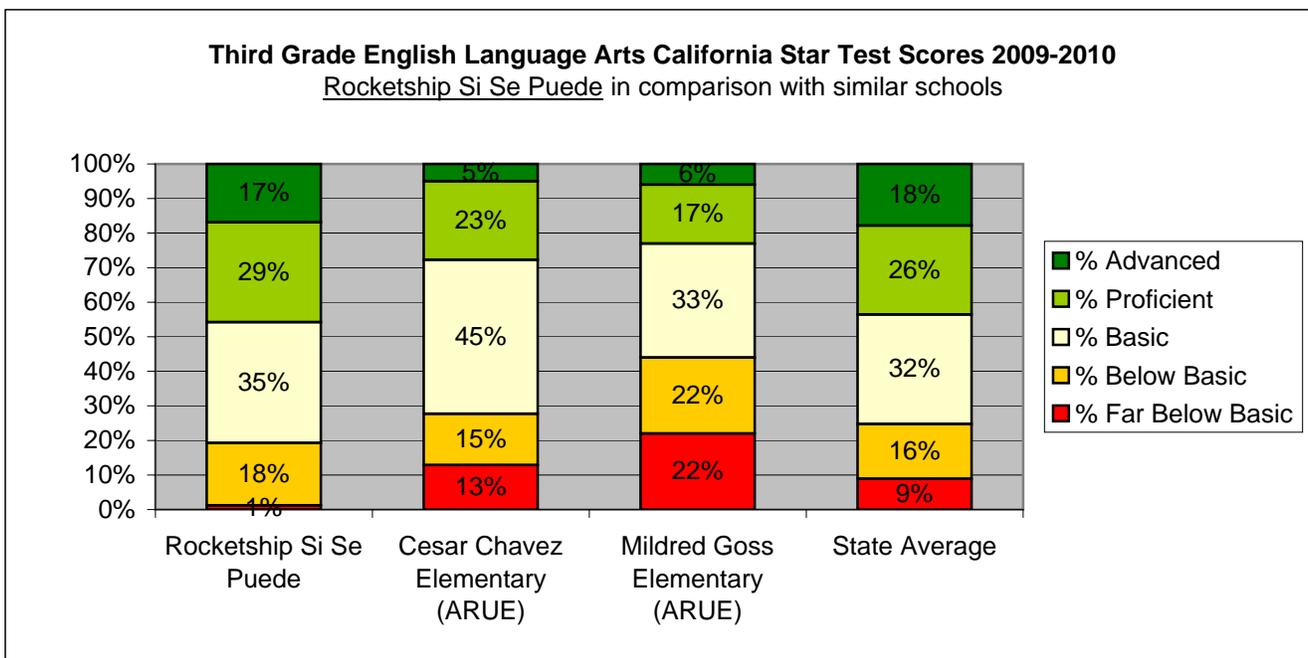
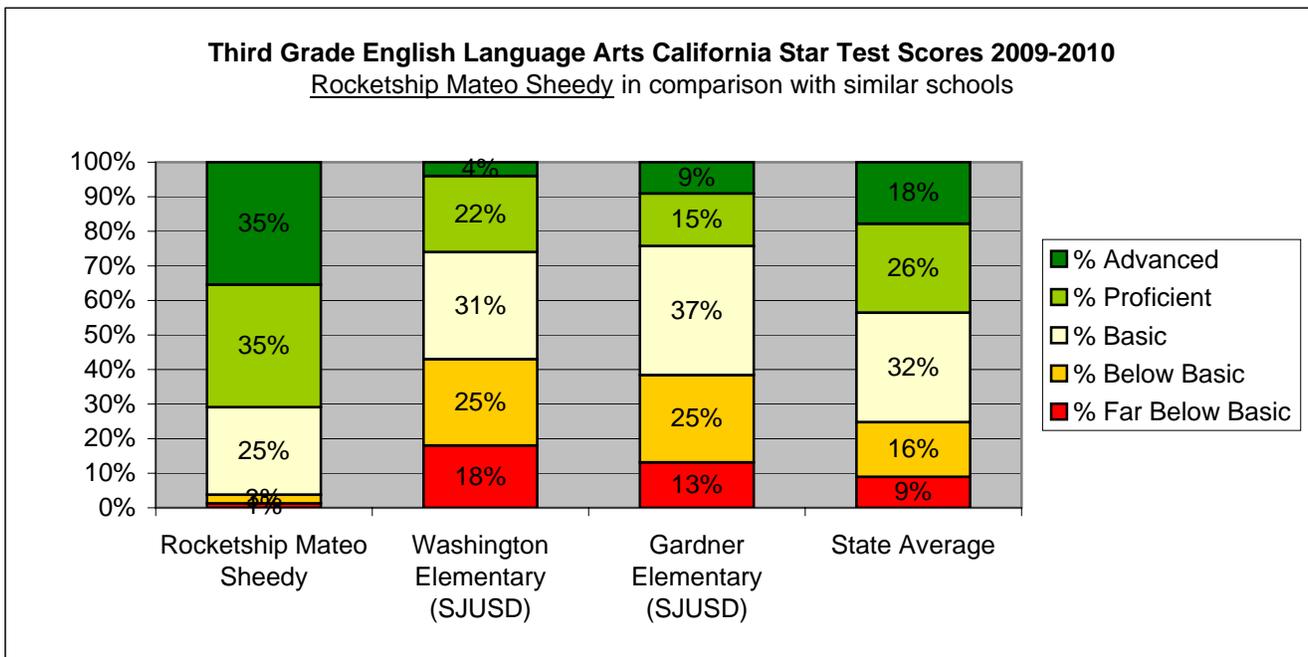
		English Language Arts				Mathematics				
		2	3	4	5	2	3	4	5	
Rocketship Mateo Sheedy (EL)	% Advanced	52%	23%	41%	NA	76%	60%	59%	NA	
	% Proficient	34%	52%	36%	NA	21%	29%	27%	NA	
	% Basic	10%	12%	18%	NA	3%	12%	14%	NA	
	% Below Basic	3%	6%	0%	NA	0%	0%	0%	NA	
	% Far Below Basic	0%	8%	5%	NA	0%	0%	0%	NA	
Rocketship Mateo Sheedy (Non-EL)	% Advanced	73%	75%	70%	NA	80%	100%	80%	NA	
	% Proficient	7%	25%	10%	NA	7%	0%	0%	NA	
	% Basic	13%	0%	20%	NA	7%	0%	20%	NA	
	% Below Basic	7%	0%	0%	NA	7%	0%	0%	NA	
	% Far Below Basic	0%	0%	0%	NA	0%	0%	0%	NA	
Rocketship Mateo Sheedy	% Proficient & Advanced	EL	86%	75%	77%	NA	97%	88%	86%	NA
	% Proficient & Advanced	Non-EL	80%	100%	80%	NA	87%	100%	80%	NA
Washington Elementary	% Proficient & Advanced	EL	30%	12%	30%	36%	42%	34%	34%	58%
	% Proficient & Advanced	Non-EL	*	53%	69%	74%	*	47%	69%	74%
Gardner Elementary	% Proficient & Advanced	EL	34%	23%	33%	35%	46%	65%	58%	63%
	% Proficient & Advanced	Non-EL	59%	26%	68%	59%	47%	41%	77%	76%
Rocketship Si Se Puede (not open yet)	% Proficient & Advanced	EL	NA	NA	NA	NA	NA	NA	NA	NA
	% Proficient & Advanced	Non-EL	NA	NA	NA	NA	NA	NA	NA	NA
Rocketship Los Suenos (not open yet)	% Proficient & Advanced	EL	NA	NA	NA	NA	NA	NA	NA	NA
	% Proficient & Advanced	Non-EL	NA	NA	NA	NA	NA	NA	NA	NA

State Average	% Proficient & Advanced	EL	39%	20%	34%	19%	53%	51%	47%	33%
	% Proficient & Advanced	Non-EL	62%	55%	72%	64%	70%	72%	73%	65%



**2009-2010 School Year California Star Test Proficiency Scores****Whole School 2009-2010**

		English Language Arts				Mathematics			
		2	3	4	5	2	3	4	5
Rocketship Mateo Sheedy	% Advanced	55%	35%	38%	62%	64%	63%	69%	54%
	% Proficient	30%	35%	39%	23%	26%	29%	25%	38%
	% Basic	12%	25%	23%	8%	9%	5%	6%	8%
	% Below Basic	3%	3%	0%	8%	1%	3%	0%	0%
	% Far Below Basic	1%	1%	0%	0%	0%	0%	0%	0%
Washington Elementary (SJUSD)	% Advanced	17%	4%	17%	13%	33%	22%	29%	17%
	% Proficient	29%	22%	17%	31%	21%	25%	26%	32%
	% Basic	32%	31%	36%	39%	26%	29%	24%	26%
	% Below Basic	10%	25%	16%	10%	16%	23%	17%	17%
	% Far Below Basic	11%	18%	14%	7%	4%	2%	4%	7%
Gardner Elementary (SJUSD)	% Advanced	9%	9%	23%	20%	21%	28%	44%	28%
	% Proficient	21%	15%	27%	33%	24%	28%	21%	36%
	% Basic	35%	37%	24%	31%	26%	22%	24%	11%
	% Below Basic	19%	25%	9%	6%	19%	16%	12%	16%
	% Far Below Basic	16%	13%	17%	9%	11%	5%	0%	9%
Rocketship Si Se Puede	% Advanced	49%	17%	45%	NA	58%	52%	69%	NA
	% Proficient	33%	29%	10%	NA	30%	27%	14%	NA
	% Basic	13%	35%	31%	NA	12%	17%	17%	NA
	% Below Basic	5%	18%	7%	NA	0%	4%	0%	NA
	% Far Below Basic	0%	1%	7%	NA	0%	1%	0%	NA
Cesar Chavez Elementary (ARUE)	% Advanced	7%	5%	13%	7%	13%	26%	26%	24%
	% Proficient	27%	23%	17%	29%	25%	32%	17%	34%
	% Basic	31%	45%	22%	33%	27%	27%	30%	25%
	% Below Basic	20%	15%	25%	22%	27%	12%	23%	13%
	% Far Below Basic	16%	13%	24%	8%	8%	4%	4%	4%
Mildred Goss Elementary (ARUE)	% Advanced	13%	6%	15%	20%	9%	20%	36%	19%
	% Proficient	17%	17%	34%	22%	21%	17%	28%	31%
	% Basic	30%	33%	27%	31%	28%	28%	16%	27%
	% Below Basic	18%	22%	19%	20%	28%	33%	16%	19%
	% Far Below Basic	21%	22%	5%	8%	15%	2%	3%	4%
Rocketship Los Suenos (not open yet)	% Advanced	NA	NA	NA	NA	NA	NA	NA	NA
	% Proficient	NA	NA	NA	NA	NA	NA	NA	NA
	% Basic	NA	NA	NA	NA	NA	NA	NA	NA
	% Below Basic	NA	NA	NA	NA	NA	NA	NA	NA
	% Far Below Basic	NA	NA	NA	NA	NA	NA	NA	NA
State Average	% Advanced	23%	18%	36%	26%	36%	38%	42%	29%
	% Proficient	30%	26%	27%	32%	26%	27%	26%	31%
	% Basic	26%	32%	23%	27%	20%	20%	19%	20%
	% Below Basic	13%	16%	9%	9%	14%	12%	11%	14%
	% Far Below Basic	8%	9%	5%	6%	4%	2%	2%	5%



Note Third graders at Si Se Puede, in its first year, are coming from neighboring public schools and have only had one year in which to bring up their academic achievement. By contrast, the majority of the third graders at Rocketship Mateo Sheedy have been there for 1-2. Third graders at SSP are still outperforming the third graders at similar schools after only one year. When 2010-11 CST scores come out, we expect to see further improvement.

### Subgroup: Economically Disadvantaged Students 2009-2010

The number of non-economically disadvantaged students in Rocketship schools is not statistically significant so we are presenting a comparison of only Disadvantaged students

#### Economically Disadvantaged

Free and Reduced Lunch

		English Language Arts				Mathematics			
		Grade 2	Grade 3	Grade 4	Grade 5	Grade 2	Grade 3	Grade 4	Grade 5
Rocketship Mateo Sheedy	% Advanced	51%	35%	32%	57%	61%	61%	65%	52%
	% Proficient	32%	35%	42%	26%	28%	30%	28%	39%
	% Basic	13%	26%	26%	9%	10%	6%	7%	9%
	% Below Basic	3%	3%	0%	9%	1%	3%	0%	0%
	% Far Below Basic	1%	1%	0%	0%	0%	0%	0%	0%

Rocketship Mateo Sheedy	% Proficient & Advanced	83%	70%	74%	83%	88%	91%	93%	91%
Washington Elementary	% Proficient & Advanced	45%	24%	36%	43%	54%	46%	55%	48%
Gardner Elementary	% Proficient & Advanced	28%	23%	43%	51%	43%	58%	60%	62%

Rocketship Si Se Puede	% Advanced	45%	15%	44%	NA	52%	47%	67%	NA
	% Proficient	34%	24%	11%	NA	34%	28%	15%	NA
	% Basic	15%	39%	30%	NA	14%	19%	19%	NA
	% Below Basic	6%	20%	7%	NA	0%	4%	0%	NA
	% Far Below Basic	0%	1%	7%	NA	0%	1%	0%	NA

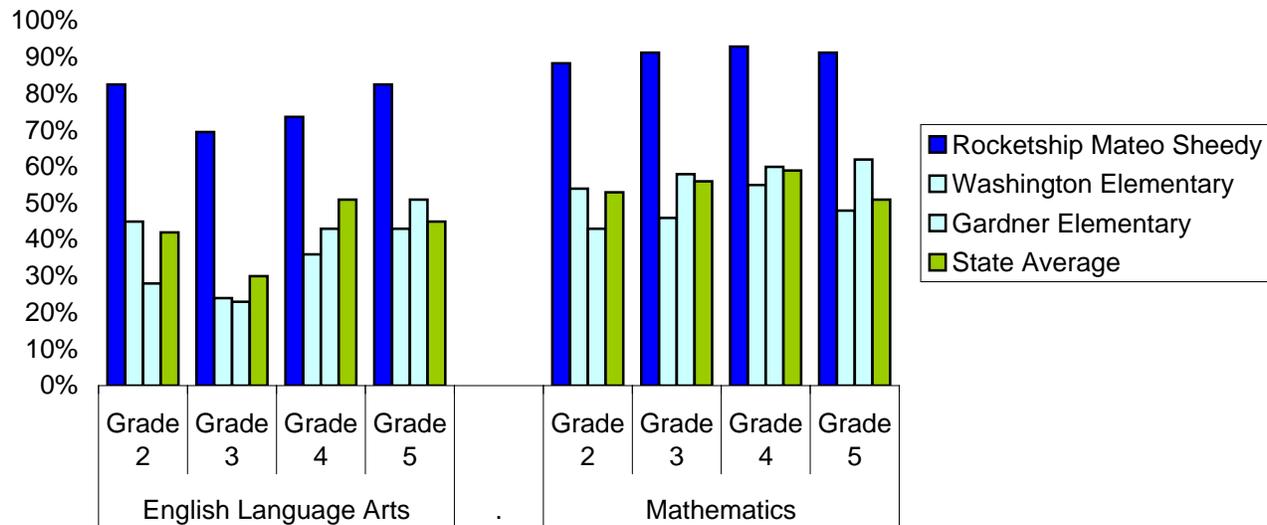
Rocketship Si Se Puede	% Proficient & Advanced	79%	39%	56%	NA	86%	76%	81%	NA
Cesar Chavez Elementary	% Proficient & Advanced	33%	29%	30%	37%	39%	59%	43%	59%
Mildred Goss Elementary	% Proficient & Advanced	30%	24%	50%	42%	30%	39%	65%	51%

Rocketship Los Suenos (not open yet)	% Proficient & Advanced	NA							
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State Average	% Proficient & Advanced	42%	30%	51%	45%	53%	56%	59%	51%
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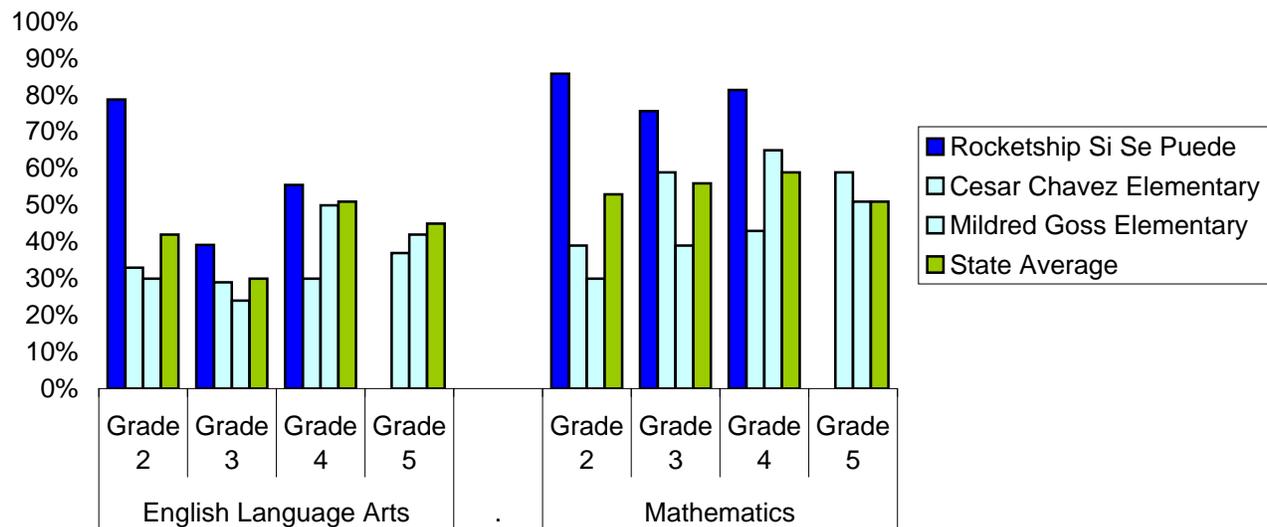
**% of Economically Disadvantaged Students who score Proficient and Above on the California Star Test 2009-2010**

Rocketship Mateo Sheedy in comparison with similar schools



**% of Economically Disadvantaged Students who score Proficient and Above on the California Star Test 2009-2010**

Rocketship Si Se Puede in comparison with similar schools

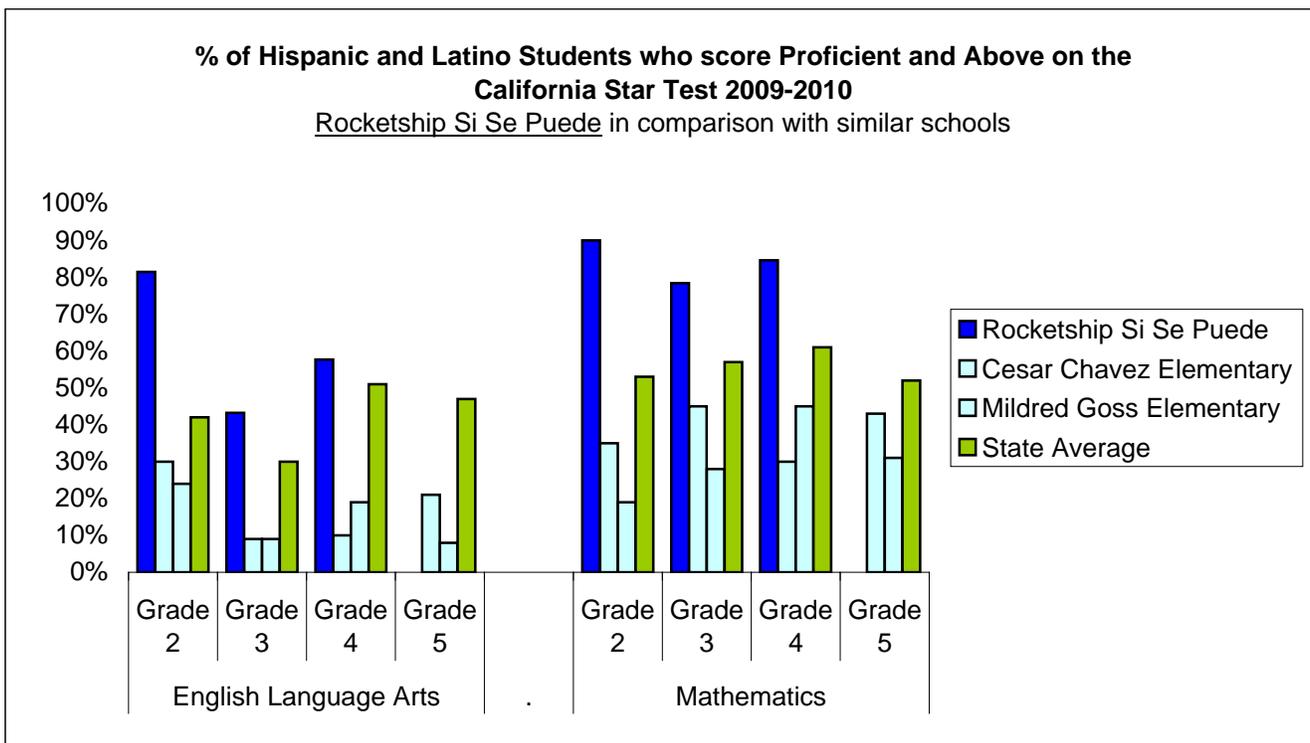
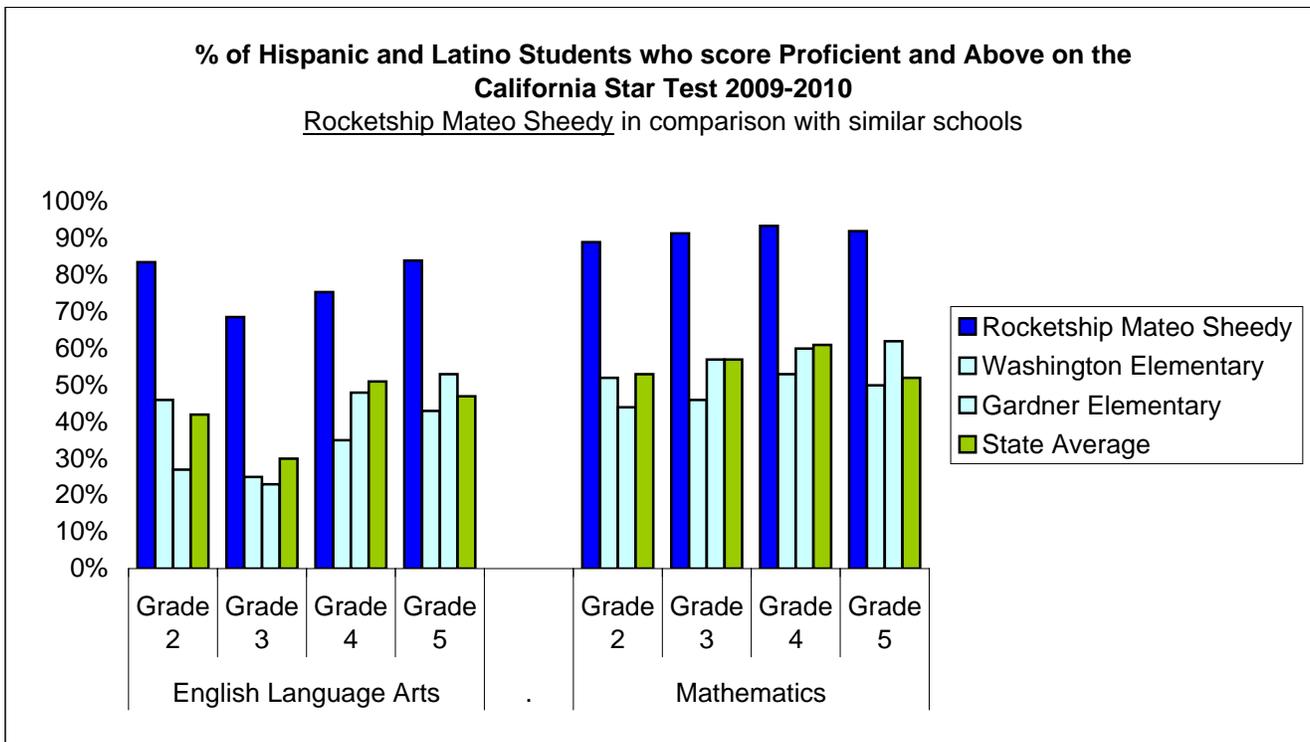


**Subgroup: Racial Subgroups 2009-2010**

The number of non-latino students in Rocketship schools is not statistically significant so we are presenting a comparison of only Latino students.

**Hispanic and Latino Students**

		English Language Arts				Mathematics			
		2	3	4	5	2	3	4	5
Rocketship Mateo Sheedy	% Advanced	53%	31%	34%	60%	63%	60%	69%	52%
	% Proficient	30%	37%	41%	24%	26%	31%	25%	40%
	% Basic	12%	27%	25%	8%	10%	6%	7%	8%
	% Below Basic	3%	3%	0%	8%	1%	3%	0%	0%
	% Far Below Basic	1%	1%	0%	0%	0%	0%	0%	0%
Rocketship Mateo Sheedy	% Proficient & Advanced	84%	69%	75%	84%	89%	91%	93%	92%
Washington Elementary	% Proficient & Advanced	46%	25%	35%	43%	52%	46%	53%	50%
Gardner Elementary	% Proficient & Advanced	27%	23%	48%	53%	44%	57%	60%	62%
Rocketship Si Se Puede	% Advanced	44%	15%	43%	NA	55%	50%	68%	NA
	% Proficient	36%	26%	11%	NA	32%	28%	14%	NA
	% Basic	14%	39%	32%	NA	13%	18%	18%	NA
	% Below Basic	5%	19%	7%	NA	0%	4%	0%	NA
	% Far Below Basic	0%	0%	7%	NA	0%	0%	0%	NA
Rocketship Si Se Puede	% Proficient & Advanced	81%	42%	54%	NA	87%	78%	82%	NA
Cesar Chavez Elementary	% Proficient & Advanced	28%	25%	26%	34%	34%	54%	38%	56%
Mildred Goss Elementary	% Proficient & Advanced	29%	20%	49%	35%	28%	35%	62%	48%
Rocketship Los Suenos (not open yet)	% Proficient & Advanced	NA	NA	NA	NA	NA	NA	NA	NA
State Average	% Proficient & Advanced	42%	30%	51%	47%	53%	57%	61%	52%



**Subgroup: Disability 2009-2010**

The number of students with disabilities in Rocketship schools is not statistically significant so we are not presenting a comparison.

**Subgroup: English Language Learners 2009-2010****English Language Learners**

		English Language Arts				Mathematics			
		2	3	4	5	2	3	4	5
Rocketship Mateo Sheedy (EL)	% Advanced	53%	37%	36%	58%	62%	63%	69%	47%
	% Proficient	30%	33%	40%	26%	26%	29%	24%	42%
	% Basic	12%	27%	24%	5%	11%	6%	7%	11%
	% Below Basic	3%	2%	0%	11%	2%	2%	0%	0%
	% Far Below Basic	2%	2%	0%	0%	0%	0%	0%	0%

Rocketship Mateo Sheedy (Non-EL)	% Advanced	64%	31%	50%	71%	73%	63%	67%	71%
	% Proficient	27%	44%	33%	14%	27%	31%	33%	29%
	% Basic	9%	19%	17%	14%	0%	0%	0%	0%
	% Below Basic	0%	6%	0%	0%	0%	6%	0%	0%
	% Far Below Basic	0%	0%	0%	0%	0%	0%	0%	0%

Rocketship Mateo Sheedy	% Proficient & Advanced	EL	83%	70%	76%	84%	88%	92%	93%	89%
	% Proficient & Advanced	Non-EL	91%	75%	83%	86%	100%	94%	100%	100%
Washington Elementary	% Proficient & Advanced	EL	41%	16%	20%	13%	50%	38%	50%	30%
	% Proficient & Advanced	Non-EL	72%	68%	70%	81%	76%	79%	65%	72%
Gardner Elementary	% Proficient & Advanced	EL	24%	16%	44%	31%	40%	55%	62%	50%
	% Proficient & Advanced	Non-EL	42%	48%	62%	75%	55%	61%	68%	78%

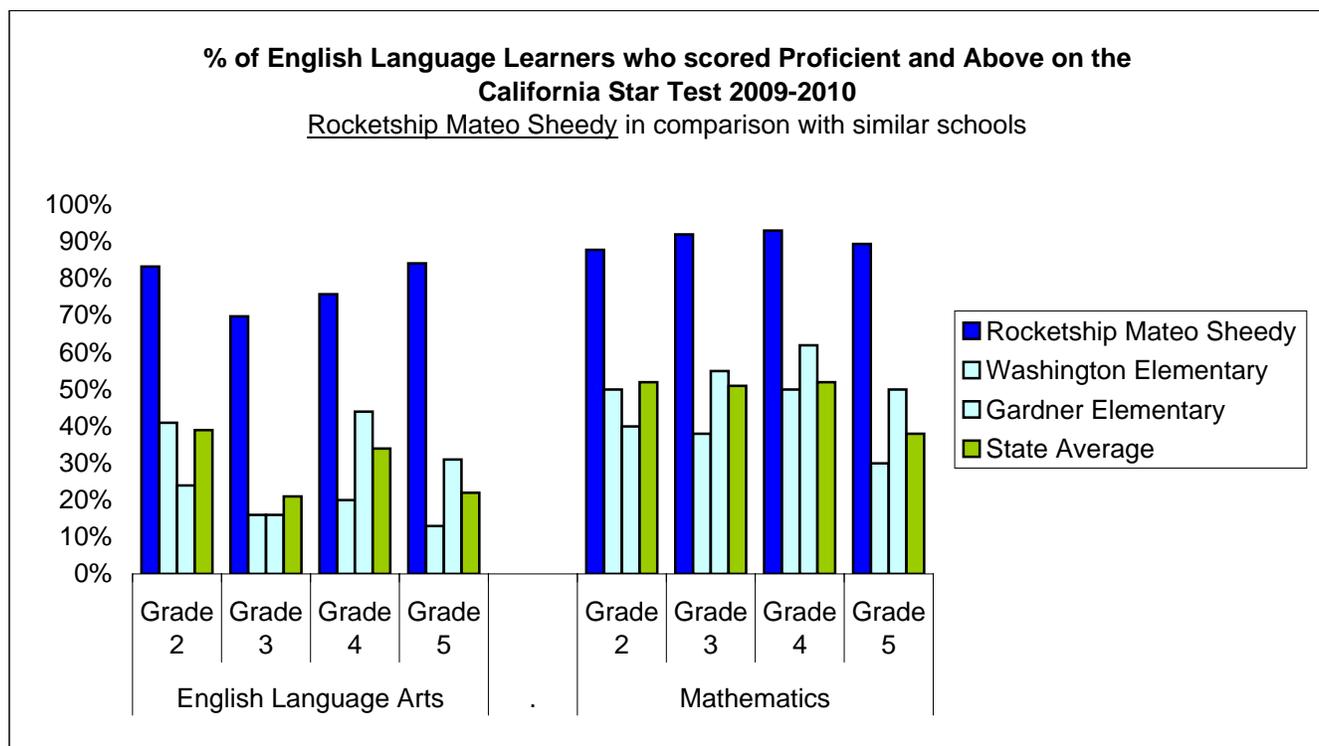
Rocketship Si Se Puede (EL)	% Advanced	49%	16%	46%	NA	56%	51%	73%	NA
	% Proficient	33%	27%	12%	NA	34%	27%	12%	NA
	% Basic	14%	36%	27%	NA	10%	18%	15%	NA
	% Below Basic	4%	19%	8%	NA	0%	3%	0%	NA
	% Far Below Basic	0%	1%	8%	NA	0%	1%	0%	NA

Rocketship Si Se Puede (Non-EL)	% Advanced	50%	22%	33%	NA	71%	56%	33%	NA
	% Proficient	36%	44%	0%	NA	7%	22%	33%	NA
	% Basic	7%	22%	67%	NA	21%	11%	33%	NA
	% Below Basic	7%	11%	0%	NA	0%	11%	0%	NA
	% Far Below Basic	0%	0%	0%	NA	0%	0%	0%	NA

Rocketship Si Se Puede	% Proficient & Advanced	EL	81%	43%	58%	NA	90%	78%	85%	NA
	% Proficient & Advanced	Non-EL	86%	67%	33%	NA	79%	78%	67%	NA
Cesar Chavez Elementary	% Proficient & Advanced	EL	30%	9%	10%	21%	35%	45%	30%	43%
	% Proficient & Advanced	Non-EL	50%	65%	70%	67%	58%	85%	71%	88%
Mildred Goss Elementary	% Proficient & Advanced	EL	24%	9%	19%	8%	19%	28%	45%	31%
	% Proficient & Advanced	Non-EL	50%	41%	82%	73%	60%	50%	86%	69%

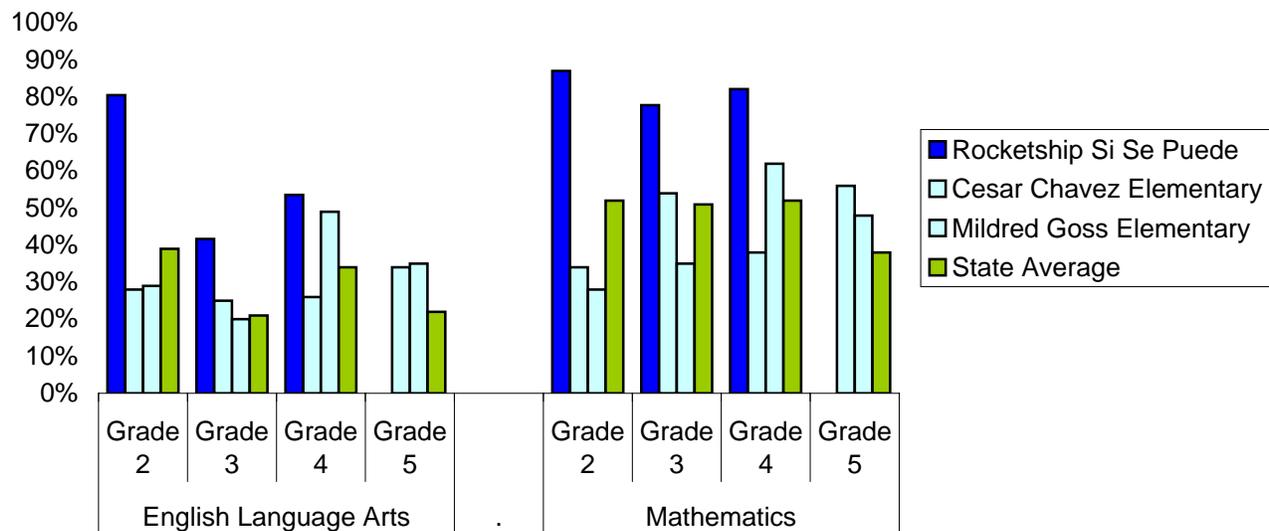
Rocketship Los Suenos (not open yet)	% Proficient & Advanced	EL	NA							
	% Proficient & Advanced	Non-EL	NA							

State Average	% Proficient & Advanced	EL	39%	21%	34%	22%	52%	51%	52%	38%
	% Proficient & Advanced	Non-EL	62%	54%	74%	69%	69%	72%	76%	68%



**% of English Language Learners who scored Proficient and Above on the California Star Test 2009-2010**

Rocketship Si Se Puede in comparison with similar schools



## Detailed Financial Narrative And Projections

### Expenses: Schools

#### **Materials And Supplies**

At full enrollment, materials and supplies represent approximately 10% of each school's annual cost structure, although this category represents almost \$500K in initial startup expenses.

**Office Supplies, Safety and Instructional Materials:** These expenses include both administrative expenses such as copy paper, supplies and materials that teachers use in the classroom. These expenses amount to approximately \$50K annually.

**Curriculum, Assessments and Library:** Rocketship schools spend approximately \$15K each year on assessments (Dibbles, NWEA, DRA, etc). Additionally, schools purchase leveled library in their first three years of operations which costs approximately \$60K. They spend \$50K in year 1, \$5K in year 2, and \$5K in year 3. Finally, schools spend over \$70,000 on other forms of curriculum over its first two years of operation.

**Food:** The model assumes that each student will require approximately \$440 worth of food resulting in total expenditures between \$165K and \$210K. The food service program will operate at an annual initial loss of \$10K due to challenges in lowering food costs to levels supported by state and federal funding sources and to the California's continued inability to fulfill its NSLP obligations. This loss is expected to decrease to \$5,000 within the first two years of school operation as the school achieves efficiencies.

**Online Learning and Other Software:** Rocketship schools spend approximately \$10K annually on an online student information system. In addition, the model projects that each school will spend \$100/student annually on online curriculum, representing \$55K at full enrollment.

**Equipment and Furniture:** Computers and Furniture represent over \$100K in the first year of a school's operations. Every year, schools will spend approximately \$10K to replace

obsolete or worn out items. Additionally, the model assumes that each new staff member will need \$750 in equipment. From a cash flow perspective, Rocketship will explore capital leases in order to mitigate the large cash outflow in a school's initial years of operation.

**Consultants and other operating expenses** represent approximately 10% of each school's cost structure.

**Teacher Recruitment and Certification:** Due to hiring a large number of relatively new teachers, each Rocketship school is assumed to pay REACH and Teach for America \$3,500 per first or second year teacher.

**Professional Development:** Professional development is set at \$700/teacher, representing upwards of \$10,000 at full enrollment.

**Special Education Services/Encroachment:** Due to the effectiveness of Rocketship's Response to Intervention model, the schools are able to offset \$70/student in RTI expenses through the Special Education Program. This results in an offset of approximately \$35K at full enrollment.

**District Oversight Fees:** Each school will likely pay 1% of general purpose and categorical revenues to its authorizer as an oversight charge. This charge represents over \$25K annually.

**Budget Contingency:** Each school will reserve 1% of annual expenses for contingencies. This contingency represents approximately \$30K annually.

**Special Education:** Special Education Services at Rocketship schools are provided by the RSED National Office. As a result, the National Office collects the revenues, provides the services and charges the schools a fee or "encroachment" which allocates the program's net loss to each school based on their ADA. From historical and current year financial information, the model estimates the program to break-even while including a portion of each school's RtI program.

**Facilities Maintenance, Custodial and Utilities:** The model assumes \$55K in custodial and utilities expenses in year 1 as most maintenance will be covered under warranty. In future years, schools will be required to pay for ongoing maintenance, bringing the total to \$65K/year.

**Assessment Team:** \$20K will be spent annually on consultants to provide additional capacity during testing days.

**Copy Machine:** Due to the high level of homework that Rocketship students are expected to complete on a weekly basis, copy machine charges grow from \$20K annually in year 1 to \$30K in years 2+.

**Field Trips:** \$6K each year is devoted to enrichment and field trips at each school.

**Substitute Teachers:** Rocketship uses external contractors to provide substitute coverage for teacher absences. It is assumed that each teacher will use their full allotment of sick and PTO by year end such that substitute expenses amount to \$2K per teacher, or \$32K annually.

**Financing Expenses** Due to delays in state and federal funding, each Rocketship school is estimated to end each fiscal year with over half a million dollars in receivables. As a result, it will be necessary to obtain lines of credit that will allow Rocketship to maintain a minimum cash balance of 1 month of operating expenses. Rocketship staff are actively engaging potential financing partners regarding revolving lines of credit. The model assumes achieving a line of credit worth 60% of the accounts receivable balance at an annual interest rate of 5%.<sup>1</sup> Additionally, each school is projected to receive \$250K through the CDE revolving loan program, payable over 5 years at an interest rate of 4%. For schools 8+, the revolving line of credit may not cover all cash flow needs. As a result, RSED will loan each new school \$120K by year 3 which will be paid back by year 7.

**RSED Fees** For Rocketship's first seven schools, it will charge each school 15% of revenues, excluding food service sales and reimbursements. Schools 1-7 also pay 25% and 15%

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<sup>1</sup> Currently, Rocketship has a \$1.2MM line of credit relationship (up to 80% of receivables) at a rate of 4.25%.

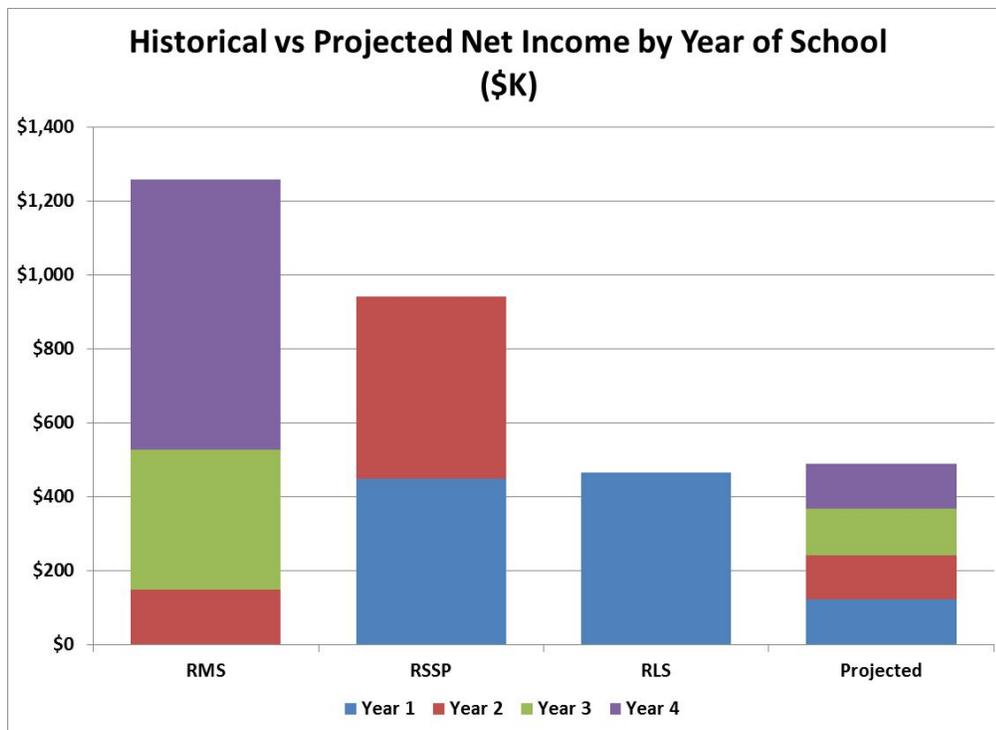
of revenues to RSED during their startup years (years -1 and 0), respectively. For schools 31+, Rocketship will charge 10% of revenues in year 1 to assist that school in covering its start up expenses. These fees range from \$275K to \$480K annually.

**Facilities Fees** The model assumes that each school will provide a \$200K security deposit in year 0 which will be returned to the school in year 7. Additionally, each school will pay facility lease expenses to the LLC that represent 20% of the school's annual revenue. These fees grow from \$550K in year 1 to \$640K at full enrollment. While Launchpad is pursuing economies of scale that will allow it to require less than 20% of school revenue, the RSED model assumes a 20% facilities charge in perpetuity.

### Management and Facilities Fees

	Yr -1	Yr 0	Yr 1	Yr 2+
<b>Schools 1 - 30</b>				
National and Regional Fees	25%	15%	15%	15%
Facilities Fees	0%	0%	20%	20%
<b>Schools 31+</b>				
National and Regional Fees	5%	3%	10%	15%
Facilities Fees	0%	0%	20%	20%

*School Financials* are presented in Appendix 7. As mentioned above, Rocketship assumes that all schools will receive the same revenue and cost structure associated with schools in California. California, which has low per pupil revenues and high land prices and cost of living represents a challenging fiscal environment such that we believe our financial projections are exceedingly conservative.



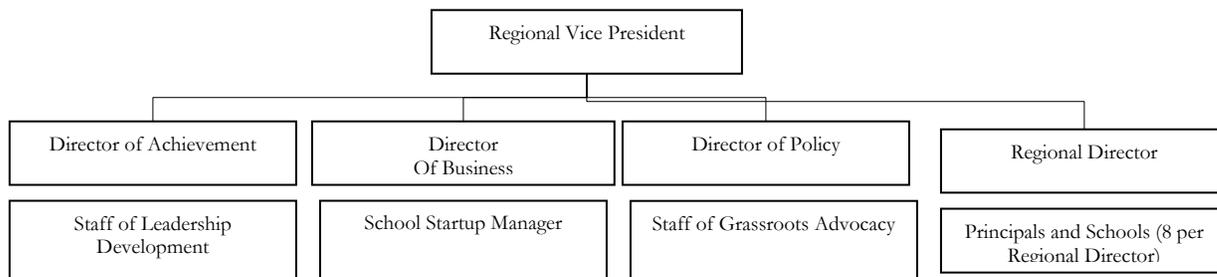
**Regional Financials**

**Summary:** Each regional office requires \$2.8M in fundraising to support its operating expenses until it reaches sustainability in year 5 with 8 schools in operation.

**Revenues:** Regional offices charge fees to schools in order to cover operating costs. These fees amount to approximately three to four percent of revenues. Regional fees amount to approximately \$105K per school at full enrollment.

**Expenses:**

**Staffing:** Staffing costs (salaries and benefits) comprise approximately 68% of each regional office’s cost structure. The regional organizational chart is represented below.



**Materials and Supplies:** Computer equipment, furniture and office supplies are estimated at

approximately \$5K per staff member and represent less than 2% of expenses.

**Consultants and Other Operating Expenses:** Other operating expenses comprise approximately 20% of the regional offices cost structure. These expenses are devoted primarily to parent advocacy and empowerment, facilities expenses, staff recruiting and professional development.

***Regional Office Financials:***

As shown below, the regional office breaks even on management fees in year 5 with 8 schools in operation.

<b>Year</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Schools in Operation</b>	0	1	1	2	4	8	12	20	32
<b>Headcount</b>	4	4	4	4	7	7	11	17	27
<b>Enrollment</b>	0	420	511	974	1,898	3,803	5,926	9,808	15,720
<b>Revenues</b>									
Management Fees	\$0	\$129,803	\$145,668	\$280,881	\$555,056	\$1,110,938	\$1,702,828	\$2,822,985	\$4,503,918
Fundraising	\$750,000	\$625,000	\$525,000	\$400,000	\$450,000	\$0	\$0	\$0	\$0
<b>Revenues</b>	<b>\$750,000</b>	<b>\$754,803</b>	<b>\$670,668</b>	<b>\$680,881</b>	<b>\$1,005,056</b>	<b>\$1,110,938</b>	<b>\$1,702,828</b>	<b>\$2,822,985</b>	<b>\$4,503,918</b>
<b>Expenses</b>									
Salaries	\$440,000	\$440,000	\$440,000	\$440,000	\$620,000	\$620,000	\$960,000	\$1,480,000	\$2,180,000
Benefits	\$96,800	\$96,800	\$96,800	\$96,800	\$136,400	\$136,400	\$211,200	\$325,600	\$479,600
Materials and Supplies	\$20,000	\$10,000	\$10,000	\$10,000	\$25,000	\$17,500	\$37,500	\$57,500	\$92,500
Other Operating Expenses	\$86,500	\$91,500	\$91,500	\$96,500	\$117,000	\$137,000	\$264,000	\$383,000	\$570,500
<b>Total Expenses</b>	<b>\$643,300</b>	<b>\$638,300</b>	<b>\$638,300</b>	<b>\$643,300</b>	<b>\$898,400</b>	<b>\$910,900</b>	<b>\$1,472,700</b>	<b>\$2,246,100</b>	<b>\$3,322,600</b>
<b>Net Income</b>	<b>\$106,700</b>	<b>\$116,503</b>	<b>\$32,368</b>	<b>\$37,581</b>	<b>\$106,656</b>	<b>\$200,038</b>	<b>\$230,128</b>	<b>\$576,885</b>	<b>\$1,181,318</b>
<b>Ending Fund Balance</b>	<b>\$106,700</b>	<b>\$223,203</b>	<b>\$255,571</b>	<b>\$293,152</b>	<b>\$399,808</b>	<b>\$599,846</b>	<b>\$829,974</b>	<b>\$1,406,858</b>	<b>\$2,588,176</b>
<b>Reserve Balance (% of Expenses)</b>	<b>17%</b>	<b>35%</b>	<b>40%</b>	<b>46%</b>	<b>45%</b>	<b>66%</b>	<b>56%</b>	<b>63%</b>	<b>78%</b>

**National Office Financials:**

**Summary:** Rocketship’s National Office (RSED) reaches sustainability on school management fees in 2015-16 with twenty-nine operational schools. However, in order to expedite our expansion to seven regions and 45 schools by 2016, Rocketship needs to raise \$28MM, of which we have already raised \$10MM and expect to raise an additional \$10MM from local partners in our expansion regions. Of the \$28MM, \$10MM will be used towards national office capacity and systems building. After raising the \$28MM and opening 45 schools, Rocketship will be able to generate positive cash flow from operations that will allow the organization to open new regions and new schools without additional fundraising.

**Revenues:**

**Management Fees:** As mentioned in the section on school expenses, regional and national fees will amount to 15% of revenues, excluding food service sales and reimbursements. These fees range from \$332K to \$470K per school on an annual basis.

**Philanthropy and Grants:** The \$10 MM that Rocketship has already raised includes \$6MM fundraising for the national office to grow the capacity it needs to support its schools. In order to expand to a seven regions by 2016-17, Rocketship will need an additional \$4MM for national office expenses in addition to approximately \$10 MM to cover the regional office’s startup expenses in

Rocketship’s expansion regions. To expand to seven regions by 2016, Rocketship

	2011	2012	2013	2014	2015	2016	2017
<b>Schools</b>	3	5	8	12	18	29	45
<b>Regions</b>	1	1	1	2	3	5	7
<b>Students</b>	1,378	2,409	3,895	5,927	8,927	14,244	22,196
<b>Headcount</b>							
Executive Staff	3	6	7	7	7	7	8
Schools Team	9	12	15	21	26	28	38
Business Team	7	9	11	15	21	26	36
Policy Team	0	3	5	7	9	10	12
Bay Area Regional Team	3	4	7	10	16	26	40
<b>Total Headcount</b>	<b>22</b>	<b>34</b>	<b>45</b>	<b>60</b>	<b>79</b>	<b>97</b>	<b>134</b>

will need \$28MM, of which \$10MM will be used for the national office to build the capacity it needs to support its operational schools and ensure the success of future schools.

**Expenses:**

**Staffing** currently represents over 57% of RSED's cost structure for the national office as is broken out between functional departments: CEO, Schools, Policy, Business, and Bay Area Regional Staff. The headcount for these departments through the end of the grant period is shown in the table above.

***National Office Financials:***

As reflected in the table below, Rocketship’s National Office will need \$10MM over the next four years before it will be sustainable on management fees at 29 schools.

	2012	2013	2014	2015	2016	2017	2018	2019	2020
<b>Schools in Operation</b>	5	8	12	18	29	45	73	118	175
<b>Enrollment</b>	2,409	3,895	5,927	8,927	14,244	22,196	35,845	57,906	87,038
<b>Regions with Open Schools</b>	1	1	2	3	5	7	10	15	23
<b>Summary Financials</b>									
<b>REVENUES</b>									
National Fees	\$2,469,600	\$3,438,697	\$5,747,727	\$9,003,134	\$14,828,003	\$23,956,457	\$39,461,093	\$63,731,075	\$94,929,015
Bay Area Fees	\$617,400	\$667,977	\$1,114,925	\$1,896,751	\$3,170,345	\$5,040,673	\$7,915,920	\$12,396,915	\$16,557,134
Public Revenues	\$1,199,274	\$1,918,838	\$2,878,258	\$4,317,386	\$6,955,789	\$10,793,466	\$17,509,400	\$28,302,866	\$41,974,589
Fundraising and Other	\$3,889,140	\$3,092,943	\$2,300,000	\$750,000	\$0	\$0	\$0	\$0	\$0
<b>Total Revenues</b>	<b>\$8,175,414</b>	<b>\$9,118,455</b>	<b>\$12,040,910</b>	<b>\$15,967,271</b>	<b>\$24,954,137</b>	<b>\$39,790,596</b>	<b>\$64,886,414</b>	<b>\$104,430,856</b>	<b>\$153,460,739</b>
<b>Expenses</b>									
Salaries	\$3,883,997	\$4,141,200	\$5,316,444	\$6,998,667	\$8,529,565	\$11,554,206	\$15,467,841	\$17,339,410	\$19,408,538
Benefits	\$776,799	\$828,240	\$1,063,289	\$1,399,733	\$1,705,913	\$2,310,841	\$3,093,568	\$3,467,882	\$3,881,708
Other Expenses	\$2,840,077	\$3,654,143	\$5,071,055	\$7,084,563	\$9,023,496	\$12,901,361	\$17,972,417	\$22,596,026	\$25,429,851
<b>Total Expenses</b>	<b>\$7,500,874</b>	<b>\$8,623,583</b>	<b>\$11,450,788</b>	<b>\$15,482,963</b>	<b>\$19,258,974</b>	<b>\$26,766,408</b>	<b>\$36,533,826</b>	<b>\$43,403,318</b>	<b>\$48,720,096</b>
<b>Net Income</b>	<b>\$674,540</b>	<b>\$494,872</b>	<b>\$590,122</b>	<b>\$484,308</b>	<b>\$5,695,163</b>	<b>\$13,024,188</b>	<b>\$28,352,588</b>	<b>\$61,027,538</b>	<b>\$104,740,643</b>
<b>Ending Fund Balance</b>	<b>\$4,381,443</b>	<b>\$4,876,316</b>	<b>\$5,466,437</b>	<b>\$5,950,745</b>	<b>\$11,645,908</b>	<b>\$24,670,096</b>	<b>\$53,022,684</b>	<b>\$114,050,222</b>	<b>\$218,790,865</b>
<b>Ending Cash Balance</b>	<b>\$3,539,788</b>	<b>\$2,702,908</b>	<b>\$2,911,474</b>	<b>\$2,969,857</b>	<b>\$6,414,573</b>	<b>\$15,569,005</b>	<b>\$41,061,748</b>	<b>\$103,423,138</b>	<b>\$203,849,135</b>

**Consolidated Financials**

	2012	2013	2014	2015	2016	2017	2018	2019	2020
<b># of Schools</b>	5	8	12	18	29	45	73	118	175
<b># of Regions</b>	1	1	2	3	5	7	10	15	23
<b># of Enrolled Students</b>	2,409	3,895	5,927	8,927	14,244	22,196	35,845	57,906	87,038
<b>Summary Financials</b>									
<b>School Financials</b>									
Net Income	\$780,603	\$238,041	\$396,669	\$947,385	\$572,413	\$1,505,291	\$1,654,279	\$2,693,209	\$5,364,350
Ending Fund Balance	\$3,545,557	\$3,783,598	\$4,180,267	\$5,127,652	\$5,700,064	\$7,205,356	\$8,859,635	\$11,552,844	\$16,917,193
<b>National and Regional Financials</b>									
<b>Revenue</b>									
Management Fees	\$3,087,000	\$4,292,520	\$7,184,206	\$11,380,203	\$18,936,906	\$30,752,743	\$50,915,224	\$82,632,046	\$123,425,270
Fundraising (incl. secured commitment)	\$3,889,140	\$3,865,593	\$3,744,856	\$3,590,323	\$4,017,718	\$0	\$0	\$0	\$0
Public Revenue	\$1,199,274	\$1,918,838	\$2,878,258	\$4,317,386	\$6,955,789	\$10,793,466	\$17,509,400	\$28,302,866	\$41,974,589
<b>Total Revenue</b>	<b>\$8,175,414</b>	<b>\$10,076,952</b>	<b>\$13,807,319</b>	<b>\$19,287,912</b>	<b>\$29,910,412</b>	<b>\$41,546,208</b>	<b>\$68,424,624</b>	<b>\$110,934,912</b>	<b>\$165,399,859</b>
<b>Expenses</b>									
	\$7,500,874	\$9,277,245	\$12,779,004	\$18,192,524	\$23,404,603	\$33,458,289	\$47,301,390	\$61,570,503	\$69,426,961
<b>Net Income</b>	<b>\$674,540</b>	<b>\$799,707</b>	<b>\$1,028,315</b>	<b>\$1,095,389</b>	<b>\$6,505,810</b>	<b>\$8,087,920</b>	<b>\$21,123,234</b>	<b>\$49,364,409</b>	<b>\$95,972,898</b>
<b>Ending Fund Balance</b>	<b>\$4,381,443</b>	<b>\$4,995,304</b>	<b>\$5,838,462</b>	<b>\$6,748,788</b>	<b>\$13,066,183</b>	<b>\$27,041,874</b>	<b>\$57,071,601</b>	<b>\$120,989,320</b>	<b>\$229,155,460</b>
<b>Rocketship Consolidated Financials</b>									
<b>Revenue</b>									
Public Revenue	\$19,365,596	\$31,486,858	\$49,406,557	\$76,445,948	\$125,414,800	\$201,523,614	\$334,386,219	\$548,572,526	\$820,066,665
Fundraising and Other	\$4,639,140	\$5,690,593	\$5,094,856	\$5,965,323	\$7,642,718	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	<b>\$24,004,736</b>	<b>\$37,177,451</b>	<b>\$54,501,412</b>	<b>\$82,411,271</b>	<b>\$133,057,517</b>	<b>\$201,523,614</b>	<b>\$334,386,219</b>	<b>\$548,572,526</b>	<b>\$820,066,665</b>
<b>Expenses (Excluding Mgmt Fees)</b>									
	\$22,549,593	\$36,139,703	\$53,076,429	\$80,368,498	\$125,979,295	\$198,030,403	\$318,433,707	\$498,539,907	\$718,729,417
<b>Total Surplus/(Deficit)</b>	<b>\$1,455,143</b>	<b>\$1,037,748</b>	<b>\$1,424,984</b>	<b>\$2,042,773</b>	<b>\$7,078,222</b>	<b>\$3,493,211</b>	<b>\$15,952,513</b>	<b>\$50,032,618</b>	<b>\$101,337,248</b>
<b>Ending Fund Balance</b>	<b>\$7,927,000</b>	<b>\$8,778,902</b>	<b>\$10,018,729</b>	<b>\$11,876,439</b>	<b>\$18,766,248</b>	<b>\$34,247,230</b>	<b>\$65,931,235</b>	<b>\$132,542,164</b>	<b>\$246,072,653</b>
<b>Ending Cash Balance</b>	<b>\$5,334,315</b>	<b>\$3,771,455</b>	<b>\$3,665,603</b>	<b>\$3,977,311</b>	<b>\$7,235,699</b>	<b>\$16,952,001</b>	<b>\$40,941,033</b>	<b>\$97,862,671</b>	<b>\$195,690,877</b>
<b>Balance Sheet</b>									
<b>Assets</b>									
Cash	\$5,334,315	\$3,771,455	\$3,665,603	\$3,977,311	\$7,235,699	\$16,952,001	\$40,941,033	\$97,862,671	\$195,690,877
Facilities Deposit	\$2,000,000	\$3,300,000	\$5,500,000	\$8,200,000	\$12,600,000	\$19,650,000	\$29,350,000	\$38,800,000	\$48,900,000
Accounts Receivable	\$5,235,096	\$8,365,010	\$12,744,289	\$19,799,842	\$32,368,548	\$52,285,451	\$85,148,752	\$135,896,381	\$203,534,632
Equipment	\$8,000	\$5,070	\$2,139	\$0	\$0	\$0	\$0	\$0	\$0
Other Assets	\$46,000	\$91,185	\$126,620	\$165,883	\$255,752	\$404,116	\$655,075	\$1,050,519	\$1,540,818
<b>Total Assets</b>	<b>\$12,623,411</b>	<b>\$15,532,719</b>	<b>\$22,038,651</b>	<b>\$32,143,037</b>	<b>\$52,459,999</b>	<b>\$89,291,568</b>	<b>\$156,094,860</b>	<b>\$273,609,571</b>	<b>\$449,666,327</b>
<b>Liabilities and Fund Balance</b>									
Accounts Payable	\$1,006,411	\$1,624,149	\$2,423,301	\$3,724,919	\$5,834,844	\$9,188,659	\$14,763,295	\$23,077,312	\$33,189,973
Liabilities - Loans	\$3,690,000	\$5,129,667	\$9,596,621	\$16,541,678	\$27,858,908	\$45,855,679	\$75,400,329	\$117,990,096	\$170,403,701
Fund Balance	\$7,927,000	\$8,778,902	\$10,018,729	\$11,876,439	\$18,766,248	\$34,247,230	\$65,931,235	\$132,542,164	\$246,072,653
<b>Total Liabilities and Fund Balance</b>	<b>\$12,623,411</b>	<b>\$15,532,719</b>	<b>\$22,038,651</b>	<b>\$32,143,037</b>	<b>\$52,459,999</b>	<b>\$89,291,568</b>	<b>\$156,094,860</b>	<b>\$273,609,571</b>	<b>\$449,666,327</b>

**Additional Attachments**

- **Enrollment and Attendance Data**
- **Timeline**
- **Teacher Leadership and Culture**
- **Rocketship Management Dashboard**

**Enrollment and Attendance Data**

**School Name:** Si Se Puede

**Year Founded:** 2009

**Grade Levels:** K-5

**Number of Students:** 480

**Address:** 2249 Dobern Avenue, San Jose, CA 95116

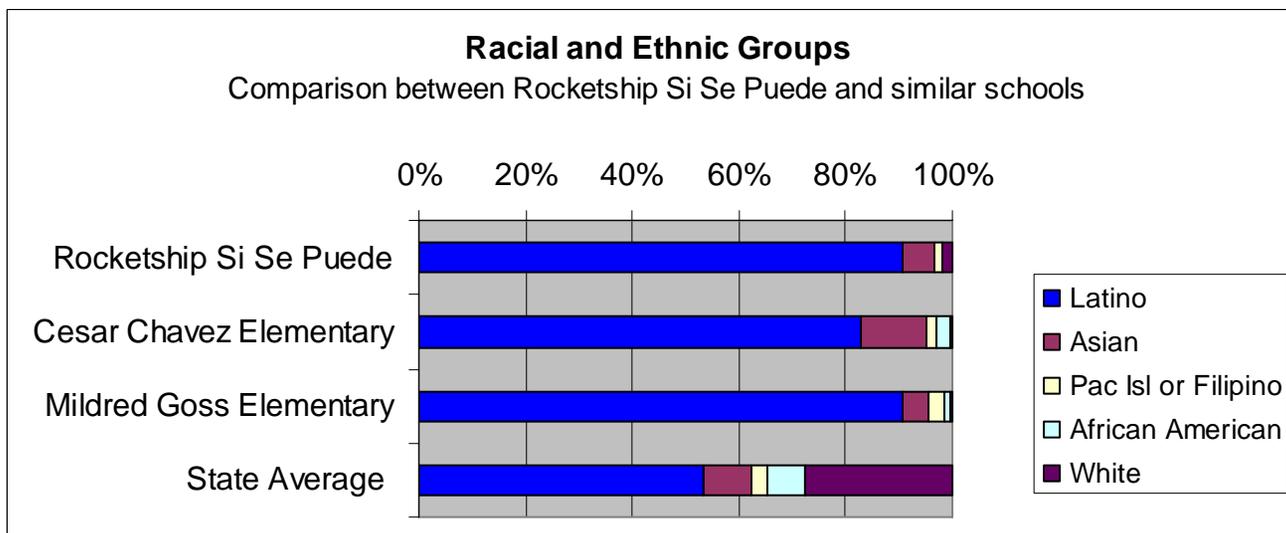
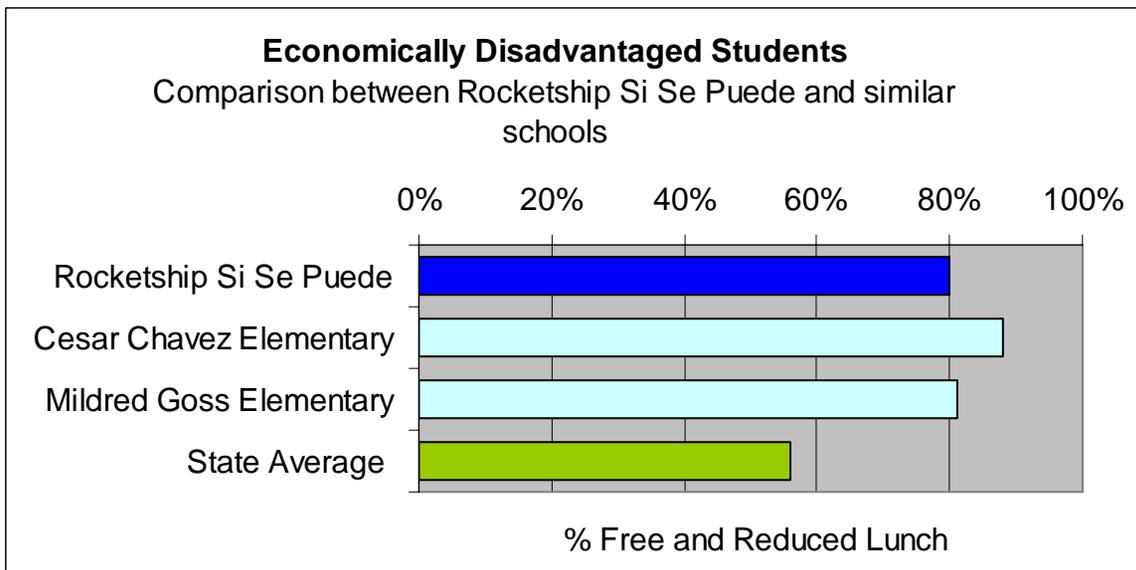
**Comparison of Rocketship school to similar schools and to the state average:**

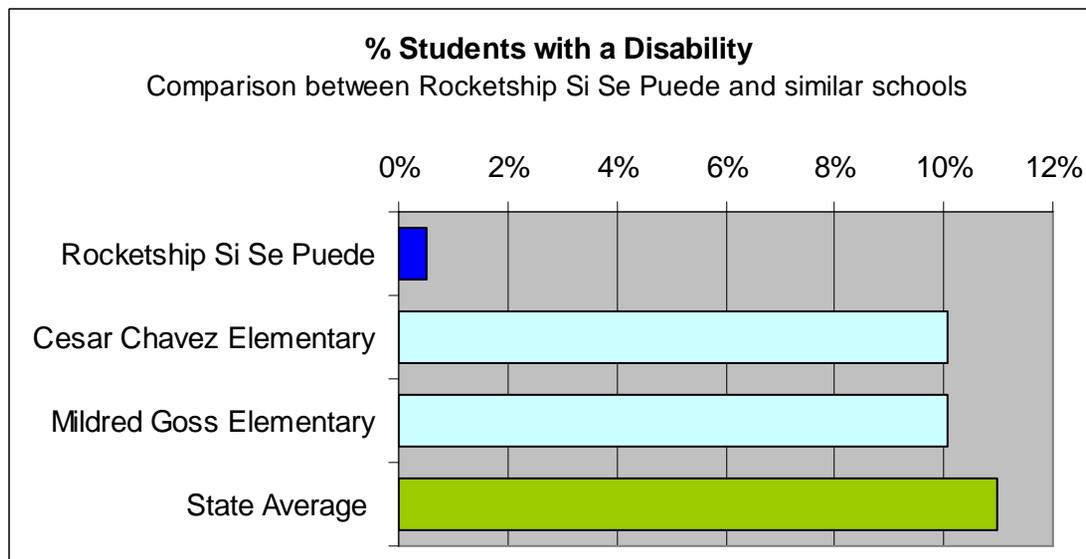
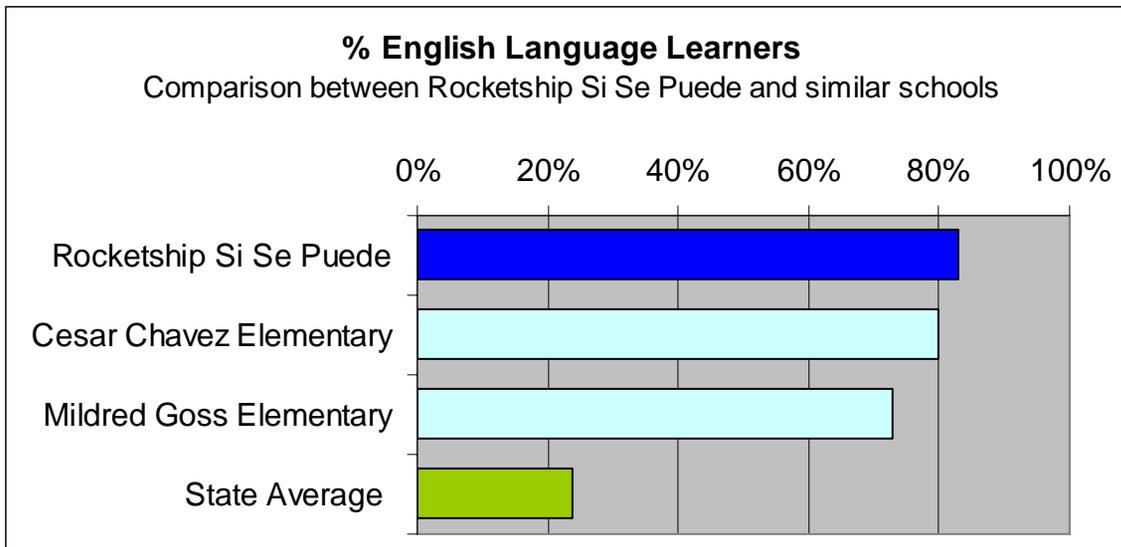
School	Economically Disadvantaged Students (FRM %) 2010-11	Racial and Ethnic Groups 2010-11					Students with Disabilities* 2009-10	English Language Learners 2010-11
		Latino	Asian	Pac Isl or Filipino	African American	White		
<b>Rocketship Si Se Puede</b>	<b>80%</b>	<b>90%</b>	<b>6%</b>	<b>1%</b>	<b>0%</b>	<b>2%</b>	<b>1%**</b>	<b>83%</b>
Cesar Chavez Elementary	88%	83%	12%	2%	2%	0%	10%	80%
Mildred Goss Elementary	81%	90%	5%	3%	1%	0%	10%	73%
California State Average	56%	51%	9%	3%	7%	27%	11%	24%

\* Disability data available only at the District level

\*\*Rocketship’s percentage of disability students is lower than similar schools because Rocketship’s schoolwide Response to Intervention model allows us to intervene early with children and avoid placing struggling students in Special Education unless they have a true disability.

The following charts illustrate the numbers in the table above:





**Results on the State assessment for the past three years (if available) by subgroup**

See *Student Academic Achievement* for California Star Test results from the last three years.

**Attendance rates:**

Attendance Rates for California schools are not published so we were unable to obtain comparison data.

<b>Grade Level</b>	<b>Attendance Rate 2008-09</b>	<b>Attendance Rate 2009-10</b>	<b>Attendance Rate 2010-11</b>
<b>K</b>	NA	95.62%	96.69%
<b>1</b>	NA	96.59%	95.96%
<b>2</b>	NA	96.49%	97.31%
<b>3</b>	NA	96.99%	96.90%
<b>4</b>	NA	98.10%	97.35%
<b>5</b>	NA	NA	98.04%
<b>Totals</b>	<b>NA</b>	<b>96.48%</b>	<b>96.82%</b>

**Student attrition rates for the past three years.**

Student Attrition Rates for California schools are not published so we were unable to obtain comparison data.

<b>Year</b>	<b>Current Year students still enrolled from last year 2010-2011</b>	<b>Method II: add Students who are in 10-11 report, but not in 09-10, due to enrollment after Information Day 2010-2011</b>	<b>Last year's students Gr K-3 2009-2010</b>	<b>Those who transferred to another Rocketship school 2009-2010</b>	<b>Attrition Rate Method I</b>	<b>Attrition Rate Method II</b>
<b>From school year 09-10 to</b>	316	25	388	17	14.82%	8.09%

<b>10-11</b>						
<b>From school year 08-09 to 09-10</b>	N/A	N/A	N/A	N/A	N/A (not open)	N/A (not open)
<b>From school year 07-08 to 08-09</b>	N/A	N/A	N/A	N/A	N/A (not open)	N/A (not open)

**School Name:** Mateo Sheedy

**Year Founded:** 2007

**Grade Levels:** K-5

**Number of Students:** 463

**Address:** 788 Locust Street, San Jose, CA 95110

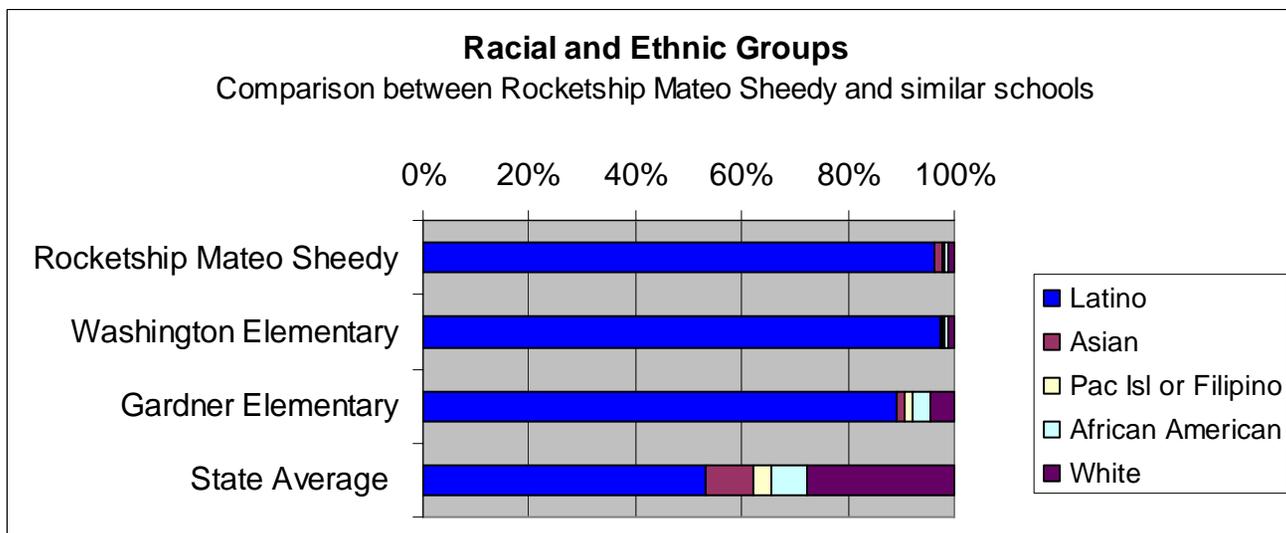
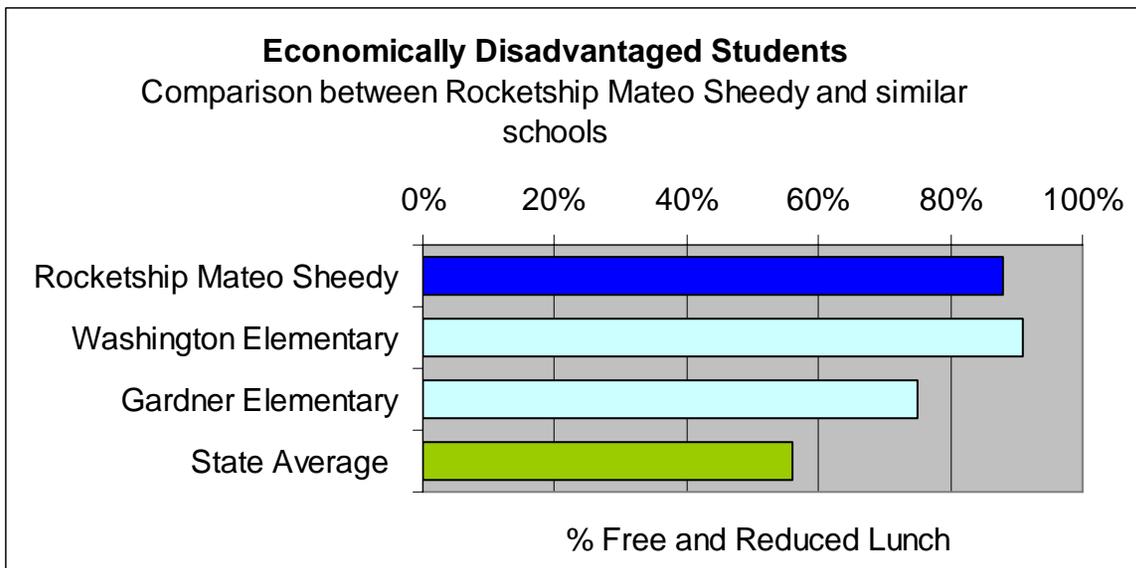
**Comparison of Rocketship school to similar schools and to the state average:**

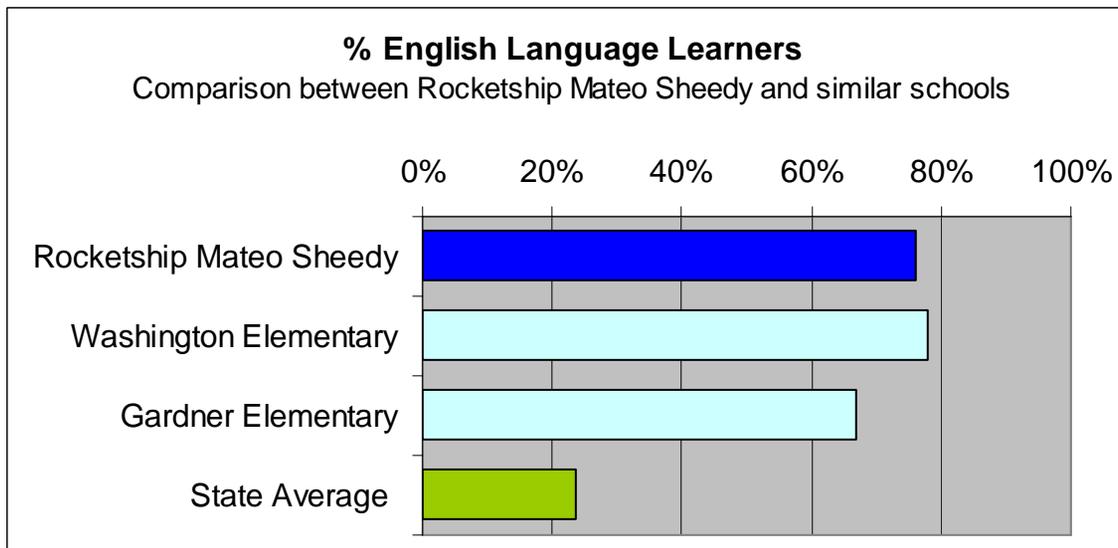
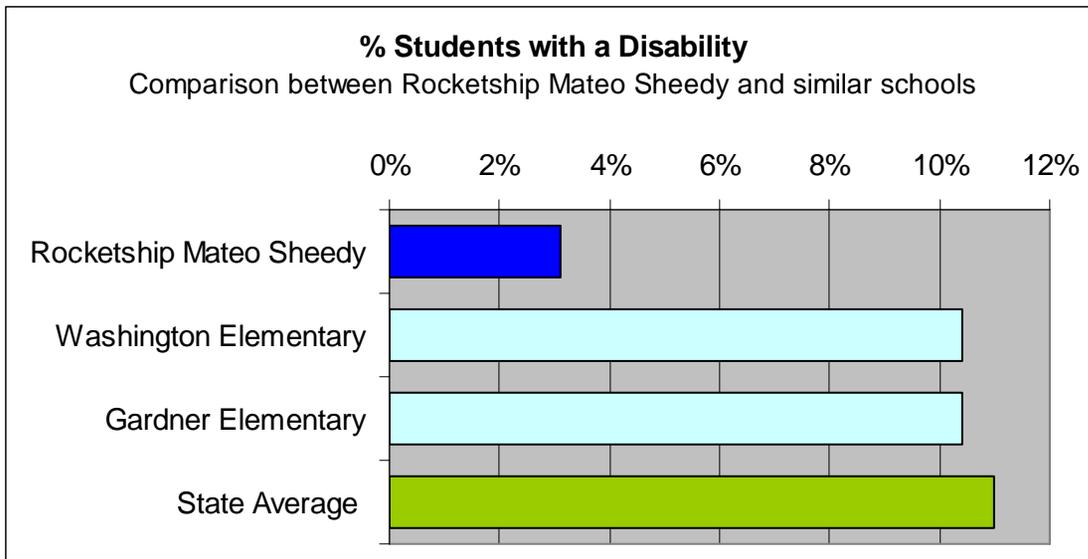
School	Economically Disadvantaged Students (FRM %) 2010-11	Racial and Ethnic Groups 2010-11					Students with Disabilities* 2009-10	English Language Learners 2010-11
		Latino	Asian	Pac Isl or Filipino	African American	White		
<b>Rocketship Mateo Sheedy</b>	<b>88%</b>	<b>96%</b>	<b>2%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>3%**</b>	<b>76%</b>
Washington Elementary	91%	97%	0%	0%	1%	1%	10%	78%
Gardner Elementary	75%	88%	1%	1%	3%	5%	10%	67%
California State Average	56%	51%	9%	3%	7%	27%	11%	24%

\* Disability data available only at the District level

\*\*Rocketship’s percentage of disability students is lower than similar schools because Rocketship’s schoolwide Response to Intervention model allows us to intervene early with children and avoid placing struggling students in Special Education unless they have a true disability.

The following charts illustrate the numbers in the table above:





**Results on the State assessment for the past three years (if available) by subgroup**

See *Student Academic Achievement* for California Star Test results from the last three years.

**Attendance rates:**

Attendance Rates for California schools are not published so we were unable to obtain comparison data.

<b>Grade Level</b>	<b>Attendance Rate 2008-09</b>	<b>Attendance Rate 2009-10</b>	<b>Attendance Rate 2010-11</b>
<b>K</b>	96.8%	96.54%	98.00%
<b>1</b>	97.2%	97.02%	97.60%
<b>2</b>	97.5%	97.38%	97.87%
<b>3</b>	97.8%	97.92%	98.28%
<b>4</b>	98.0%	97.28%	98.13%
<b>5</b>	NA	98.14%	98.28%
<b>Totals</b>	<b>97.4%</b>	<b>97.22%</b>	<b>98.00%</b>

**Student attrition rates for the past three years.**

Student Attrition Rates for California schools are not published so we were unable to obtain comparison data.

<b>Year</b>	<b>Current Year students still enrolled from last year 2010-2011</b>	<b>Method II: add Students who are in 10-11 report, but not in 09-10, due to enrollment after Information Day 2010-2011</b>	<b>Last year's students Gr K-3 2009-2010</b>	<b>Those who transferred to another Rocketship school 2009-2010</b>	<b>Attrition Rate Method I</b>	<b>Attrition Rate Method II</b>
<b>From school year 09-10 to 10-11</b>	287	14	360	16	<b>16.57%</b>	<b>12.50%</b>

<b>From school year 08-09 to 09-10</b>	256	15	307	17	<b>11.72%</b>	<b>6.55%</b>
<b>From school year 07-08 to 08-09</b>	130	8	159	0	<b>18.24%</b>	<b>13.21%</b>

**School Name:** Los Suenos

**Year Founded:** 2010

**Grade Levels:** K-5

**Number of Students:** 390

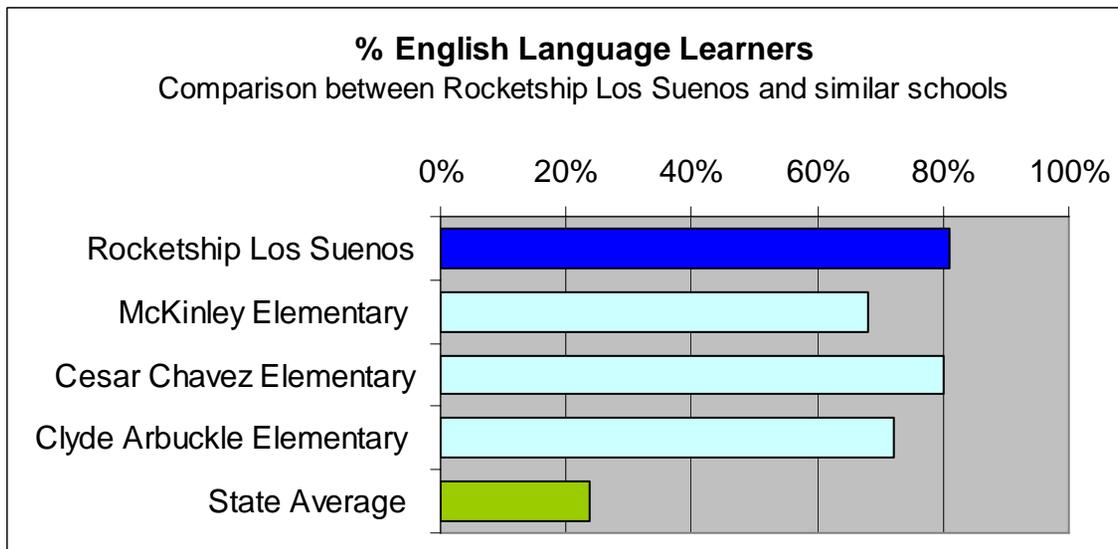
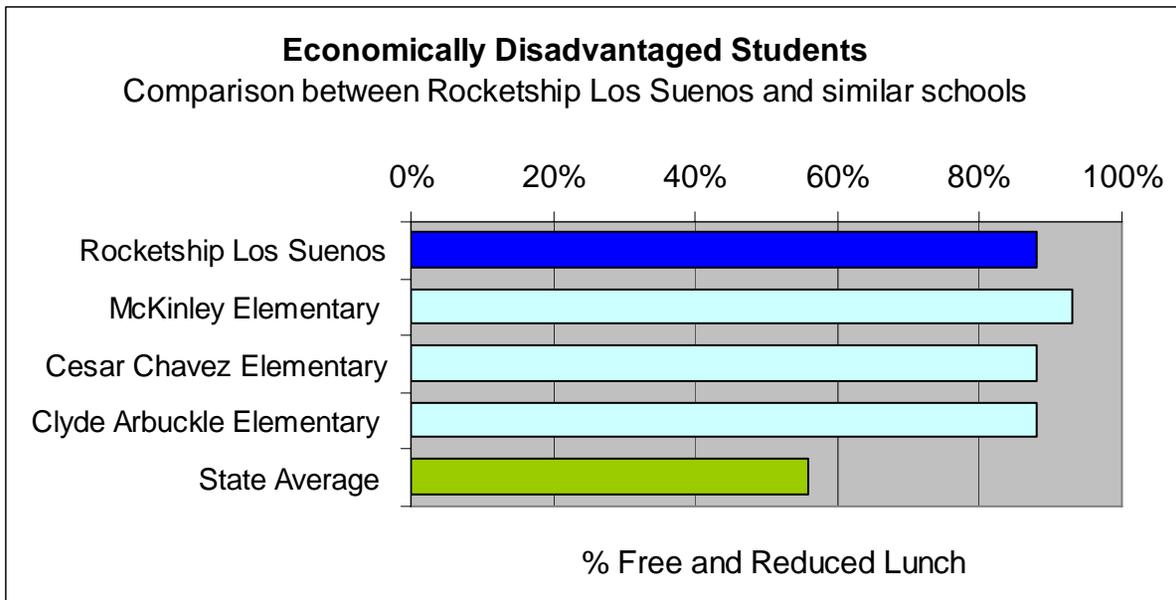
**Address:** 331 S. 34th St, San Jose, CA 95116

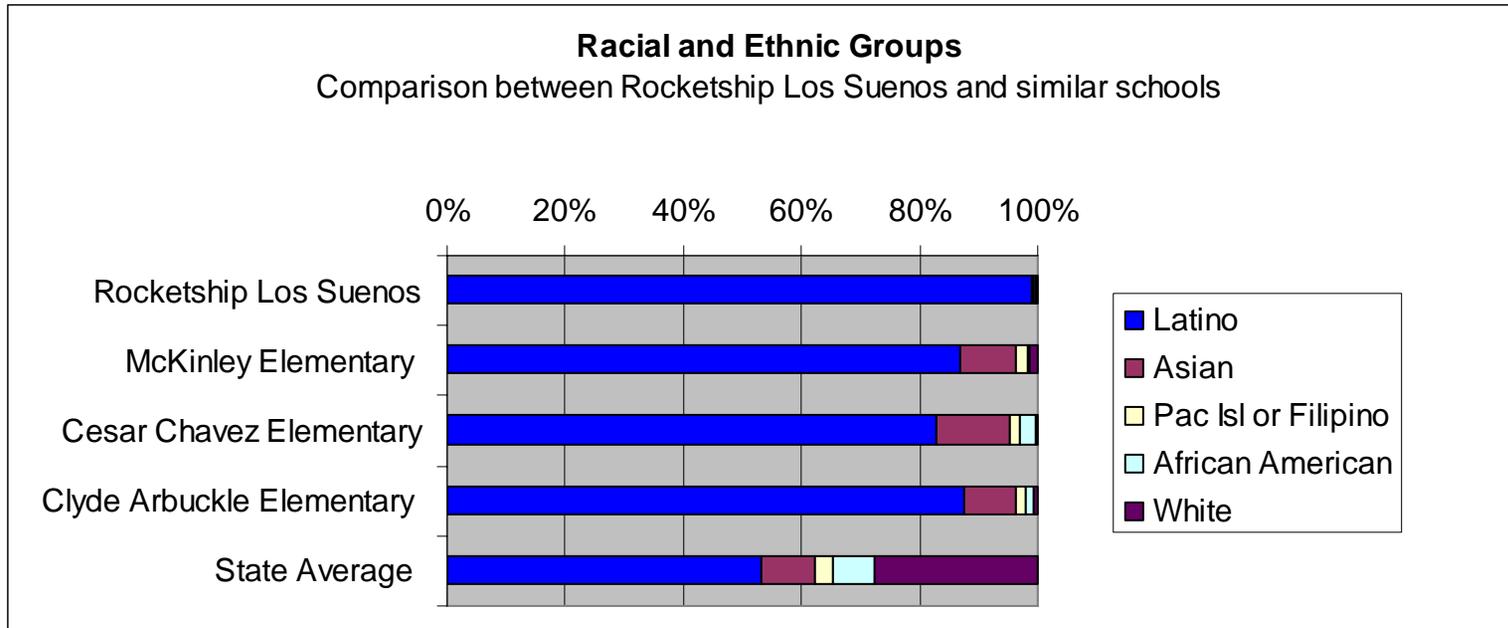
**Comparison of Rocketship school to similar schools and to the state average:**

School	Economically Disadvantaged Students (FRM %) 2010-11	Racial and Ethnic Groups 2010-11					Students with Disabilities* 2009-10	English Language Learners 2010-11
		Latino	Asian	Pac Isl or Filipino	African American	White		
<b>Rocketship Los Suenos</b>	<b>88%</b>	<b>99%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	Not Available	<b>81%</b>
McKinley Elementary	93%	87%	10%	2%	0%	1%	9%	68%
Cesar Chavez Elementary	88%	83%	12%	2%	2%	0%	10%	80%
Clyde Arbuckle Elementary	88%	87%	9%	2%	1%	1%	10%	72%
California State Average	56%	51%	9%	3%	7%	27%	11%	24%

\* Disability data available only at the District level

The following charts illustrate the numbers in the table above:





**Results on the State assessment for the past three years (if available) by subgroup**

Rocketship Los Suenos only opened in fall 2010, and the results of California Standardized tests for 2010-11 are not yet available.

**Attendance rates:**

Attendance Rates for California schools are not published so we were unable to obtain comparison data.

Grade Level	Attendance Rate 2008-09	Attendance Rate 2009-10	Attendance Rate 2010-11
K	NA	NA	96.04%
1	NA	NA	96.33%
2	NA	NA	96.13%
3	NA	NA	96.27%

Rocketship Education

Charter School Program Application

<b>Grade Level</b>	<b>Attendance Rate 2008-09</b>	<b>Attendance Rate 2009-10</b>	<b>Attendance Rate 2010-11</b>
<b>4</b>	NA	NA	NA
<b>5</b>	NA	NA	NA
<b>Totals</b>	NA	NA	<b>96.19%</b>

**Student attrition rates for the past three years.**

No attrition rates are available because the school opened in 2010.

**Rocketship Education Replication Timeline**

Region	Tasks	2012 (Jan-Dec)				2013				2014				2015				2016			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>PROGRAM RELATED (RSED)</b>																					
2	Complete Phase 4 (Engaged Diligence) for Region 2 school to open fall 2014	x																			
3	Complete Phases 1-2 (Research) for Region 3, schools to open fall of 2015			x											x						
1	Secure facilities for new RSED schools #9-12 in San Jose region (Region 1) to open 2013 (already in process)	x	x	x																	
2	Secure facilities for RSED new school in Region 2 to open 2013 (already in process)	x	x	x																	

Region	Tasks	2012 (Jan-Dec)				2013				2014				2015				2016			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Principals, Assistant Principals, and Academic Deans in place and participating in leadership development for 3 new RSED schools in Region 1 Opening fall 2012	x	x																		
1	Recruit, hire, train 36 teachers and 18 other staff for 3 new schools in Region 1 (already in process)	x	x	x																	
3	Complete Phase 3 (City Level Planning) for Region 3				x																
2	Complete Phase 5 (Evaluation and Selection) for Region 2		x																		

Region	Tasks	2012 (Jan-Dec)				2013				2014				2015				2016			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
All	Hire additional central office staff to work on Learning Lab, Leadership Development, Instructional Technology, Talent Recruitment, Curricular Planning, Individualization, Growth, Finance (grant and matching funds)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
1	Open 3 new RSED schools: Region 1 schools #6-8 (facilities already secured)			x	x																
3	Complete Phase 4 (Partnership Development) for Region 3					x															
4,5	Complete Research phase for Regions 4 and 5				x																
All	Annual progress report completed and submitted to the U.S. Department of Education					x															

Region	Tasks	2012 (Jan-Dec)				2013				2014				2015				2016			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Principals, Assistant Principals, and Academic Deans in place and participating in leadership development for 5 new RSED Region 1 schools #9-12			x	x	x	x														
2	Principal, Assistant Principal, and Academic Deans in place and participating in leadership development for RSED Region 2, School #1.			x	x	x	x														
1	Recruit, hire, train 60 teachers and 30 other staff for new Region 1 schools #9-12. Includes moving 2 teachers from each existing school and placing 4 Teach for America corps members in each new school.			x	x	x	x														
2	Hire Regional Director, Region 2			x																	

Region	Tasks	2012 (Jan-Dec)				2013				2014				2015				2016			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
2	Recruit, hire, train 12 teachers and 6 other staff for Region 2, new school #1			x	x	x	x														
3	Complete Phase 5 (Evaluation and Selection) for Region 3						x														
1	Open 4 new RSED schools: Region 1 schools #9-12							x													
2	Open 1 new RSED school: Region 2, school #1.							x													
1,3	Secure facilities for RSED new Region 1 schools #13-18, Region 3 school #1 to open Fall 2014.				x	x	x	x	x												
1	Principals, Academic Deans in place and participating in leadership development for RSED Region 1 schools #13-18 Region 3 schools #1.					x	x	x	x												

Region	Tasks	2012 (Jan-Dec)				2013				2014				2015				2016			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4,5	Complete Phase 1 (Research) for Regions 4-5 (schools opening fall 2015)			x																	
1,3	Recruit, hire, train teachers and other staff for new schools, Region 1 schools #13-18 Region 3 school #1.						x	x	x	x											
4,5	Complete Phase 3 (City Level Planning) for Regions 4-5 (schools opening fall 2015)				x																
All	Principal, Assistant Principal, and Academic Deans in place and participating in leadership development for RSED schools opening fall 2014							x	x	x	x										
4,5	Complete Phase 4 (Engaged Diligence) for Regions 4-5 (schools opening fall 2015)					x															
3	Hire Regional Director, Region 3						x														

Region	Tasks	2012 (Jan-Dec)				2013				2014				2015				2016			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4,5	Complete Evaluation and Selection (Phase 5) for Regions 4-5						x														
1	Open 7 new RSED schools, Region 1 schools #13-18, Region 3 school #1.											x									
	Annual progress report completed and submitted to the U.S. Department of Education														x						
4,5	Hire Regional Directors, Regions 4-5										x										
1,2 4,5	Secure facilities for RSED new Region 1 schools #19-31, Region 2 school #2; Region 4 school #1, Region 5 school #1 to open Fall 2015										x	x	x	x							
All	Annual progress report completed and submitted to the U.S. Department of Education										x										

Region	Tasks	2012 (Jan-Dec)				2013				2014				2015				2016			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
6-8	Complete Research phase for Regions 6-8 (schools opening fall 2016)						x														
6-8	Complete City Planning phase for Regions 6-8								x												
All	Principal, Assistant Principal, and Academic Deans in place and participating in leadership development for RSED schools opening fall 2015											x	x	x	x						
6-8	Complete Engaged Diligence phase for Regions 6-8									x											
All	Recruit, hire, train teachers and other staff for new schools opening fall 2015													x	x	x					
6-8	Complete Evaluation and Selection phase for Regions 6-8										x										

Region	Tasks	2012 (Jan-Dec)				2013				2014				2015				2016			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1,2 4,5	Open new RSED schools: Region 1 schools #19-31, Region 2 school #2, Region 4, School #1, Region 5, school #1															X					
6-8	Hire Regional Directors, Regions 6-8														X						
All	Secure facilities for RSED schools to open Fall 2016.														X	X	X				
All	Annual progress report completed and submitted to U.S. Department of Education																		X		
All	Principal, Assistant Principal, and Academic Deans in place and participating in leadership development for RSED schools opening fall 2016															X	X	X	X		
All	Recruit, hire, train teachers and other staff for new schools opening fall 2016																X	X	X		

Region	Tasks	2012 (Jan-Dec)				2013				2014				2015				2016			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1-3 6-8	Open new RSED schools: Region 1 schools #32-50, Region 2 schools #3-4, Region 3, school #2; Region 6, school #1, Region 7, School #1, Region 8, School #1																				X
All	Final report completed and submitted to U.S. Dept. of Ed.																				X
<b>EVALUATION RELATED (Evaluator, unless noted)</b>																					
	Launch evaluation process (Eval, RSED)	X																			
	Assess replication and sustainability through review of financial and human resources			X				X				X									
	Gather and analyze state criterion referenced test data				X					X											

Region	Tasks	2012 (Jan-Dec)				2013				2014				2015				2016			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	Annual formative reports on fidelity, replication, sustainability,					x				x											
	Annual summative evaluation report with preliminary data on criterion reference tests					x				x											
	Gather and analyze implementation data							x				x				x				x	
	Evaluation report made available to stakeholders: parents, public agencies, funders, schools					x				x				x				x			x
	Dissemination of interim formative and summative findings through conferences and direct marketing (RSED)										x	x	x	x	x	x	x				
	Dissemination of summative, RCT study results through publication, professional presentations, etc. (Eval/RSED)																	x	x	x	x

Region Selection Process for New Rocketship Regions					
	Outside-In Research		Planning	Engaged Diligence	
Phase	1. Initial screening	2. Candidate Selection	3. City level planning	4. Partnership development	5. Evaluation & Selection
Outcomes	12 screened cities Strategic goals for expansion phase	6 potential candidates Initial view on city attractiveness	4 candidate cities Sense of each city's key obstacles	3 finalist cities Stakeholder commitment, relationships	1 selected city Win-win terms (ed. Code, facilities, etc.)
Actions	Consider cities with TFA presence Apply strategic criteria based on near term expansion goals	Asses cities based on public data Engage in conversations with local CSAs	Create detailed plans for RSED functions, screen for deal-breakers Select cities for intensive development	Engage with cities to form preliminary plans	Engage more deeply with stakeholders in finalist cities Select city
Potential Duration	1 month	2 months	3 months	3 months	3 months`
Completed before launch	37 months	35 months	32 months	29 months	26 months

# Keys to Rocketship's Success

## Culture

- College prep
- Home visits
- Volunteer hours
- Parent governance

## People

- 75% Teach for America
- Academic deans
- 3-year Network Leadership Dev't Program

## Individualized Learning

- Address needs of every student

# Outstanding Student Achievement



# Hybrid Model: scalable academic, staffing and financial advantages

## Typical School

- 4 generalist teachers
- 4 classrooms

	1 <sup>st</sup> Grade Class 1	1 <sup>st</sup> Grade Class 2	1 <sup>st</sup> Grade Class 3	1 <sup>st</sup> Grade Class 4
1 <sup>st</sup> Period	Teacher A	Teacher B	Teacher C	Teacher D
2 <sup>nd</sup> Period	↓	↓	↓	↓
3 <sup>rd</sup> Period	↓	↓	↓	↓
4 <sup>th</sup> Period	↓	↓	↓	↓

## Rocketship

- “75/25” mix
- 3 specialist teachers
- 1 lab staff
- 3 classrooms
- 1 learning lab

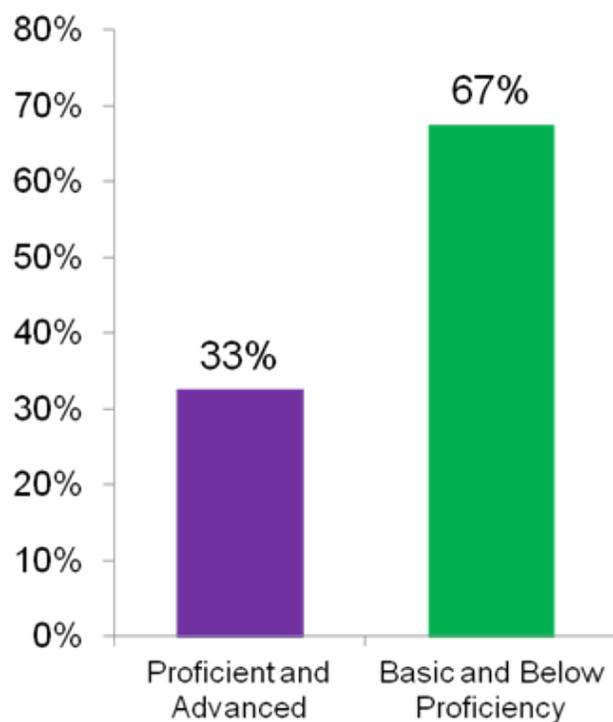
	1 <sup>st</sup> Grade Class 1	1 <sup>st</sup> Grade Class 2	1 <sup>st</sup> Grade Class 3	1 <sup>st</sup> Grade Class 4
1 <sup>st</sup> Period	Literacy Teacher A	Literacy Teacher B	Math Teacher C	Learning Lab
2 <sup>nd</sup> Period	↓	↓	Learning Lab	Math Teacher C
3 <sup>rd</sup> Period	Math Teacher C	Learning Lab	Literacy Teacher A	Literacy Teacher B
4 <sup>th</sup> Period	Learning Lab	Math Teacher C	↓	↓

Results in \$500K savings per school, per year, 20% higher pay for teachers and Academic Dean at each school

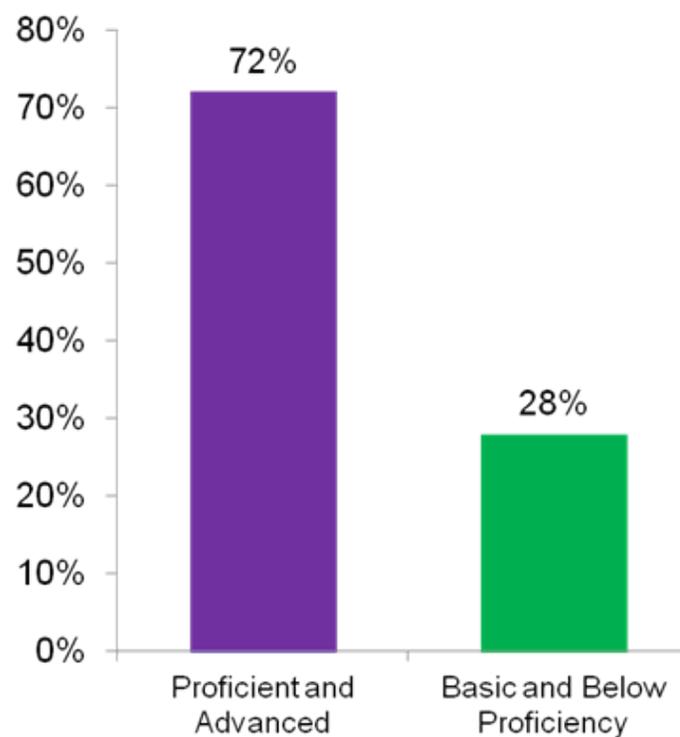
# Better for Students

## English Language Arts assessment, 2009-10

Literacy September



Literacy June



Note: Based on results from 871 students grades K-5

# Teacher Dashboard: Putting Teachers in Charge

## Classroom



## Learning Lab



## Teacher Dashboard

- Real-time data from Learning Lab for lesson planning
- Teachers “prescribe” students’ Learning Lab activities

# Teacher Dashboard





Good Morning,  
teacher\_name\_right\_here  
[View profile](#)



[Log Out](#)

Dashboard
Assessments
Tracker Report

**Assessments** ▾ September, 2010 - Math - 2nd grade level

Last Name	First Name	Section	Class	Attempt 1	Attempt 2	Attempt 3	Max
Sanchez	Cesar	KA	Gauchos	55	70		80
Rosa-Sanchez	Samantha	KA	Gauchos	15	35	60	80
<b>Alejo-Maravilla</b>	<b>Ixtcel</b>	<b>KA</b>	<b>Gauchos</b>	<b>77</b>	<input type="text"/>	<input type="text"/>	<b>80</b>
Arreola	Xitlaly	KA	Gauchos	69			80
Bejinez	Gilberto	KA	Gauchos	40	55		80
Alva	Ashley	KA	Gauchos	25	33	38	80
Calderon	Troy	KA	Gauchos	65			80
Casillas-Corona	Arianna	KA	Gauchos	32			80
Castaneda-Moreno	Josue	KA	Gauchos	58			80
Chan	Jay	KA	Gauchos	18	26	43	80
Coello-Guzman	Ashley	KA	Gauchos	80			80

Instructions

First pick the report type.  
Then you can filter by one or more parameters:

- School
- Teacher
- Grade
- Section

Clicking on any column header will sort by that column.

You can export the current report you are viewing by clicking on the export button at the top of the page.

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Saving data...

# Network Leadership Development Program

## Year One

### Emerging Fellows

- Selective cohort model
- Leadership workshops
- Embedded leadership opportunities

## Year Two

### Rising Fellows

- Manage Learning Lab staff and activities
- Takeover Weeks: “Dry run” school management in fall and spring

## Year Three

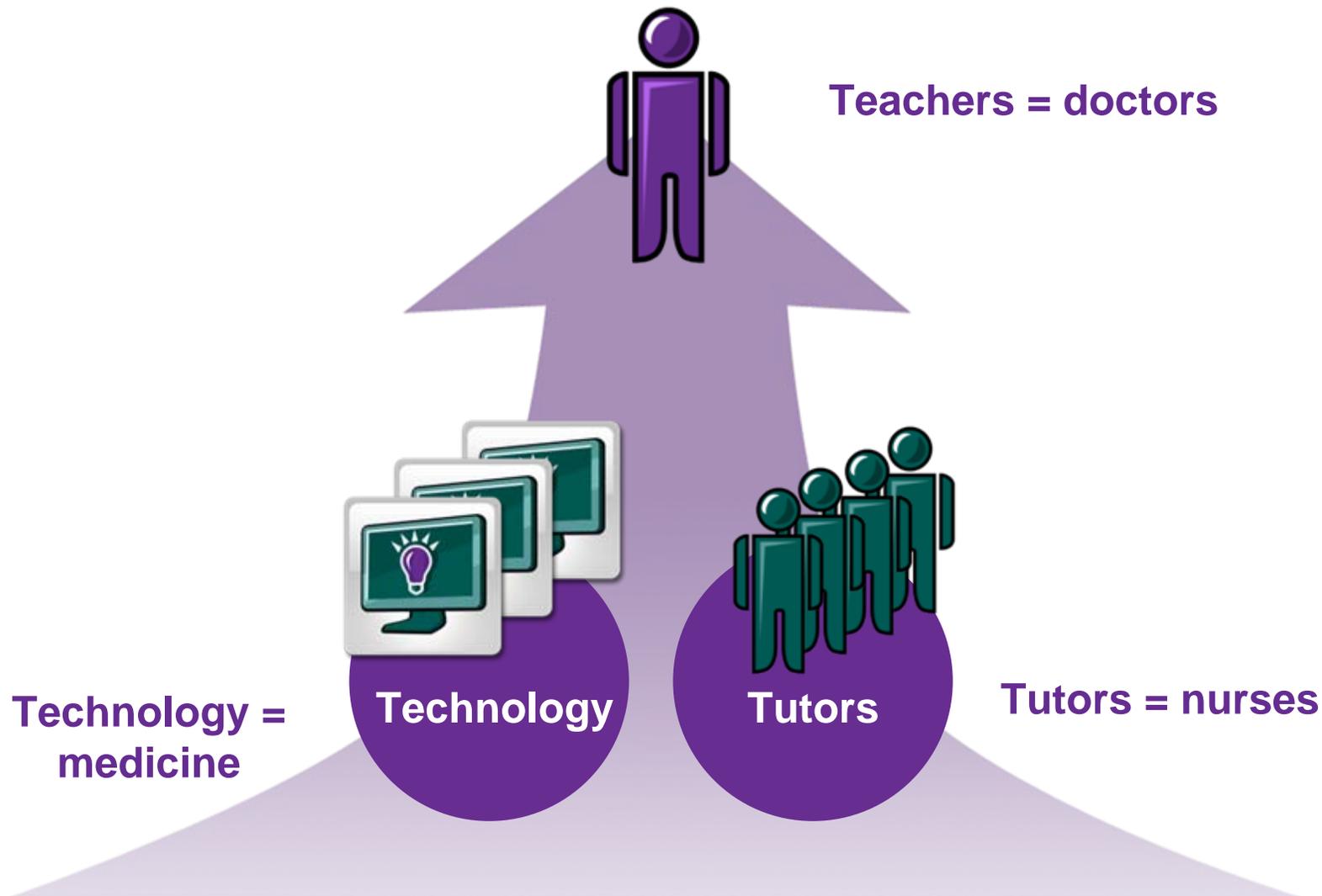
### Principal Fellows

- School management
- Ongoing coaching and development

Outstanding  
Academic  
Leaders



# Elevating Teaching into a White Collar Profession



# Our talent team recruits and develops teachers into leaders

## Recruitment

- Expanding our recruitment pipeline to meet growth needs
- Increasing diversity to reflect our communities
- Refine our selection criteria and process
- Make Rocketship the premiere place to work for ambitious, mission-driven teachers

## Teacher Leadership

- Accelerate new teachers to highly effective
- Build tools and coaching structure to make teaching more sustainable

## School Leadership Development

- Identify promising school leaders early
- Provide multi-year leadership development path that includes management experience
- Defining the competencies for successful school leadership
- Ensures sufficient leaders to support growth targets

## Several high priority initiatives aim to reshape the teaching profession

**Learning Lab** will enable teachers to focus on critical thinking skill development and have greater control over a cohesive, targeted academic experience throughout the school day for their students

Evolve and deepen **vision of excellence for exceptional teaching** that meets our highest aspirations for student outcomes

Develop **training** scope & sequence for teacher development and **coaching** framework & practices

Develop **Academic Dean effectiveness** as coaches, evaluators, and facilitators of exceptional practice

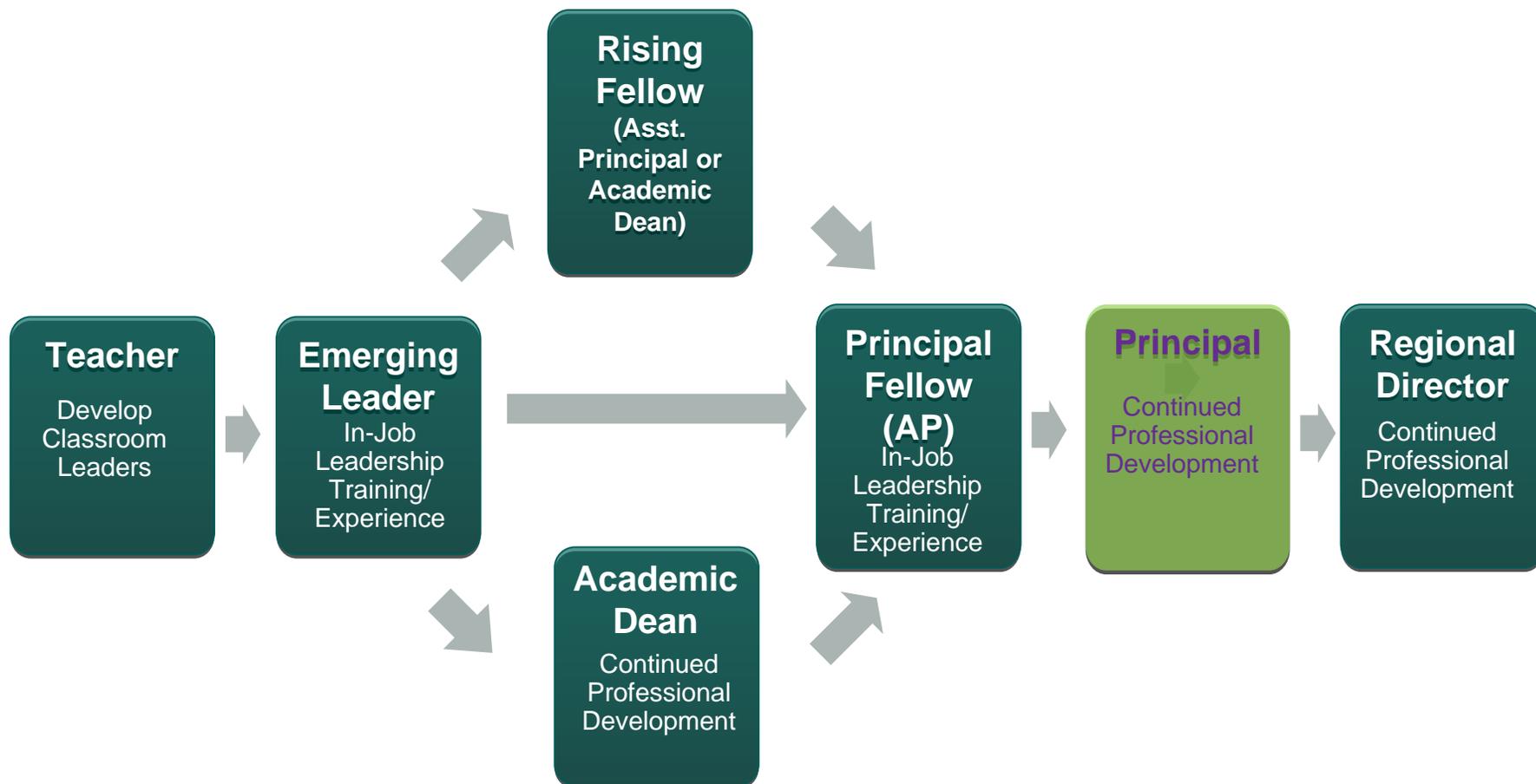
Facilitate creation and dissemination of **teacher tools** through teachers, deans, and emerging leaders

New teachers quickly become master teachers

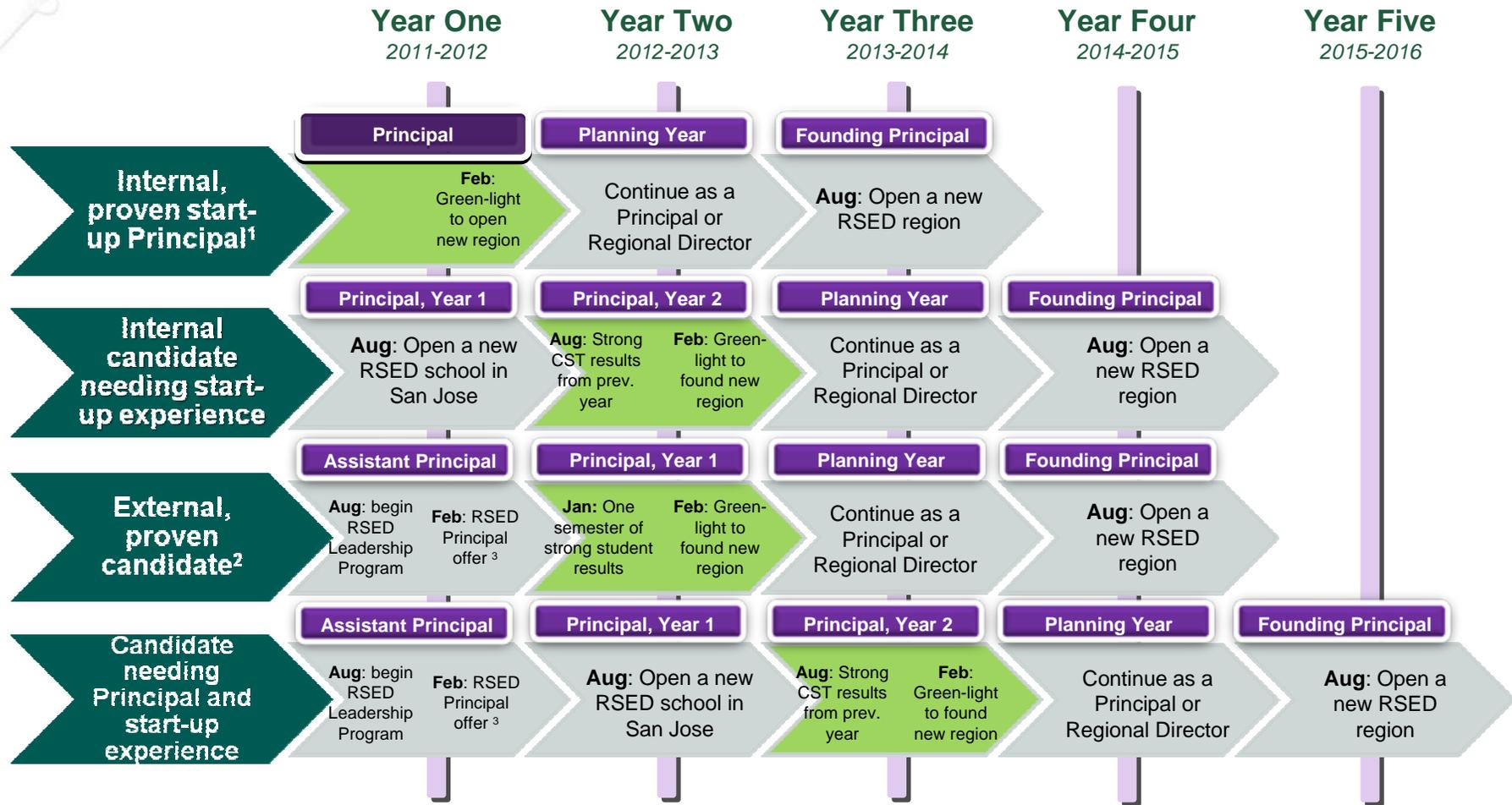
Teaching at Rocketship more satisfying, allowing Rocketship to attract and retain the best talent

Teaching becomes more sustainable, lower turnover

# There are multiple pathways to school leadership at Rocketship



# We green-light only proven Rocketship leaders to found new regions



<sup>1</sup> **Internal Proven Principal**-Individual has successfully opened a school within the RSED network and demonstrated high student achievement.

<sup>2</sup> **External Proven Candidate**-Individual has successfully led a school outside of the RSED network and demonstrated high student achievement.

<sup>3</sup> If candidate has demonstrated progress, but is not yet ready for the next role, they will be asked to remain in their current role for an additional year, extending the timeline to founding a region by one year.

# We plan for sufficient numbers of internally-developed leaders to support growth



# Rocketship is supported by individuals who exhibit a common set of characteristics

## Mission Driven

- Unwavering belief that every child can learn and achieve at high levels
- Relentlessly committed to achieving significant results
- Alignment with Rocketship's mission

## Personally Responsible

- High accountability for self and others
- Ownership over impact of personal actions
- Actively solicit feedback, learn continuously

## Innovative

- Calmly move forward in times of change
- Integrate fresh and diverse perspectives
- Persistent, creative, positive attitude towards problem solving and change

## Collaborative

- Harness the power of teams
- Value and build interpersonal relationships
- Actively seek diverse perspectives; apply asset-based thinking
- Listening with generosity and suspending judgment

## Disciplined Thinker

- Data-Driven decision-making; solve root causes
- Think and plan ahead; problem solving proactively
- Communicate with clarity and sound logic; welcome debate

# The network health dashboard measures current school and national org status...

Are our students achieving?	All schools	Targets	Current status	Planned actions / strategies
API	RMS: 893 RSSP: TBD RLS: 840	900 for 3+ year school 850 for 2nd year school 800 for 1st year school	results: RMS (4th year): below target RSSP (2nd year): TBD	See Strategic Priorities below: Priority 2: Talent Cultivation Priority 5: Learning Lab 2.0
Are we sustaining strong school culture?	All schools	Targets	Current status	
Parent attendance at community meetings	75%	Green: >=70% at each meeting Yellow: 50-70% Red: <50%	target RMS: 70% RSSP: 73% RLS: 80%	See Strategic Priorities below: Priority 4: Political strategy
Are we financially sound?	Network	Targets	Current status	
ADA%	97%	Green >= 96% Yellow = 95-96% Red = <= 95%	97% average across all schools	
% Variance from budgeted cash position (org-wide)	120%	Greater than or equal to 100%	Actual: 120%	
Are we able to attract and retain talent?	Network	Targets	Current status	
Teacher retention	70%	>= 80% teachers returned from previous school year or projected to return next year	RMS: 69% RSSP: 87% RLS: 50%	See Strategic Priorities below: Priority 2: Talent Cultivation
National staff hiring	0%	Fewer than 10% of current positions open for >60 days as % total staff	Currently 2 open positions out of 28 National staff, none more than 60 days	See Strategic Priorities below: Priority 6: Culture and diversity

## ... as well whether our strategic initiatives are building capacity for future growth (1/2)

Are we prepared for high quality, rapid growth?	Network	Targets	Status	Details and Planned Actions / Strategies
<b>Priority 1: Building systems:</b> Maximize Rocketship's impact		National back-office systems milestones on track	In progress	- HR information system initiative being defined - Successfully centralized several operational processes, including waitlist and enrollment tracking, online FRM qualification, school start-up - Budgeting and financial systems initiatives on track
		National management systems milestones on track	In progress	- Greenlighting on track for 2013-14 school year - Network health dashboard currently being finalized with Board and E-staff - School model definition initiative on track
		Reliable API projections	In progress	- Data and Measurement team 2 months-old, currently defining initiatives
<b>Priority 2: Talent cultivation:</b> Recruit and develop a diverse cadre of teachers and school leaders		Teacher retention > 80% <sup>2</sup>	Below, 70% overall	- More frequent monitoring of school culture and projected teacher retention - Developing stronger teacher development and coaching program
		30% new teachers recruited are candidates of color	TBD	30% is new target for 2012 recruiting season
		13 school leaders on track for Feb 2012 green-lighting of Fall 2013 schools	On track	Currently 10 P's and AP's and 1 RD internal for 13 schools in 2013; recruiting for external candidates will wrap by December
<b>Priority 3: Facilities strategy:</b> Provide affordable, turn-key facilities to Rocketship at scale		Determining the right target for financing of future bond deals - TBD	TBD	- Current facilities well below budget; will take portfolio approach to acquisition - ROMO (RS4) financing delayed and required bridge loan. Refinancing is on time.
		2x # of projects needed for greenlighting within pipeline by October	Yes	- Adopting multi-step greenlighting process for facilities to reduce risk; currently sufficient projects in pipeline for BA - Milwaukee facilities exploration on track; able to commit after charter approval

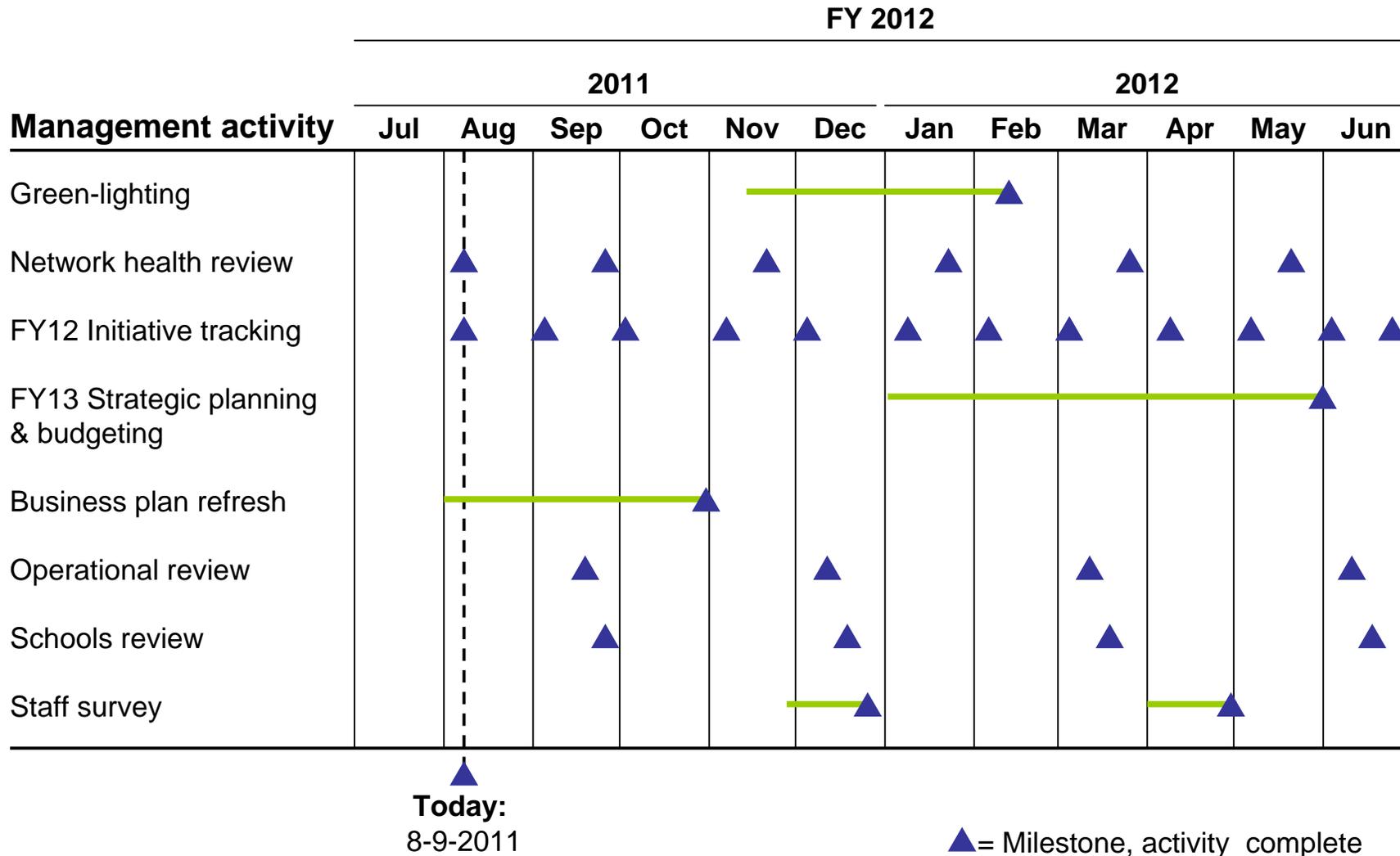
## ... as well whether our strategic initiatives are building capacity for future growth (2/2)

Are we prepared for high quality, rapid growth?	Network	Targets	Status	Details and Planned Actions / Strategies
<b>Priority 4:</b> Political Strategy: Secure charter approvals commensurate with our growth plans		>70% parent attendance at each school's community meetings	RMS = 70% RSSP = 73% RLS = 80%	- Hired Parent Engagement Liaison in July
		15 parent leaders per school	In progress	New metric for this year; Parent Engagement Liaison will manage Parent leader recruitment
		% attendance at parent policy education meetings (TBD)	TBD	New metric for this year; Parent Engagement Liaison will manage Parent leader recruitment
		50% more charters in pipeline 30 months in advance. This equals 10 schools in 2013, 14 schools in 2014	Delayed	Changed metric mid-year from 24 months; submitted 20-charter application to SCCOE and charters for SF, Oakland, East Palo Alto, Milwaukee, NOLA
		1 region ready to be approved for expansion for 2013, 4 finalists for 2014 and beyond	Yes	Milwaukee and Chicago both potential for 2013
<b>Priority 5:</b> Learning Lab 2.0: highly effective individualized learning space that delivers student gains		% standards mastered at Par (TBD)	TBD	Determining targets as we build Learning Lab
		% total grade-level standards mastered in LL (TBD)	TBD	Determining targets as we build Learning Lab
<b>Priority 6:</b> Culture and Diversity: Make Rocketship a great place to work		Staff survey results (TBD)	TBD	Currently evaluating Staff survey results
		30% new teachers recruited are candidates of color	TBD	- 30% is a new target for 2012 recruiting season - Currently 20% teachers and 27% administrators and 10% National staff fulfill diversity goals

# Network health dashboard informs many decisions for Board and Management team

	Board network health view	Management network health view
<b>What is included</b>	Focuses on core indicators of existing health and progress toward building capacity for future growth	Longer set of metrics, including: <ul style="list-style-type: none"> <li>•More academic and financial metrics</li> <li>•School start-up status</li> <li>•Staff survey results</li> <li>•School culture</li> </ul>
<b>How it is used</b>	Informs major decisions, including: <ul style="list-style-type: none"> <li>•new school and new region green-lighting</li> <li>•budget approval</li> </ul>	On-going, flexible resource allocation decisions

# Management team focused on org health and resource allocation throughout the year



**Budget Narrative File(s)**

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

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## Budget Narrative

### 1. Personnel

All salaries assume a 2% annual cost of living adjustment

#### **Funding for initial operational costs associated with the expansion or improvement of the eligible entity's oversight or management of its schools**

**Director of Growth** - Refine and manage growth process. Oversee greenlighting process. Refine desired educational results and the methods for measuring progress toward achieving those results. Coordinate planning and design of educational and operational model for efficient and effective implementation at new sites. 70% grant funds, 30% leveraged from private funders

\$70,000 in Year 1, \$71,400 in Year 2, \$72,828 in Year 3, \$74,285 in Year 4, and \$75,770 in Year 5.

**Strategic Planning Manager** - Reports to Director of Growth, and assists with work to refine the Rocketship model in support of ensuring highest quality and efficiency of Rocketship's educational and operational model across all new schools and regions. 70% grant funds, 30% leveraged from private funders

\$56,000 in Year 1, \$57,120 in Year 2, \$58,262 in Year 3, \$59,428 in Year 4, and \$60,616 in Year 5.

#### **Funding use b) Initial implementation or expansion of the charter school**

**Trailblazer.** This person will be responsible for building the first connections to new regions, authorizers, and partners as we work to open each new region's first school. He will spend all of his time building these relationships and helping get charters authorized for each new Rocketship school.

\$80,000 in Year 1, \$81,600 in Year 2, \$83,232 in Year 3, \$84,897 in Year 4, and \$86,595 in Year 5.

**Manager of Teacher Leadership** -- Implement Rocketship's professional development program for teachers in Rocketship schools. Ensure teachers entering new Rocketship schools are prepared to achieve strong academic results in the school's first year. [Note: \$40k/year accounts for 1/2 of this employee's \$80/year overall salary; only including the half of it that accounts for her time spent with teachers and administrators for new schools, as the other half is with teachers and administrators at existing schools]

\$40,000 in Year 1, \$40,800 in Year 2, \$41,616 in Year 3, \$42,448 in Year 4, and \$43,297 in Year 5.

**Founding Principal of startup schools** - Salary for the principal during their startup year. During this year, they train for the following year, recruit students, hire teachers and other staff and get training on board logistics, management techniques and engage in strategic planning for the following school year (50% of \$85K salary for all principals)

\$212,500 in Year 1, \$297,500 in Year 2, \$680,000 in Year 3, \$1,062,500 in Year 4, and \$0 in Year 5.

**New Schools Director, Rocketship's Region #2.** This person will be responsible for directly conducting non-academic and non community-related activities for new schools in Region 2 starting from the year before the region's first school opens in Fall of 2013-14. For instance, this person's duties include coordinating procurement of all needed materials and curricula, managing the school budgeting process, and liaising with Rocketship's National Office. This position will be funded by school revenues after eight schools are open, but not during years 0-5 of the Region's existence as it scales up to a fully sustainable model.

\$100,000 in Year 1, \$102,000 in Year 2, \$104,040 in Year 3, \$106,121 in Year 4, and \$108,243 in Year 5.

**Regional Business Director for Rocketship's Region #3.** This person will be responsible for directly conducting non-academic and non community-related activities for new schools in

Region 3 starting from the year before the region's first school opens in Fall of 2014-15. Further description above.

\$0 in Year 1, \$102,000 in Year 2, \$104,040 in Year 3, \$106,121 in Year 4, and \$108,243 in Year

5.

### **Subtotal Personnel**

<b>Project Year</b>	<b>Funds Requested</b>
Year 1	\$558,500
Year 2	\$752,420
Year 3	\$1,144,018
Year 4	\$1,535,799
Year 5	\$482,765
<b>Total</b>	<b>\$4,473,502</b>

### **2. Fringe Benefits**

Average benefits rate 22%. Includes FICA, SSA, Workers Comp, retirement, health care, sick/vacation pay.

<b>Project Year</b>	<b>Funds Requested</b>
Year 1	\$122,870
Year 2	\$165,532
Year 3	\$251,684
Year 4	\$337,876
Year 5	\$106,208
<b>Total</b>	<b>\$984,170</b>

### **3. Travel**

**National grantee meeting.** 4 people to meeting location at \$700 round-trip airfare; 2 nights hotel at \$150/night, and 3 days per diem at \$70 per diem.

\$4,840 in Year 1, \$4,840 in Year 2, \$4,840 in Year 3, \$4,840 in Year 4, and \$4,840 in Year 5.

**Travel by National Office functional leaders** to new regions to directly help with start-up activities in year zero and one of new schools in regions outside the Bay Area. Two trips per year for each of 6 people (Director of Finance, Director of Operations, Director of ISD (Special Education), Manager of Individualization, Manager of Instructional Technology, and Manager of Teacher Leadership), at \$700 round-trip airfare; 4 nights hotel at \$150/night, and 5 days per diem at \$70 per diem.

\$19,800 in Year 1, \$19,800 in Year 2, \$19,800 in Year 3, \$19,800 in Year 4, and \$19,800 in Year 5.

**Subtotal Travel**

<b>Project Year</b>	<b>Funds Requested</b>
Year 1	\$24,640
Year 2	\$24,640
Year 3	\$24,640
Year 4	\$24,640
Year 5	\$24,640
<b>Total</b>	<b>\$123,200</b>

**4. Equipment**

None

**5. Supplies**

Materials used to engage with the community and incoming Rocketship families in year zero of each new school. This includes signs, meeting handouts, application forms, information packets, and enrollment forms. Estimated at \$1,000/new school, with number of new schools opening per year increasing over the five-year grant period.

\$3,000 in Year 1, \$5,000 in Year 2, \$7,000 in Year 3, \$16,000 in Year 4, and \$25,000 in Year 5.

<b>Project Year</b>	<b>Funds Requested</b>
Year 1	\$3,000
Year 2	\$5,000
Year 3	\$7,000
Year 4	\$16,000
Year 5	\$25,000
<b>Total</b>	<b>\$56,000</b>

**6. Contractual**

**Evaluation:** Contract with researchers to provide evaluation and reporting services as outlined in proposal. Costs cover evaluation planning, quantitative and qualitative data gathering and analysis; consultation; reporting. Estimated at \$100/hour x 3,500 hours over 5 years.

\$80,000 in Year 1, \$65,000 in Year 2, \$65,000 in Year 3, \$65,000 in Year 4, and \$75,000 in Year 5.

<b>Project Year</b>	<b>Funds Requested</b>
Year 1	\$80,000
Year 2	\$65,000
Year 3	\$65,000
Year 4	\$65,000
Year 5	\$75,000
<b>Total</b>	<b>\$350,000</b>

**7. Construction**

None

**8. Other**

None

**9. Total Direct Costs**

<b>Project Year</b>	<b>Funds Requested</b>
Year 1	\$789,010
Year 2	\$1,012,592
Year 3	\$1,492,342
Year 4	\$1,979,314
Year 5	\$713,613
<b>Total</b>	<b>\$5,986,872</b>

**10. Indirect Costs (calculated at 5% of A, B)**

<b>Project Year</b>	<b>Funds Requested</b>
Year 1	\$34,069
Year 2	\$45,898
Year 3	\$69,785
Year 4	\$93,684
Year 5	\$29,449
<b>Total</b>	<b>\$272,885</b>

**11. Training Stipends**

None

**12. Total Costs**

<b>Project Year</b>	<b>Funds Requested</b>
Year 1	\$823,079
Year 2	\$1,058,490
Year 3	\$1,562,128
Year 4	\$2,072,998
Year 5	\$743,062
<b>Total</b>	<b>\$6,259,757</b>

# Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

## Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

## Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

<b>Applicant's (Organization) Name:</b>	Rocketship Education
<b>Applicant's DUNS Name:</b>	7801533700000
<b>Federal Program:</b>	Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality
<b>CFDA Number:</b>	84.282

- Has the applicant ever received a grant or contract from the Federal government?
 

Yes       No
- Is the applicant a faith-based organization?
 

Yes       No
- Is the applicant a secular organization?
 

Yes       No
- Does the applicant have 501(c)(3) status?
 

Yes       No
- Is the applicant a local affiliate of a national organization?
 

Yes       No
- How many full-time equivalent employees does the applicant have? (Check only one box).
 

3 or Fewer       15-50

4-5       51-100

6-14       over 100
- What is the size of the applicant's annual budget? (Check only one box.)
 

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

## Survey Instructions on Ensuring Equal Opportunity for Applicants

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**Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.**

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

**If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** The Agency Contact listed in this grant application package.