

Rocketship Education Tennessee
Charter Application

Submitted to Metropolitan Nashville Public School District
April 1, 2013

Letter of Intent

This letter of intent (LOI) will provide formal notice to the Office of Innovation in Metropolitan Nashville Public Schools regarding an applicant’s intention to submit a new school proposal for the 2013-14 school year cycle.

The information in the LOI is non-binding.

Name of Proposed School	Rocketship Education Tennessee
Type of School	Open-enrollment public charter school
Grade Configuration	K-5
Model or Focus	Blended Learning
Primary Contact Person – Name, phone and e-mail address	Kristoffer Haines (512) 906-9803 khaines@rsed.org
Proposed School Leader (if known)	Adam Nadeau
*Replication (expanding an existing model)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Contract with ESP/EMO	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

***NOTE: If you checked “Yes” indicating the proposed school is a replication of an existing school/model either in MNPS or from another state, you will need to fill out the replication application as well as the initial application for a charter school.**

Ten Year Enrollment Projections – Provide additional rows and columns if necessary

Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K		100	100	100	100	100	100	100	100	100	100
1 st		100	100	100	100	100	100	100	100	100	100
2 nd		100	100	100	100	100	100	100	100	100	100
3 rd		100	100	100	100	100	100	100	100	100	100
4 th		100	100	100	100	100	100	100	100	100	100
5 th		100	100	100	100	100	100	100	100	100	100
Total # of Students		600	600	600	600	600	600	600	600	600	600

Mission of School – Provide a brief overview of the mission and education program of the proposed school:

Rocketship Education Tennessee will eliminate the achievement gap by graduating our students at or above grade level in Literacy and Math. Rocketship Education Tennessee seeks to create a future in which thousands of children from Tennessee have graduated from four-year colleges and have come back to Tennessee to eradicate the last traces of the achievement gap.

The Rocketship Public School Model combines traditional classroom instruction with blended learning, which enables highly individualized instruction through online adaptive technology and tutors; a parent engagement strategy that allows for advocacy on behalf of all children and their education; and a leadership development program that creates sustainable careers for highly effective educators.

Evidence of Community Outreach/Need for School – Provide a brief narrative outlining efforts to engage the community in which you intend to locate. Indicate how you have built support and how you intend to keep the community engaged. Also provide a needs assessment that explains why there is a need for the type of school you intend to open in the community or in Davidson County.

Rocketship Education Tennessee (RSTN) expects to serve a student population where nearly all students are performing below grade level. Additionally, as part of its mission and charter, RSTN explicitly seeks to educate the most underserved students in communities in Nashville, and will conduct recruitment and marketing activities accordingly. In the year before opening, we will work with the MNPS to identify highest need areas and conduct extensive community engagement in these areas. As an open-enrollment school, we will accept any eligible student. We do not shy away from enrolling low income or special education students – we consider “at-risk” students to be our target student population and at the core of the design of our educational program.

Rocketship Education Tennessee (RSTN) intends to partner with various community-based organizations in order to provide parents and students opportunities to enrich student learning. Following green-lighting, the Director of Community Development, in concert with other staff, will research and develop relationships with potential partner organizations. For example, our existing schools in San Jose, CA have partnered with the local YMCA to provide enrichment programming during Individualized Learning time and after school. Once the location of the school is identified, the Director of Community Development will be able to identify organizations and services which each specific community will benefit from.

Rocketship’s National Development team has already spent significant time engaging local community leaders, including exploring partnerships with Teach for America and the New Teacher Project.

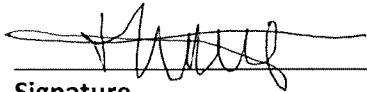
Complete the following table to list Board members for the school at this time. Provide additional rows if necessary.

Name	Current Professional Title and Organization	Board Role	Focus/Expertise
Alex Hernandez	Partner, Charter School Growth Fund	Secretary	Finance, Education Technology
Deborah McGriff	Partner, New Schools Venture Fund	Member	Finance, Education
Jennifer Niles	Founder and Head of School, EL Haynes	Member	Education, Charter School administration

Assurances

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Rocketship Education Tennessee is true to the best of my knowledge and belief; and if awarded a charter, the school:

1. will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Charter School Act;
2. will follow all federal, state and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. will comply with all provisions of the Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the Office of Open Records Counsel);
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127;
 - e. requiring any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
7. will, at all times, maintain all necessary and appropriate insurance coverage.



Signature

Kristoffer Haines

Name of Authorized Signer

VP of National Development

Title of Authorized Signer

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Academic Plan Design and Capacity

Mission and Goals

Mission Statement

Rocketship Education Tennessee (RSTN)¹ will eliminate the achievement gap by graduating our students at or above grade level in Language Arts and Math.

Vision

RSTN seeks to create a future in which thousands of children from Nashville have graduated from four-year colleges and return to their communities in Nashville to eradicate the last traces of the achievement gap. In order to achieve this vision, we seek initial approval of a charter school that will continue to operate based on a performance contract that is mutually agreed upon with Metropolitan Nashville Public Schools

Target Population

As part of our mission and charter, Rocketship Education Tennessee (RSTN) explicitly seeks to educate the most underserved students in communities in Nashville, and will conduct recruitment and marketing activities accordingly. As a result, we anticipate serving a student population where nearly all students are performing below grade level. We will work with Metropolitan Nashville Public Schools identify to identify highest need areas and conduct extensive community engagement in these neighborhoods. As an open-enrollment school, we will accept any eligible student. We do not shy away from enrolling low income or special education students – we consider “at-risk” students to be our target student population and at the core of the design of our educational program.

Guiding Principles and Overcoming Barriers

Rocketship’s mission is to close the achievement gap, and so all RSTN Schools will have a high expectations culture and all staff will be driven by the belief that all students can and will succeed academically. RSTN Schools will primarily serve low-income, traditionally underserved students and because of that the Rocketship Public School Model has very specific programs geared towards serving this target population.

The Rocketship Public School Model combines traditional classroom instruction with blended learning, which enables highly individualized instruction through online adaptive technology and tutors in order to meet the needs of all students, including those with disabilities or who are English Language Learners; a parent engagement strategy that allows for advocacy on behalf of all children and their education; and a leadership development program that creates sustainable careers for highly effective educators.

All RSTN school leaders and teachers will consistently monitor and analyze student results’ data and use this information to drive all instructional decisions. Teachers’ Professional Growth Plans (PGP) will reflect explicit goals revolving around student achievement and they will be held accountable to these student growth goals. Further, the Rocketship Individualized Scheduling Engine (RISE) will help facilitate easier access to all student data (including online data, Rtl data, assessment data, and in-class data) and allow teachers to monitor data more frequently than in more traditional academic models.

¹ Rocketship Education, a California nonprofit public benefit corporation, will file an Application for Registration of Assumed Corporate Name with the State of Tennessee to operate under the designation "Rocketship Education Tennessee".

We anticipate that a significant majority of our students will initially be behind grade level, and struggle particularly in the area of reading. The academic program will be geared toward swift academic gains in the first year, particularly in reading. To that end, most of our students will spend 3 hours of the instructional day in reading, writing, and literature instruction.

Closing the achievement gap at a national level depends on building, executing, and scaling a revolutionary school model that encompasses the following initiatives:

- **Innovate:** Leverage blended learning to deliver exceptional and enduring academic results for students to emerge with the skills and characteristics necessary for success in college and life.
- **Empower:** Foster deep parental engagement and ongoing advocacy for their children and to expand educational opportunities for all students.
- **Lead:** Elevate the professions of teaching and school leadership by enabling high-level work with students and families in a sustainable, highly rewarding manner with commensurate compensation.
- **Impact:** Use resources efficiently so that we can scale effectively in high-need areas across the country, opening clusters of schools that offer a holistic education and serve all students without necessitating philanthropy.

The goal of RSTN is to provide an environment in which children will develop into confident, self-motivated, competent, productive, and lifelong learners. Vested with these skills, these children will become responsible young adults. Students will possess the habits, skills, and characteristics necessary to succeed in school and beyond, as contributing citizens of the 21st century. Specifically, RSTN believes that an educated person in the 21st Century should possess the academic and life skills listed below. Each Rocketship Charter School seeks to impart these skills by the time that a student has completed the Rocketship Education program.

Academic Skills

Critical Thinking: the set of skills required to succeed at higher levels of Bloom's taxonomy, including the analysis of data, synthesis of information and evaluation of arguments.

Problem Solving: building on a foundation of strong critical thinking, problem solving involves using insight and creativity to solve complex problems such as applying familiar strategies in multiple or unfamiliar contexts.

Meta-Cognition: the ability and disposition to explore the thinking and learning process, explain how and why a particular strategy was chosen, and to explain the rationale behind a particular viewpoint, including supporting one's claims with evidence.

Life Skills

Sense of Self: an understanding of one's own strengths, abilities, emotions, and identity that contribute to positive self-esteem and a sense of purpose.

Relationship and Social Skills: understanding and appreciating the emotions and perspectives of others and developing positive relationships among diverse groups, including peers and adults; developing the ability to cooperate effectively, resist social pressure, resolve conflicts and seek help appropriately.

Commitment to Learning: pursuing goals and taking responsibility for self-development academically, socially, and emotionally; having a sense of curiosity, interest and involvement in learning and advocating for one's own learning at Rocketship and beyond.

How Learning Best Occurs

Every child possesses a wide range of learning skills. RSTN believes that learning best occurs when students are taught a comprehensive curriculum through innovative instructional design that promotes learning in a challenging and exciting way, and most importantly when students are taught to love reading and become proficient readers (Walberg, 1981).

The unique RSTN culture is fostered from the beginning of each school year as a RSTN staff member makes a home visit to every RSTN family. These home visits are incredibly powerful and ensure that a positive relationship is created between the families and RSTN staff. To express his/her level of commitment to the RSTN mission and support of the RSTN culture, every parent or guardian of a Rocketeer signs a letter committing to these RSTN values with the Principal. Once the relationships between teachers and families are established through home visits and parent commitments, the RSTN staff is 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.

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

At RSTN, every teacher will be striving for significant gains with each of their students. Rocketship defines significant gains according to two metrics. First, we aspire for every child to demonstrate 1.5 years of growth in literacy skills on the Strategic Teaching and Evaluation of Progress Assessment (STEP). We believe that many of our at-risk students will come to school 1.5 years behind, due to a lack of literacy habits at home (Zill, N. & West, J., 2000). By making 1.5 years of progress in literacy each year as measured by STEP an expectation and goal, we can bring our students to grade level by second grade and graduate students at or above grade level. In addition to the STEP assessment, Rocketship uses the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP) assessment to measure growth in Reading and Math. Our teachers strive to have a classroom average of one year and a half of growth according to the MAP assessment. We believe that this type of school-wide growth year after year is fundamental to our success in fostering academic progress for every student at our school and therefore is component of the way that teachers at RSTN will be evaluated and compensated. High expectations are an important part of a school culture and lead to higher student achievement (Cotton, 1989).

Learning Best Occurs When Teachers Are Subject Matter Specialists

RSTN will be structured differently from a traditional elementary school. Teachers will be in compliance with state licensing requirements and we will use a teaming approach with our instructional staff. This teaming approach means that students move to different teachers throughout the day. Each student will have a Humanities teacher each day that focuses primarily on literacy instruction integrated with social studies instruction; and a Math/Science teacher that is focused primarily on math instruction that is integrated with science instruction. Many researchers have found that an early focus on these core skills have long-term effects on student achievement (Adams, 1990; Schenk et. al, 1980; McGill-Franzen, 1987). Advantages of elementary schools that follow the teacher teaming focus include deeper content knowledge, a team structure allowing for better collaborative focus, improved teacher retention, easier transition to middle school, and more flexibility in student grouping (Chan and Jarman, 2004; Bowser, 1984; Findley, 1966; NEA, 1965). We believe that specialization will allow teachers to focus deeply on

their subject matter and their students, helping them to intervene with struggling students earlier and more effectively.

Learning Best Occurs When Teachers Are Highly Motivated

The Rocketship Public School Model is constructed to combat the enormous turnover among new teachers that plagues our public schools. It is estimated that half of new teachers leave the profession within five years (Ingersoll, 2001). We believe that teachers need a career path which rewards their success both with more responsibility and significantly greater compensation. Rocketship seeks to elevate the profession of teaching by paying teachers at least 20% more than surrounding districts and creating a career path for teachers, which recognizes student performance as a primary factor in advancement. A career path like Rocketship's has several advantages, including employee retention, succession planning, and better career development (CA State Dept. of Employee Development, 2003). The teacher career path consists of both opportunities to advance in compensation and level of responsibility in the classroom, and opportunities to move into leadership positions within the network. The Academic Dean is a highly-trained expert in teacher coaching and elementary instructional content, with both outstanding classroom results and leadership abilities. Additionally, the Assistant Principal is responsible for cultivating a strong college preparatory environment of high expectations and for driving a high-performing academic experience during students' individualized learning time. In addition to the added level of support and capacity these roles bring to the school as a whole, for the individuals, these positions provide an attractive career path as well as impactful leadership experience. We believe this career path will motivate young teachers to make the investment in development of their teaching practice and advance to the position of Academic Dean or Assistant Principal.

Learning Best Occurs In a Culture of Caring

We believe that specialization will lead to better teachers who will increase the academic progress of our students. We also believe that our implementation of specialization will allow us to care for our students more effectively than a traditional elementary school. The advantage of this structure is that it allows for both content-area teachers to collaborate in identifying instructional best-practices that best meet the needs of the groups of students they share. This collaboration will allow them to detect both academic and emotional problems earlier and divide the work of home visits and other time-intensive interventions with the students that need their help most. In designing our school model, we leveraged J.M. McPartland's Staffing Patterns and the Social Organization of Schools (McPartland, 1992) to determine ways to increase both academic and emotional well-being of students through teacher specialization.

Learning Best Occurs When the Curriculum is Individualized

RSTN believes that individualization should be a core component of all schools. The RSTN model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress in reaching the school's goal for significant gains. Individualized Learning Plans ("ILP") are then generated for students demonstrating a need for intervention services. The Rocketship RtI program is further outlined below.

Learning Best Occurs When Students Have Extra Time to Practice

RSTN will offer all students the opportunity to participate in our Individualized Learning time on a daily basis, for several hours each week. The purpose of the Individualized Learning time is to provide

students with additional practice in Humanities and Math/Science at exactly their current level of instruction.

The Individualized Learning time is a combination of a computer lab and tutoring center. There is a full-set of leveled books where students can read independently at their “just right” level (the top of their independent reading level) as well as at computers running assignable online programs that allow students to access instruction at exactly their current level of understanding. We have selected the programs used during Individualized Learning time based on their ability to adapt to each student’s skill level. If a student is struggling with a particular concept, our adaptive programs adjust the pacing and content the student presented in order to target additional practice until the concept is mastered.

Learning Best Occurs in a Well-Run School

RSTN’s Regional Support Office (RSO) provides the Critical Systems and support for RSTN. The RSO trains school staff on how to effectively use the Critical Systems that allow for the continued successful practices at RSTN. Critical Systems include:

- Operations Toolkit for streamlining compliance reporting;
- Teacher Recruiting;
- Teacher Development Framework;
- Leadership Development Program;
- Budgeting and Financial Management Systems;
- Centralized Operations Management including Attendance, Facilities and Maintenance;
- RSTN-negotiated vendor contracts for food service, software, computers, curriculum, special education service providers;
- Rocketship Education Response to Intervention model including curriculum and staffing;
- Full Scope and Sequence for core subject areas;
- Rocketship Education UbD Units for Science and Social Studies (explained below);
- Systems for many operational issues including attendance, food service management, assessments and assessment data management; and
- Blended learning model including management of centers and staffing methods.

Please also see the “Performance Standards/Assessments/Culture” section below for more information on specific goals that RSTN schools will have.

Enrollment Summary

Grade Level	Number of Students					
	Year 1 <u>2014</u>	Year 2	Year 3	Year 4	Year 5	At capacity <u>2014</u>
K	100	100	100	100	100	100
1	100	100	100	100	100	100
2	100	100	100	100	100	100
3	100	100	100	100	100	100

4	100	100	100	100	100	100
5	100	100	100	100	100	100
6						
7						
8						
9						
10						
11						
12						

School Development

Profile of Founding Group

The founding group has been working tirelessly with the Rocketship Education National Office. Rocketship Education was founded in 2006 in San Jose, California, to promote the mission, vision and educational philosophy of creating a national network of high-performing charter schools. All members of founding team are currently affiliated with Rocketship Education and the charter schools it currently operates in San Jose, CA. This group has chosen to bring the effective and proven model of blended learning-infused instruction to students in Nashville based on the achievement gap that currently exists in Nashville and Metropolitan Nashville Public Schools’ desire to bring innovative, high-quality operators to high-need areas throughout the state.

Key Members

The founding group consists of:

- **Preston Smith**, Co-founder and CEO since 2013. Preston has successfully founded several schools in the Bay Area and is an expert in school leadership development and school design. He will play an integral role in the management of the national organization and its relationship with the Nashville schools.
- **Andrew Stern**, Chief Financial Officer since 2012. Andrew has led the financial and business development of several fast-growing companies in the high-technology industry. He oversees all business aspects of Rocketship Education including, finances, operations, and facilities development.
- **Lynn Liao**, Chief Talent Officer since 2012. Lynn cofounded and led the growth of the Broad Residency, a national program to attract and support emerging business leaders to join urban school systems. She will lead all recruitment, professional development, and talent management programs across the organization.
- **Kristoffer Haines**, Vice President of National Development since 2011. Kristoffer has led development of Rocketship’s growth strategy and expansion efforts. He also helped to develop KIPP Austin’s regional growth strategy. Kristoffer leads all growth strategy, expansion, policy, communications, and external relations for Rocketship.

- **Kate Mehr**, Chief Schools Officer since 2013. Kate is responsible for the success of all Rocketship regions and leads all Managing Directors and their Regional Support Offices. Previously, Kate served as the Vice President at Citizen Schools, a national education nonprofit, where she oversaw their growth, field operations and program department while serving on the Senior Executive Leadership Team.

Planning Process

Currently, Rocketship Education has seven elementary schools in San Jose, California. With a network Academic Performance Index (API) of 855 in 2011-12, Rocketship is California's top performing charter school network serving low-income students. The founding group's collective capacities in school leadership, governance, curriculum, business management, and parent and community engagement has already fostered dramatic results for at-risk students in California. The founding group wishes to further Rocketship's mission to eliminate the achievement gap by opening a cluster of eight high-performing Rocketship schools in Nashville, based on the achievement gap that currently exists there.

Because Rocketship does not plan to open a school in Nashville until 2014, local parents and teachers have not been involved in developing the charter application. However, we do believe that we implement a comprehensive and rigorous community outreach strategy. As detailed below, once approved, Rocketship Education Tennessee will begin intensive work to prepare a full 15 months in advance of the our school's opening. At this point, the Regional Support Office's Directors of Business, Achievement, and Community Development will be hired and immediately begin engaging local community members and parents on numerous fronts including: community outreach, student recruitment, teacher recruitment, curriculum development, and finalizing compliance, financial, and operations system.

Academic Focus and Plan

Student Learning Standards

The RSTN curriculum will follow Common Core State Standards for the subject areas of: English/Language Arts (includes Writing) and Mathematics. Current Rocketship Schools also use the Common Core State Standards. RSTN alignment to any additional state standards will be ensured prior to the first school opening. The curriculum will be aligned with state standards for Science, Social Studies, Art and Music. We place most of our emphasis on the subjects of Humanities and Math/Science for our students. Our goal is to ensure grade-level proficiency in Literacy and Math by second grade and achievement above grade level by the time students leave RSTN in fifth grade. This will ensure that all Rocketship students graduate able to be nationally competitive and well on their way to college graduation. Students will also take Science, Social Studies, and Arts at all grade levels to broaden their understanding of the world and to create avenues to exercise different facets of their intelligence. The curriculum at RSTN is aligned with Common Core State Standards with the goal that students will not only achieve the objectives specified in the charter but will also master the academic content standards in core curriculum areas as adopted by Metropolitan Nashville Public Schools. Teachers will be encouraged to assist their students in exceeding minimum standards.

Methods of Instruction, Resources, and Instructional Materials

Reading

By individualizing instruction through the Response to Intervention model we help our students make rapid gains in literacy skills. Reading is central to all parts of the RSTN curriculum, especially in grades K-

2. We will also actively prioritize Reading above other subject areas in the early grades and for students who are still struggling in later grades.

We are firm believers in the findings of the National Reading Panel (“NRP”), which 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 the five areas of Reading. The Common Core Language Arts standards are likewise organized around these areas for the early grades.

The Imagine It! program is a resource that Rocketship teachers will leverage when planning the whole-class portion of our Humanities block. RSTN will use Strategic Teaching and Evaluation of Progress (“STEP”) assessments to diagnose current reading ability with students. STEP contains running record assessments measuring a student’s fluency and comprehension which establishes a baseline reading ability. These assessments drive decisions about whether students need additional classroom support or tutoring during Individualized Learning time.

Writing

Children begin writing their first day at RSTN. RSTN leverages the Northwest Regional Educational Laboratories (“NWREL”) Six Trait Writing Model to guide their writing instruction. This model identifies six qualities seen in outstanding written works. These traits include:

Ideas: The content or main theme-can be seen as the heart of the message.

Organization: The internal structure of the writing.

Voice: The personal voice of author comes through- gives a sense of a real person speaking.

Word Choice: The use of precise, colorful and rich words to communicate.

Sentence Fluency: The writing flows together often with a rhythm or cadence.

Conventions: Mechanical correctness, including spelling and grammar.

We have adapted a six-trait rubric developed by NWREL to provide students with specific feedback on their writing. The rubric emphasizes the development of ideas, organization and voice, which supplements students’ and teachers’ natural tendency to emphasize word choice, sentence fluency, and grammatical conventions.

The NWREL 6 Traits Writing model will give the RSTN 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, RSTN will utilize other writing strategies such as Step Up to Writing and Lucy Calkins Units of Study. For example, Step Up to Writing provides rather simplistic models and strategies to help students to organize their ideas prior to generating writing. Thus, this model will be especially helpful to use for new teachers on staff at RSTN who are beginning their writing instruction. Additionally, the color-coded organization system for expository writing has proven quite effective in helping English Language Learners to better prepare for the task of producing organized and effective writing.

More experienced staff at RSTN will be able to supplement the NWREL 6 Traits writing instruction through the use of Lucy Calkins Units of Study. These units of study focus on very specific strategies and elements of strong writing. They give students a chance to take ownership over idea generation and ultimately lead to writing that is more interesting, unique, reflective of a student's voice, and higher student engagement in the process of writing. The Lucy Calkins Units of Study will allow the students at RSTN to further develop their writing skills while also giving our staff at RSTN the opportunity to grow and develop more as writing instructors.

Math

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

As students progress, this will be constantly monitored and evaluated by the central organizing theme of preparing them for Algebra, which will drive much of our Math instruction. Some of the main concepts that we will help our students internalize to be ready to perform Algebra include understanding multiple representations of data, functions, working with missing information through the use of variables, and inductive reasoning used to prove equations. We strive to hire teachers who are generally more fluent and more passionate about the teaching of Math as an area of specialty. Additionally, our Academic Deans will find relevant professional development experiences for our math teachers to improve their practices including observations of highly skilled teachers, conferences and workshops, and exploring professional literature as well.

Science

Science instruction will be embedded in Math classes through the use of thematically integrated, standards-based UbD units. Integrating Math and Science gives students the context through which to understand how mathematics relates to the physical world. Moreover, science naturally integrates into various aspects of math. Consequently, this integration of subject matter ensures that students will have greater exposure to skill areas like reading expository texts, using scientific notebooks, graphing, organizing data, and many other math and literacy skills that correlate with science.

The science curriculum at Rocketship Education Tennessee will be primarily organized through the implementation of UbD units. At Rocketship Education, we have done extensive work to group science standards into robust UbD Units that cover science topics in depth. We believe in focusing on depth

instead of breadth in the teaching of science. Consequently, our units cover standards from various grade levels, grouped together into a manner that allows our students to understand at a very high level the concepts behind the standards and how this information relates to their own lives. By taking this approach, our teachers create 8-12 week long units that are relevant and engaging to students as opposed to rushing through many small units on varying topics. This allows students to learn material in a much deeper way, and consequently, they are able to apply these lessons in future grade levels and later in life. Moreover, each unit reviews science standards from previous units. Thus, as students mature, they are better able to master various concepts through this spiral approach.

For example, our Animal Adaptations & Habitats unit includes state standards from several grades. Students review concepts taught in the first grade Food Webs unit and are given a solid foundation that allows for an even greater understanding of the fifth grade Plant and Animal Systems unit. By grouping similar standards together we are giving students a chance to explore a concept in more depth. However, all of our units build upon each other. So, a first grader will receive a strong introduction to states of matter that will be reviewed and added to in the 5th grade unit on Chemistry.

We believe that Science offers a broad array of concepts crucial to student understanding. Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will acquire knowledge of the life, earth and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying.

All students will be exposed to life, earth, and physical sciences in a curriculum that is based on state standards. Our desired outcomes from science are an understanding of the process of scientific inquiry, curiosity about the world around them, skills to comprehend informational text, and increased self-esteem from producing a tangible work-product as a result of their understanding.

Social Studies

Social Studies instruction will be embedded in the Humanities block through the use of thematically integrated, standards-based UbD units. Social Studies are an opportunity to integrate aspects of our curriculum like Reading and Writing in a context that naturally requires them. Our use of the UbD framework to design Social Studies curriculum makes the concepts and academic vocabulary accessible to our students regardless of current reading level.

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

Arts (Art and Music)

The curriculum will be aligned with State standards and will include dance, drama/theater, music and visual arts. Arts will be integrated into the Humanities block, often as part of Social Studies content. All students, including English Language Learners and students with special needs, will have equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs. Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment

staff. State standards will guide the integration of arts into the curriculum. Through a process of unpacking and prioritizing content standards for the four core content areas, teachers will identify opportunities to integrate the arts into those curricular areas, and will build unit clusters that maximize student exposure to and engagement in the arts.

Strategies for meeting the Needs of Academic Support

Please see "Special Populations and At-Risk" section below which will detail extensively how the Rocketship academic program is designed to serve at-risk students, English Language Learners, and students with disabilities.

Instructional Support

As described in more detail below in the Professional Development section, teachers will be supported by the Academic Dean position which will provide intensive coaching and professional development for teachers. Additionally, the Rocketship Regional Office's Regional Director of Achievement will also oversee the academic achievement of all RSTN schools and provide further instructional support.

The maximum teacher-to-student ratio would be 1:50. However, this does not mean that a single teacher would be in a classroom alone with 50 students. Because Rocketship utilizes a blended learning approach which emphasizes individualized learning, the configuration of a classroom is far different than that of a traditional classroom.

2 teachers will often share a large classroom with multiple classes of students. Again, the ratio of 1 teacher for every 50 students will be maintained. Additionally 1-2 tutors (Individualized Learning Specialists) will also be present in the classroom and will be managing the students' Individualized Learning time. In this way, students will be working in diverse groups, through a variety of instructional methods, in order to meet their individual learning needs. Further, Rocketship believes that allowing a team of educators to jointly work with students provides the most individualized and intensive learning experience possible for students.

Special Populations and At-Risk Students

Rocketship Education Tennessee (RSTN) understands that charter schools in Tennessee serve as their own LEAs for special education purposes. Rocketship understands and accepts that the LEA designation in Tennessee makes their charter schools obligated to serve all students with disabilities (SWD) like in currently existing Rocketship schools located in California. As the LEA, Rocketship assumes responsibility, at a minimum, to conduct Child Find, provide compliant evaluations and re-evaluations within mandated timelines, and deliver a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Rocketship holds high expectations for the success of all students and is committed to promoting a school culture in which "all staff embraces all students," the most important tenet underlying the success of SWDs and struggling students.

Application and Enrollment Policy

Rocketship schools abide by all civil rights and applicable laws during the student enrollment process; do not consider disability or non-disability status during either the application or enrollment process; and do not engage in "counseling out" tactics to dissuade parents of SWDs from applying. Admission is based solely on availability of student enrollment space in a "general education" classroom. Following the public random drawing, students who are not awarded one of the open enrollment spaces are

placed on a wait list, in the order in which they have been picked at the drawing for acceptance during the school year.

Rocketship charter schools strive to achieve a student population that is comparable to the community population in which the schools are located. Rocketship realizes the great level of need that students in Nashville will bring as they enroll and is committed to a system of early identification and support toward prevention and increased academic achievement for all students.

Students with Disabilities

Identifying Students with Disabilities

Rocketship schools engage in ongoing Child Find activities, including locating, evaluating and identifying students with disabilities both applying and enrolling in Rocketship schools. Rocketship publications and marketing materials contain information about Rocketship's commitment and policy to identify and serve all students, including struggling students who could need more intensive support to access the general education curriculum.

Tracking and Retrieving Records

In addition to informing parents and the community through marketing materials and publications, Rocketship searches city and state level databases to track, access, review, adjust as necessary, and implement all IEPs within 30 days of enrollment. Rocketship ensures general education teachers are provided with the IEP goals and objectives and accommodations and modifications that they are responsible for addressing in general education classes.

Early Identification

Rocketship conducts a continuous and proactive effort to identify students with special needs and meets all requirements mandated by IDEA 2004 and Tennessee's Rules of State Board of Education, Chapter 0520-1-9, Special Education Programs and Services (Chapter 0520-1-9). Rocketship provides to parents a user-friendly information sheet describing ways to access services at enrollment and makes information about early identification available for parents in the school office throughout the school year.

Staff receives intensive training before school opens on Child Find responsibilities and activities, including functions of the school building level team; RtI processes/procedures; screening requirements; and referral for evaluation by teachers, parents, agency representatives, and other qualified professionals. Rocketship schools honor both verbal and written requests for an evaluation of a student and convenes the IEP Team, as appropriate, to determine next steps and/or develop a Student Evaluation Plan for tests and measures needed to assess a student in all areas of suspected disabilities and to secure parent permission to begin the evaluation process.

Pre Referral activities: Early Intervention & Response to Intervention (RtI)

Rocketship recognizes the expanded emphasis on the need for rigorous academic interventions prior to referral for special education mandated by IDEA 2004 and echoed in the Special Education Manual (SEM) produced by the Tennessee State Department of Education, 2008. This manual encourages all schools to "adopt organized, systemic early intervening approaches to solving educational difficulties in the general education setting..." and to consider special education eligibility only after high quality academic and behavior interventions are implemented and the student continues to demonstrate a clear educational need.

RSTN's charter schools will comply with SEM and Chapter 0520-1-9 by establishing a school level team in each school who will be responsible for implementing a process of early intervention and Response to Intervention (RtI). This team – called the Child Study Team– will be chaired by a knowledgeable educator or social worker and include an administrator(s), general education teacher(s), math and reading literacy specialists, school nurse, social worker, parent, student, as appropriate, and clinical providers, special education teacher(s), and agency representatives, as needed. The Child Study Team will work cooperatively to empower students, parents, teachers and school leaders to support student success in school by:

- Reinforcing and promoting high expectations for academic achievement and meaningful interventions and teaching strategies through RtI processes; and
- Addressing the physical health problems and psycho-social and mental health concerns that may represent barriers to student learning, social awareness and resiliency.

Rocketship's RtI system identifies struggling students, including SWDs suspected of having another disability, and provides referred students dedicated targeted, supplemental instruction. The Child Study Team oversees a problem solving process that facilitates the analysis of student concerns presented by school leaders, teachers, counselors and clinicians, the nurse, other school staff, parents, and social service agency representatives.

Rocketship's RtI process has been designed as a system of interventions that are closely aligned with the hybrid model of individualized instruction and guided by student outcome data. The Child Study Team monitors Tier I interventions; drives the cooperative development, case management and documentation of Tier II interventions; and proactively recommends, monitors and graphs Tier III interventions for students unresponsive to less intensive strategies.

Rocketship's model for academic RtI intervention starts with daily in-class interventions such as Small Group Instruction, Guided Reading, Centers, and Writer's Workshop. Monthly Formative Assessments and progress monitoring inform the need for Tier II interventions such as teacher analysis with specialist consultation and support; changes in classroom practice; more intensive small group and individual interventions using secondary, scientifically-based tools and materials; and Individualized Learning time Intervention strategies, which could include changes in methodology, design or delivery of learning.

Rocketship's model for behavior interventions aligns well with a key recommendation from "The Road to Inclusive Practices: Third Report of the Mayor's Advisory Council on Special Education" generated in 2010 which recommends "District-wide strategies for positive behavior supports (PBS) should be formally adopted." To achieve this goal, Rocketship schools start with a carefully crafted, school-wide "Code of Classroom Conduct", school-wide positive behavior guidance and management support, standard classroom management plan, and tracking/monitoring of absenteeism and tardiness. Rocketship also offers specific programs, strategies and group counseling designed to promote mental health wellness and prevention of threats of violence, bullying, peer conflicts within the classroom and school, gang related conflict, drug and alcohol abuse, unhealthy sexual behavior and pregnancy, and inappropriate use of technologies.

Rocketship conducts clinical screenings of socio-emotional/behavior functioning and tracks intervention outcomes through graphed presentation of individual student performance as compared to peers.

Rocketship's model for medical and physical health interventions includes plans to apply to become a

Medicaid eligible provider and begins with nursing services that support immunizations for all students, in-school medical treatment, medication disbursement and monitoring, and vision and hearing screenings. Rocketship will develop and monitor student health plans. Rocketship is proactive in identifying and addressing school-wide health concerns through programs and counseling groups.

Evaluation in All Areas of Suspected Disabilities

When Rtl interventions are not effective, the school will provide the parent(s) with written notice that their student has not made adequate progress, despite the additional support, and ask for the parent(s)' consent to conduct an educational evaluation. If written consent is provided, the school's multidisciplinary team will conduct a comprehensive educational evaluation, convene an IEP Team meeting and make an initial educational placement within 40 days from the date that parental consent was given in accordance with the timeline regulations contained in Chapter 0520-1-9. The IEP Team will determine whether or not the student is eligible for special education and related services based upon the evaluation results and other information.

The multidisciplinary team will conduct the educational evaluation using appropriate and nondiscriminatory assessment tools noted in Student Evaluation Plans developed in a meeting by Child Study Team members including the parent, IEP Team personnel, and the ISD Specialist. The Child Study Team provides the multidisciplinary team with all requisite screening, academic, behavior, and health information in addition to Rtl interventions and outcomes to ensure holistic and comprehensive assessment of student needs within mandated timelines.

Rocketship will engage an employed social worker and contract clinical providers during the start-up year to serve as members of the IEP Team. Rocketship's IEP Team, designed to comply with the requirements set forth in Chapter 0520-1-9, will be chaired by a special education teacher or the ISD Specialist. The IEP Team composition includes parents, general educators, the school leader/designee, the LEA representative, clinical providers, and others with specific knowledge of the student as indicated.

Rocketship expects IEP Team members to increase opportunities for special education student success, respect and consider the input of teachers and other clinicians and specialists, remain engaged in thoughtful problem solving, and share responsibility for meaningful special education outcomes. The IEP Team ensures parents are provided information about their rights and makes both students and/or parent(s) feel welcome, comfortable, and respectfully accepted as full partners in developing a meaningful IEP and implementing educational instruction and services. Rocketship conducts parent surveys throughout the course of the school year to determine level of satisfaction with special education evaluation and services.

Serving Students with Disabilities (SWDs)

An Integrated Service Delivery System

Rocketship organizes special education program and services to provide integrated service delivery in each school. The integrated service delivery approach requires schools to align educational services for students with special education needs within existing structures (grade levels, groupings, looping, Individualized Learning time, etc.) rather than exclusively through special and segregated programs. Special and general education teachers work collaboratively to bring appropriate instructional supports to each child in the general school setting. Rocketship delivers specialized instruction and support based on culturally relevant differentiation and instruction through universal access of content-driven curriculum.

Rocketship schools promote school-wide understanding that the majority of special education students have the same cognitive potential their general education peers do and can and should meet or exceed academic standards. General education teachers are expected to take ownership of the academic success of both general and special education students without discrimination.

The ISD Specialist as Technical Expert and Case Manager

Rocketship employs qualified ISD Specialists, who serve as technical experts in inclusion classes and Individualized Learning time. The ISD Specialist as technical expert model has been proven effective in high performing schools where both general and special education students are achieving AYP. The model centers on the ISD Specialist, who also serves as the case manager directly responsible and accountable for ensuring the academic progress, individual case compliance, and provision of FAPE for no more than 15-18 special education students. All other special education staff, providers and consultants wrap support and expertise around the teacher/case manager, make tools and resources readily available, and remove barriers hindering student achievement and success.

ISD Specialists strive to educate SWDs in the least restrictive setting, co and team-teach in general education classes as needed, consult to school staff, train and empower general education teachers to modify lesson plans, advise staff on behavior management techniques, and ensure accommodations are implemented (during school and at Rocketship extra-curricular activities such as field trips, etc.) and adjusted as students become more proficient. Most importantly, special educators will monitor student achievement through benchmark assessment analysis, monitor attendance and discipline incidents and teacher input, and proactively call for additional support when a student's needs are not being met.

ISD Specialist, supported by the Regional Director of ISD and related service providers, is expected to lead the IEP Team in implementing and updating meaningful IEPs based on accurate and qualitative Present Levels of Performance (PLOPS), curriculum-based indicators of classroom success, and learning strengths supporting continuing progress in the least restrictive setting. The ISD Specialist reports progress each advisory period, assumes responsibility for updating and maintaining compliant student files, enters data into the state level reporting system, collects a portfolio of student work demonstrating achievement of IEP goals, communicates regularly with parents, provides continuous feedback to students, relies on advice and support from the clinicians and consultants, and refers to the IEP Team to help reinforce and/or redirect individualized programming.

Continuum of Instruction Options

In addition to wrap around support in general education classes, Rocketship provides SWDs flexible instructional opportunities that include large group, small group, and one-to-one instruction for students with more significant needs in the Individualized Learning time. Special educators provide or work with reading and math specialists and Individualized Learning tutors to provide a continuum of instruction options for all struggling students. Special educators integrate the benefits of on-line learning opportunities for students with disabilities- the materials and delivery platforms, through full access to Rocketship's blended learning instructional model.

Special educators collaborate with general educators to provide struggling students with both push-in and pull-out support to pre-teach or re-teach lessons in core subject areas, fill in learning gaps, build compensatory strategies, promote effective study and organization skills, and remediate deficit skills using the Individualized Learning time as well as alternative scientifically-based instructional methods and tools to supplement the Individualized Learning tools when necessary.

Rocketship provides resource support for students whose needs require specialized instruction 40% to 79% of time in school per hours mandated on IEPs. Qualified special educators and well-trained paraprofessionals work together to provide support for students with IEPs mandating intensive services (in regular education less than 40% time in school).

Integrated Clinical Service Delivery

Rocketship will contract with certified/licensed clinicians to provide speech and language services, occupational and physical therapy services, counseling services, and vision and hearing services, as needed to address IEP goals for related services. Rocketship will also contract with clinical evaluators to provide educational evaluations to determine initial and on-going eligibility for special education. Rocketship will hire a licensed, certified social worker and a trained Behavior Intervention Case Manager (BICM) to provide counseling and in-class behavior support for SWDs with socio-emotional and behavior goals on IEPs, conduct functional behavior assessments, and develop and monitor Behavior Intervention Plans in collaboration with special educators/case managers.

Rocketship expects both employed and contracted clinicians to integrate therapeutic services within the hybrid model, collaborate closely with special educators/case managers, maintain positive communication with parents, consult to general education teachers on classroom strategies, and stay abreast of best practice research. Rocketship is developing clinical standards of practice to guide providers in writing IEP goals based on current assessment data, reporting on progress achieving specific goals, reporting on session content, and aligning service delivery with classroom lesson content. Most importantly, Rocketship's ISD Specialists monitor clinical service delivery to ensure therapeutic outcomes are transferred to practical classroom application.

RSTN's charter schools will expect the school social worker to establish collaborative community connections to family, child welfare and court agencies that provide family outreach and mental health supports. Rocketship staff will establish processes and procedures to access emergency psychiatric interventions and psychiatric consultations as needed.

Progress Monitoring

Rocketship's reliance on frequent benchmark assessments to ascertain early, actionable insights into students' strengths and weaknesses empowers special educators to monitor and track the academic progress of SWDs. The Rocketship Individualized Scheduling Engine (RISE) will broaden the performance management information available to teachers in driving academic growth. Special educators analyze performance data, including behavior indicators, to inform any changes needed to the IEP and/or recommendations for targeted program adjustments and enhancements.

ISD Specialists and clinical providers use performance data and student portfolio samples to write quarterly progress notes detailing progress made toward achieving IEP goals and objectives and write annual IEP goals. In addition to the Annual Review meeting, Rocketship's IEP Team convenes quarterly to discuss student performance with parents and students.

ISD Specialists, in collaboration with general education teachers, begin their school year with a home visit to all students on their caseload. ISD Specialists are available and in contact with parents by e-mail, phone and home/school communication notebooks on a regular basis throughout the year.

Program Budget and Staffing

Rocketship's special education budget is based on the number of SWDs enrolled and their eligibility classifications as funded through the special education funding allocations. In addition, Rocketship will

apply for IDEA Part B funding to support special education in areas identified by Tennessee's State Improvement Plan.

Rocketship's charter school in Tennessee will hire an ISD Director to serve on the Regional Support Office's management team, advocate for special education students and staff, and supervise the special education service delivery system. Rocketship's ISD Director will assume ultimate accountability for the academic success of SWDs, program compliance, and state level special education reporting requirements. The ISD Director, in collaboration with the special education team, will also be responsible for ensuring parents are informed of their due process rights and promote Early Dispute Resolution strategies in cases of disagreement and conflict including use of the Facilitated IEP, Mediation and the right of parents to use an IDEA State Complaint. Aware of the significant administrative, documentation and compliance –related responsibilities of special education, the SEC will not carry a student caseload if and when the special education population exceeds 25 to 30 SWDs.

Rocketship will hire enough certified (or in certification process) ISD Specialists to support a robust ISD program; adding teachers as the number of SWDs increases after the start-up year. In addition to the ISD Specialist and special educators/case managers, Rocketship's special education team will include a credentialed social worker and/or school psychologist, a behavior intervention case manager (probably during year two as the population of SWDs increases), and instruction assistants/paraprofessionals.

Paraprofessionals, as needed, will be responsible for providing individual and small group instruction for students with special needs, students with typical learning needs, students with behavioral needs, and students with emotional needs in the general education environment including, but not limited to: the classroom, recess, the lunch area, and Individualized Learning time during RtI or in the classroom setting.

Students with Section 504 Plans

As not all children will qualify for SPED services, Rocketship follows Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA), where discrimination is prohibited based on a disability. Any student, who has an objectively identified disability, which substantially limits a major life activity including, but not limited to learning, is eligible for accommodation(s) by the school. Students suspected to be in need of accommodations are referred to the Child Study Team, which serves as the 504 Team, for assessment of needs and interventions. The Child Study Team will include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. This team reviews the student's existing records; including academic, social, and behavioral records, and is responsible for making a determination as to whether a recommendation for 504 services is appropriate.

If the student has already been evaluated for special education but found ineligible for special education instruction or related services, the IEP Team will refer the student back to the Child Study Team with those evaluations to determine eligibility under Section 504. The Child Study Team is responsible for maintaining 504 files that contain the checklists and information required supporting a student's need for a 504 Plan. The Child Study Team is responsible for informing teachers of 504 accommodations and updating the 504 Plan annually with current data and teacher input.

Transportation for Students with Disabilities

Rocketship will provide transportation to any student if required by a written statement in the student's IEP, and only with the written consensus of the IEP team as needed, for any eligible child to and from

school and all school related activities. Rocketship will contract with a transportation service provider to fulfill these portions of the IEP. A transportation assessment will guide the determination.

English Language Learners

Rocketship schools are experienced in addressing the needs of students identified as English Language Learners. Staff carefully considers the cultural and instructional needs of students with English as a second language and makes available to parents and students, as appropriate, verbal and written translation of all materials, notices, documents, reports and communications. Assessments are conducted in a student's native language, or with translation as appropriate, whenever a student's English Language developmental level may require such assessment in order to better understand a student's learning needs.

Identification and ELL Classification

English Language Learners at the existing schools have been classified using the California English Language Development Test (CELDT) and the nationally recognized Developmental English Test (ADEPT). Rocketship Education Tennessee will continue to use ADEPT to identify English Language Learners in Nashville, and will administer the test twice a year.

Support for ELL Instruction

The primary support for RSTN teachers' instruction of English Language Learners will come from the Regional Support Office. Both the Regional Director of Achievement and Regional Director of Integrated Services Delivery (ISD) will focus on developing strategies for ELL instruction. Further, Rocketship's National Office has spent a great deal of effort developing pedagogical strategies for educating English Language Learners. The primary method of professional development is the Guided Language Acquisition Design (GLAD).

GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. GLAD was developed and field tested for nine years in the Fountain Valley School District and is based on years of experience with integrated approaches for teaching language. Tied to standards, the model trains teachers to provide access to core curriculum using local district guidelines and curriculum.

GLAD is an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students. GLAD develops metacognitive use of high level, academic language and literacy.

GLAD Training. During the staff development, teachers are provided with the instructional strategies, the theory and research that support the model and the curriculum model that brings these all together in the context of district and state frameworks and standards. All Rocketship teachers (and most Rocketship school leaders) receive GLAD training in their first year at RSED). The staff training is conducted in two parts:

Part 1: Theory and Research. Training in theory and research with practical classroom implications and applications, occurs over a two-day period. It covers the works of educators across the disciplines: reading, writing, brain compatible teaching, language acquisition, cross-cultural respect, primary language, and coaching. Research is directly tied to specific classroom implications, strategies and organization.

Part 2: The Demonstration Lesson. Observation of a demonstration session occurs in a classroom all morning for a four day period. The unit is grade level, standards-based and is written by the team of trainers. One of the trainers works directly with the children and presents the strategies. The other trainer coaches the teachers who are observing in the back of the room. This coach describes what is being done, why, and generally answers questions concerning the lessons. Afternoons are spent on feedback, collaboration, and planning.

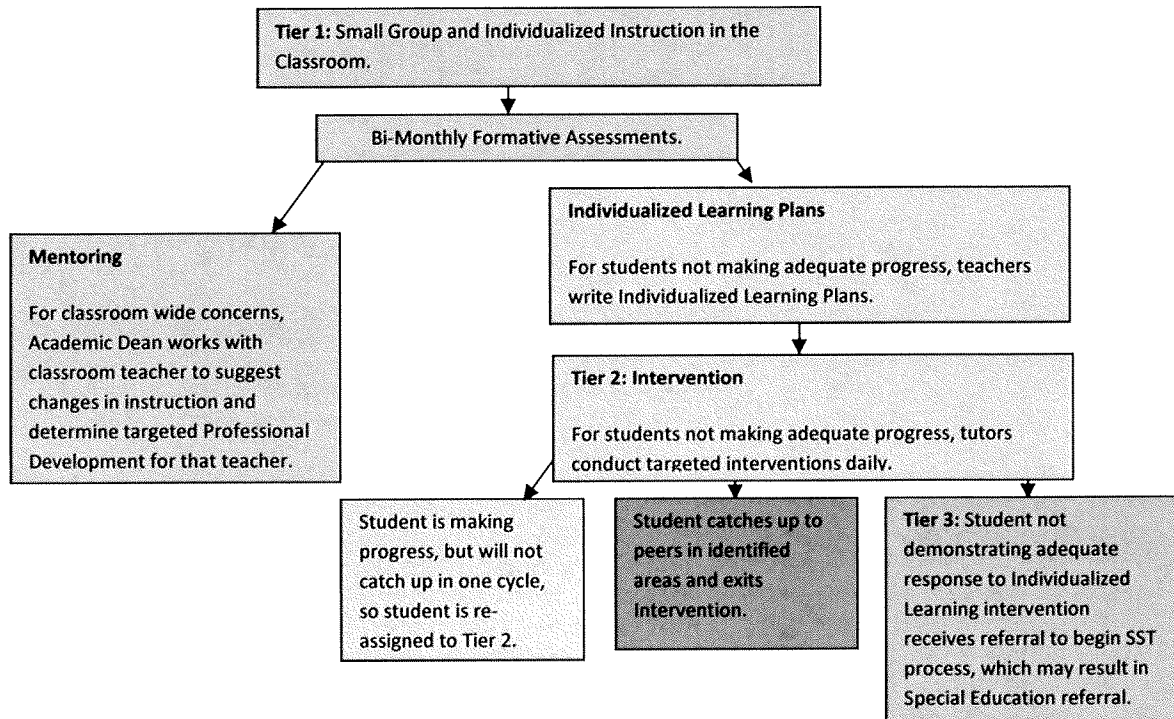
Strategies for Providing Intensive Academic Support

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

RSTN’S Three-Tier Response to Intervention Approach

All students are assessed upon entry to determine performance relative to grade level standards. We do this using a number of different measures. In order to group students by performance level, Rocketship assessment data identifies students through performance quintiles: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. In Humanities classes, teachers administer the Strategic Teaching and Evaluation of Progress (“STEP”), the NWEA MAP assessment for Reading, the CORE Phonics Inventory, and other assessments that are relevant to their grade level (i.e. Sight word recognition for Kinder & 1st grade.) Math teachers give grade level math assessments created to measure student progress towards end-of-the-year objectives as well as the NWEA MAP assessment for Math. All of this data is used to identify our students who fall into the Below Basic or Far Below Basic quintiles.

The Rocketship Individualized Scheduling Engine (RISE) will facilitate communication between teachers and tutors, by providing more timely status updates of a student’s progress, and by enabling teachers to easily specify remediating content and activities during RtI that are targeted to meet the student’s specific learning needs. RISE enables teachers to further individualize instruction during a student’s RtI sessions with tutors. At the end of RtI sessions, tutors will have the opportunity to leave notes regarding a student’s progress, in order to provide teachers with more timely updates. Both tutors and teachers are then able to make better use of RtI sessions, to assist each child with his/her specific learning needs. More timely, targeted interventions help to accelerate each student’s progress and increase the likelihood of successful remediation. Content from the RtI tab is linked and integrated with the student’s Individualized Learning Plan. Further detail on the design of RISE will be provided upon request.



Progress Monitoring

While teachers are continually assessing students’ progress at the end of each lesson, our teachers formally reassess to show student progress on an 8 week cycle. This is translated visually by the staff into Assessment Walls for each class, showing which students fall into each quintile from Far Below Basic to Advanced. This data is then used to adjust classroom instruction and to identify students in need of more focused support to make adequate progress.

Teachers will also collect data from RISE. This platform allows educators to sort and place students into different small groups, by using different criteria, which allows teachers to assign student groupings based on real-time achievement data.

Individualized Learning Plan

Teachers write an Individualized Learning Plan for students whose achievement falls below Basic. ILP’s include assessment information, measurable goals that are realistic yet ambitious for an 8 week period, and explicit goals and their corresponding practices for tutors to accomplish with each student in During Individualized Learning time or after school interventions.

Assessment data, Rtl content, and the integration of results from online learning programs are important inputs into the student’s Individualized Learning Plan. Automatically filling in data on the Individual Learning Plan and incorporating it into RISE will enable teachers to use the ILP as an interactive tool which reflects the student’s progress throughout the school period. Using an online ILP, teachers, tutors and Individualized Learning staff can adjust their instructional practice in real-time using targeted content and activities. Examples of RISE and the ILP will be provided upon request.

Rtl Tiers

Three tiers of targeted intervention are provided to ensure that all students receive the assistance they need to be successful.

Tier 1

Teachers implement the ILP in the general education classroom. Teachers assess student progress after 8 weeks of instruction. Students who do not respond adequately to the initial instruction receive additional modifications and support in the general education classroom and may be placed in Tier 2. These modifications may include adjustments in intensity, duration, and frequency of instruction. Teachers may meet with smaller groups more often for longer periods of time. Teachers may adjust instructional strategies and materials as well.

Tier 2

Students not responding adequately to the goals laid out in the ILP in the general education classroom or identified as significantly below grade level in the first round of assessments are given a revised ILP directing their work in an additional period each day during small group tutoring (intervention) time. During this time, they work directly with a tutor on the specific skills they are lacking. Intervention tutors are provided with a very specific 8 week plan containing suggestions from the classroom teacher and Assistant Principal in terms of strategies and approaches to use to get a student to meet their target at the end of 8 weeks. These suggestions are combined with existing tutoring curriculum to create targeted approaches for intervention. In eight weeks, teachers assess again, measuring to see if meaningful progress has been made by the Intervention students. If the student still is not making adequate progress, we may conduct a Student Services Team (SST) Process and revise the Individualized Learning Plan.

Tier 3

If the student fails to make progress in both Tier 1 and Tier 2 interventions after 2 cycles (16 weeks), they enter into the SST process, which may result in assessment Special Education programs. A majority of our special education professionals work directly for Rocketship Education, including paraprofessionals and resource specialists. This gives us more control to ensure that Special Education students' Individualized Education Plans are aligned with ambitious academic goals consistent with goals for students at all Rocketship schools.

Professional Development for Individualized Learning Plans

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

Rocketship follows all applicable laws in providing general education instruction and special education services to eligible ELL students, as well as ensuring parent procedural safeguards. Staff monitors student progress, evaluates program effectiveness on an ongoing basis, and ensures appropriate practices for re-classification to fluent English proficient status. ELL students at Rocketship schools are served in the general education classroom with appropriate small group instruction and individualization in the classroom or during Individualized Learning time to support developing English proficiency and academic growth.

Strategies for Meeting the Needs of Accelerated Learners

The Rocketship Public School Model's focus on individualized instruction inherently meets the needs of accelerated students. Research shows that high-ability learners see a positive impact on their academic achievement as well as social-emotional development when provided with opportunities for accelerated learning experiences (Steenbergen-Hu and Moon, 2010). Because of differentiated in-class instruction as well as individualized online instruction, intellectually gifted students are continually presented with opportunities to learn, grow, and feel academically challenged at Rocketship.

In-class differentiated instruction manifests in a variety of instructional practices that are supported through region-wide professional development and are a topic of discussion during one-on-one coaching meetings. All students participate in guided reading groups with their classroom teacher, during which intellectually gifted students are able to use higher-order thinking when discussing on-level literature with their teacher and similarly leveled peers. Additionally, all Rocketship students in their final year complete an Extended Analysis Project prior to leaving for middle school. For this project, students have the opportunity to work with a one-on-one adult mentor to conduct research and analysis on a topic of their choice. Historically, intellectually gifted students have thrived during these projects because their teachers and mentors are able to push their thinking on a particular topic and they are given the opportunity to develop and articulate their stance on this topic.

Another important way in which Rocketship addresses the needs of intellectually gifted students is through the suite of adaptive online programs offered during Individualized Learning time. Providing gifted students with academically challenging curriculum fosters improved academic results for these students (Delcourt et. al, 2007). For example, Raymond is a second grader and has continually demonstrated advanced math abilities during his time at Rocketship. Due to the adaptive nature of DreamBox, an online math program currently in use during Individualized Learning time, Raymond has successfully completed the primary section of the program, which covers standards through the middle of third grade. The Rocketship Individualized Scheduling Engine (RISE) has provided this data to his math teacher so they can push him further during independent practice and extension in the classroom and Raymond has been automatically enrolled in the intermediary DreamBox section to continue on his learning path. Due to the individualized nature of adaptive online learning programs used during Individualized Learning time and teacher's ability to identify student mastery in particular standards through RISE, our most advanced students can accelerate their learning at a pace that is most relevant to their particular needs.

Performance Standards/Assessments/School Culture

Overarching Goals for Experienced Operator

Rocketship Education's goal is to close the achievement gap nation-wide within our lifetimes by opening high quality elementary schools that graduate all students at or above grade-level.

We have developed a series of academic metrics by creating network health dashboards which push us toward greater internal accountability, and ensure that we are meeting our mission. These dashboards are regularly reviewed by our executive team and school leaders to make sure schools are academically on-track. Some of the data reviewed includes state standardized tests, national tests such as NWEA (Northwest Evaluation Association) and internal benchmark assessments.

Our executive team reviews these dashboards every six (6) weeks. If schools are underperforming, they schedule additional time to discuss mitigating measures which may include: allocating additional resources, considering staffing changes, and reallocating resources from other parts of the organization.

The regular performance tracking these dashboards provide allow individual Rocketship schools to be held to high standards of accountability throughout the school year, rather than waiting for end-of-year testing to determine whether or not a school is academically on-track. Further details on the Rocketship dashboards will be provided upon request.

Achievement Goals: Leading Indicators of School Success and Future Student Success

Student Attendance

Rocketship schools will maintain an average student attendance of 95%.

School-Wide Growth Targets

Rocketship schools will meet or exceed internally created growth targets.

Comparative School-Wide Performance

Rocketship schools will meet or exceed the average achievement for schools in the same geographic area on the TCAP Achievement Test and the TVASS

School-Wide Academic Growth

Rocketship schools will demonstrate student gains of one grade per year or more.

Growth in Reading and Language Arts

Students will demonstrate at least one and a half years growth towards grade-level proficiency in reading and language arts.

Growth in Math, Science, and Social Studies

Students will demonstrate grade-level proficiency on standards in areas of Math, Science, and Social Studies.

School-Wide Outcome Goals—Leading Indicators of Success

School-Wide Outcome Goals	Local Benchmark Instruments	State-level Year-End Assessments
At least 95% student attendance	Daily attendance reporting via Student Management System (“SMS”)	Calculated ADA rate, comparison of attendance rate to other district schools
Meet or exceed growth targets	Bi-monthly interim assessments	
Meet or exceed the average achievement for the schools in the same geographic area on TCAP/TVAAS		TCAP Mathematics, Reading, and Writing, Science and Social Studies (Grades 3-5)
Demonstrate student gains of one grade per year or more at	Northwest Evaluation Association (“NWEA”) assessment administered three times per	

Rocketship Education Tennessee	year	
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Other Operational Goals

Teacher Retention

Rocketship schools will maintain a teacher retention rate of 80% or higher.

Finances

Rocketship schools will have a positive fund balance at the end of each fiscal year.

Enrollment

Rocketship schools will have ample waitlists for each grade level.

Graduation/Promotion Requirements/Exit Standards

RSTN students must demonstrate sufficient mastery of material in all subject areas in order to earn promotion to the next grade. Promotion from one grade to another will be based on the following evaluative criteria:

- Students must achieve a score proficient or above on internal math and literacy benchmarks;
- Students must demonstrate growth on state standardized tests and the NWEA assessment; and
- Third grade students must show a basic understanding of curriculum through standardized tests or daily grades before passing to the fourth grade.

The above criteria will help Rocketship to identify students that are at risk for retention, but all final decisions will be made in conjunction with parents, and approved by the principal. Parents will be notified of these standards during parent teacher conferences and community meetings.

Rocketship Education Tennessee will follow the Metropolitan Nashville Public Schools’ minimum graduation requirements for 5th graders. In order for students to be successful in middle school, high school, and in college RSTN will require that all students meet 5th grade standards for Common Core State Standards in order to graduate from RSTN and move on to middle school. A copy of the 5th grade report card will be provided upon request.

Rocketship Assessments

		Description of Outcome	Measurement or Assessment Form	Frequency of Measurement or Assessment	Students to Whom Measurement or Assessment Applies
	Core Local Measures For All Years of School Operation:	(e.g., ability to make a complete sentence, ability to add and subtract 2 and 3 digit numbers)	(e.g., writing samples, mastery tests, etc.)	(e.g., daily, weekly, monthly)	(e.g., grade level)

National Assessments	NWEA: MPG (Northwest Evaluation Association: MAP for Primary Grades)	Grade-level literacy and math skills proficiency based on national norms	Computer-based, adaptive test, multiple choice	3 times per year (Sept, Jan, June)	K-1; Math & Reading
	NWEA: MAP (Northwest Evaluation Association: Measures of Academic Progress)	Grade-level literacy and math skills proficiency based on national norms	Computer-based, adaptive test, multiple choice	3 times per year (Sept, Jan, June)	2-5; Math & Reading
State Assessments	TCAP: Reading/Language Arts	Grade-level reading and language arts skills proficiency based on state standards	Paper-based standardized test, multiple choice & short answer	Once per year (Window: Apr-May)	3-5
	TCAP: Math	Grade-level math skills proficiency based on state standards	Paper-based standardized test, multiple choice & short answer	Once per year (Window: Apr-May)	3-5
	TCAP: Science/Social Studies	Grade-level science and social studies skills proficiency based on state standards	Paper-based standardized test, multiple choice & short answer	Once per year (Window: Apr-May)	3-5
	TCAP: Writing	Writing skills assessment and proficiency based on state standards	Paper-based standardized test, short answer & essay	Once per year (Window: Apr-May)	5
Literacy	STEP	Reading fluency, accuracy, speed, use of expression, and comprehension	Reading running records, oral responses, written responses	5 times per year (Sep, Nov, Jan, Mar, Jun); more often if needed	K-5

Goals and Performance Tracking

Because of the importance of data to our RtI model, RSTN will be a data-driven school. RSTN will use the Rocketship Individualized Scheduling Engine (RISE) and the Data Analysis Form. State standardized

test data and data from the NWEA MAP assessment will be used at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. To correctly assess whether students are on track to make significant gains during the year, we will administer the NWEA assessment in September, January, and June of each year, as well as conducting additional bi-monthly assessments of each student in Reading, Writing, and Math. Our Reading assessment is based on STEP. Our Writing assessment is a rubric at each grade-level based on Six Traits. Our Math assessment is designed internally with a bank of questions derived from our focus standards at each grade level. We are currently working to correlate the NWEA assessment and these internal assessments with performance on end of year state standardized test and English Language Learner testing to correctly measure progress and give teachers detailed data about areas in which each student needs improvement.

The staff will be trained on how to interpret assessment data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of students.

Data Analysis

We have created network health dashboards which push us toward greater internal accountability. These dashboards are regularly reviewed by our executive team, board, and school leaders to make sure schools are academically on-track. Some of the data reviewed includes state standardized tests, national tests such as NWEA (Northwest Evaluation Association) and internal benchmark assessments

The regular performance tracking these dashboards provide allow individual Rocketship schools to be held to high standards of accountability throughout the school year, rather than waiting for end-of-year testing to determine whether or not a school is academically on-track.

Use of Data

As discussed further in the professional development section, teachers will spend much of their professional development time developing the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges. Monthly student data will be used for early identification of at-risk and high-performing students.

Student progress towards skill mastery will be documented three times annually in standards-based report cards. In addition to the standards-based report card items, we add summary metrics in Humanities and Math/Science based on our bi-monthly assessments to aid parents in understanding where their children are on the path to reaching or exceeding grade level proficiency. Parent-teacher conferences will be held at least once per school year and more often on an as-needed basis. Teachers will share students' academic, social, and emotional progress with parents. Upper grade students will be given the opportunity to participate in conferences to reinforce their participation in the learning process. Additionally, the school will report student results regularly to the authorizer and state.

Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. RSTN collects annual data from the assessments listed above and will utilize the data to identify areas of necessary improvements in the educational program.

The RSTN planning team is prepared to provide that information and use the data in making decisions about organizational change and student learning. In addition to the required reporting to the authorizer, RSTN will develop an annual performance report based upon the data compiled. The report will also include:

Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section. This data will be displayed on both a school wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality. RSTN shall comply with all state and federal public records laws and regulations.

A summary of major decisions and policies to be established by the Rocketship Governing Board of Directors during the year include:

- Data on the level of parent involvement in RSTN governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the RSTN Schools and their qualifications.
- A copy of the Charter School's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether RSTN implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- An overview of RSTN admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of RSTN internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of RSTN relative to compliance with the charter generally.

Data Management Plan

The Rocketship Individualized Scheduling Engine (RISE) provides a unified “view” into each student’s academic performance, and consists of a dashboard of student progress for each student. RISE tracks progress based on Common Core State Standards, and allows educators to:

- Identify a student’s specific learning challenge early, by assessing the student’s mastery relative to predefined goals.
- Quickly drill down to identify the underlying skills deficits which are preventing mastery.
- Review and coordinate the student’s progress in mastering basic skills in during Individualized Learning time.
- Facilitate communications and updates between teachers, Individualized Learning staff and tutors, on the student’s progress – in the classroom, during Individualized Learning time and in tutoring sessions.
- Provide more data-rich ways to evaluate and improve teacher effectiveness.

By using RISE, teachers can augment their important classroom work – instruction, guided practice, and critical thinking skills enhancement – with targeted and individualized independent practice, assessment and remediation that occurs during Individualized Learning, with homework and with tutors (as needed).

Both educators and students benefit in multiple ways from RISE. First, since all educators are using the same consistent interface to assess, prioritize, monitor and manage student learning, teachers can make collaborative, more fully informed decisions about each student's individual learning needs. In addition, use of RISE as the repository for a student's Individual Learning Plan (ILP) ensures that each student's out-of-class time is maximized to address his/her own individual learning needs. Finally, students benefit from having the perspective and collaboration from multiple educators to boost their academic progress.

Key benefits of RISE include:

- Real-time feedback on student progress. Real-time assessments – from tutors, from online curricula and external online assessments – are available for teachers to track and prioritize each student's progress.
- More effective lesson planning. RISE 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 regroup students based on mastery, as appropriate.
- Data-driven assessments of teacher effectiveness. Teachers and administrators have access to more assessment data. With more ways to assess students, teachers gain more insights into the effectiveness of their teaching methods and practices.

Using RISE on Data Analysis professional development days, teachers at Rocketship are able to fully analyze their students' achievement data and progress. This data is also used by school leadership teams to identify trends and needs for school-wide or grade level-specific professional development programming. Moreover, following this analysis, they are quickly able to find solutions and next steps involving multiple resources (tutors, online curricula, in-class objectives/interventions, focusing on a particular instructional objective with the Academic Dean, etc.).

School Culture—Core Values

Rocketship Education Tennessee (RSTN) strives to promote a safe and healthy environment so that all students are able to learn and excel. We believe that students thrive in the security created by shared expectations, consistency and a culture of purposeful and organized urgency. This culture is built upon the foundation of shared expectations and rituals found in the Rocketship 100 culture items. Expected behavior is made explicit through the core values of the school, and is reinforced in every classroom and all common spaces. There is a common language at Rocketship that reminds Rocketeers of the common vision for their success both academically and behaviorally. This foundation is built upon the school's core values:

Responsibility: In order for students to feel empowered they need to take responsibility for their own education. This means they recognize that their actions have consequences and it is within their power to influence events in a positive manner. Rocketeers are expected to be responsible for their homework, their decisions and their own learning. This value ensures that students are responsible learners and active participants in both creating the culture of and the academic achievement of RSTN. At Rocketship, the goal is not only for students to achieve higher levels of academic success, but also for students and families to recognize their own personal responsibility regarding the success of themselves, their teammates and Rocketship as a whole.

Empathy: In order to ensure a positive sense of self and a respect for difference, we teach our Rocketeers to be empathetic. This means that students learn to think about the world through

another's perspective. Rocketeers are expected to act in a manner showing a great deal of regard for the feelings of those around them. In order to truly teach this intangible skill, Rocketship staff and faculty will model by striving to meet the needs of all students and families and understanding their unique circumstances, and ensuring that students are not only taught but also listened to in a manner that is compassionate and understanding. By teaching our Rocketeers to be empathetic to those around them we are ensuring fewer disagreements that take our focus away from where it should be—student achievement and ultimately shaping individuals who can not only be successful in the world around them, but also respected for how they interact with others.

Respect: In order for students to feel safe we all need to be active participants in creating a respectful environment. This means that students realize the impact they have on the people and places around them. Rocketeers are expected to be respectful to each other, the staff and faculty of Rocketship and their families and communities. It is incredibly important that the students of Rocketship recognize that they are a significant part of an entire community and it is their duty to respect and contribute to this community in a productive and positive manner. By teaching our students the importance of respect we are not only educating them but ensuring a more considerate world for us all.

Persistence: In order to put our Rocketeers on the path towards college very early on, we teach them what it means to be persistent. This means more than hard work, it means never giving up no matter what. Rocketeers are expected to be persistent in their homework, in class, and with any problem solving they should encounter. By developing this skill early on we are unlocking the potential of all our students. There is a long road between Kindergarten and college graduation, but once a Rocketeer knows that we can all be excellent with constant effort and persistence, then the barriers begin to fade away. This core value reminds our Rocketeers that success does not come easily, but it does come – through persistent effort.

Whole School Culture

Rocketeers are exposed to our core values all day, every day. Each day starts with the Rocketship Launch, where all classes gather to say the Rocketeer Creed (our daily promise to live by these core values), and sing a song that highlights one core value per month. Additionally, within classrooms teachers use the language of the core values to recognize positive examples, and redirect student behaviors not in line with the core value expectations for students. Daily, students reflect on their own exhibition of these core values as they fill out their behavior reports and give themselves a score for that day's efforts. This level of consistency allows students to learn to be a Rocketeer very quickly, and builds the skills and mindsets necessary to succeed in middle school, high school, college and beyond. Consistency also ensures that all students, including English Language Learners, are included in the school culture and held to the same set of high standards regardless of academic skill level.

By creating a transparent and consistent culture, we have found that students demonstrating unproductive or distracting behaviors are at a minimum. However, we are committed to ensuring all Rocketeers succeed both academically and culturally. Thus, we have a clearly articulated behavior and classroom management plan for all teachers.

Mid-Year Students

Students who enter the school mid-year, or after first year of enrollment, are acculturated by partaking in Rocketship Launch from their first day. New students may also be introduced to a 'buddy student' for their first few days so they can learn school-wide processes and procedures and internalize the

Rocketship culture.

College Readiness

Rocketship Education Tennessee's culture encourages high-expectations, as Rocketship's school leaders are all charged with fostering a college preparatory environment. Through the continual reinforcement of high-standards, we will inspire our students to become lifelong learners, equipped with the skills and traits necessary to succeed in middle school, high school, college, and the world beyond. Rocketship will encourage high parental involvement, which will help our parents become advocates for their students' educational experiences long after they leave our school.

RSTN schools will also provide students extra-curricular activities outside the classroom including college visits, field-trips, and bringing in community-members to speak to students about college and broader experiences. This will help expose students and parents to broader educational opportunities as well as set the expectation that all Rocketship students can and will go to college. In order to promote a collegiate environment within the building, teachers will use college banners and other paraphernalia to decorate their classrooms and public areas of the school. The use of these artifacts will continually reinforce the college-bound culture of the school.

Finally, the Rocketship Public School model will allow RSTN teachers to focus on higher-order thinking skills in the classroom, fostering a college-preparatory classroom environment. This is possible due to the fact that students will master many basic skills during Individualized Learning time, allowing teachers to focus on small-group work, discussions, and project-based learning in the classroom.

Student Behavior Philosophy

Rocketeers are exposed to our core values all day, every day. Each day starts with the Rocketship Launch, where all classes gather to say the Rocketeer Creed (our daily promise to live by these core values), and sing a song that highlights one core value per month. Additionally, within classrooms teachers use the language of the core values to recognize positive examples, and redirect student behaviors not in line with the core value expectations for students. Daily, students reflect on their own exhibition of these core values as they fill out their behavior reports and give themselves a score for that day's efforts. This level of consistency allows students to learn to be a Rocketeer very quickly, and builds the skills and mindsets necessary to succeed in middle, high school, college and beyond. Consistency also ensures that all students, including English Language Learners, are included in the school culture and held to the same set of high standards regardless of academic skill level.

By creating a transparent and consistent culture, we have found that students demonstrating unproductive or distracting behaviors are at a minimum. However, we are committed to ensuring that all Rocketeers succeed both academically and culturally, including English Language Learners and students with disabilities. Thus, we have a clearly articulated behavior and classroom management plan for all teachers.

Marketing, Recruitment, and Enrollment

Outreach and Recruitment

Rocketship schools strive to achieve a student population reflective of the surrounding geographic area, and particularly of the neighborhoods in which the schools are located. To this end, extensive outreach is conducted by the Regional Director of Community Development, Rocketship Principals, Office Managers, Parent Ambassadors, and other staff and volunteers. This outreach takes place in a wide

variety of community venues, from houses of worship to Head Start programs to local libraries to local stores.

RSTN will implement a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the Nashville Region. The strategy includes printing and distributing materials in English, Spanish and other languages reflecting the needs of the community, and:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the Nashville Region
- Outreach Activities for Spanish Speaking Families
- As part of outreach to Spanish speakers, Rocketship Education Tennessee provides:
 - Flyers in both English and Spanish about upcoming RSTN meetings
 - General information sheets, and other key documents, including the school vision and mission statement in Spanish
 - Information in Spanish on the Rocketship Education website
 - Spanish translators at all general meetings

Rocketship Education Tennessee shall analyze the success and/or weakness of its outreach initiatives. RSTN shall utilize the data from this self-evaluation to make any necessary revisions to the outreach initiatives.

Timeline

Specific enrollment timelines will be established by the Founding School Leader post-approval. Below is an overview of our general enrollment timelines, starting approximately 12 months prior to school opening:

- ***October***-Community outreach begins. Making connections with local head-start programs and other community organizations. Gaining an understanding of local recruitment norms and best practices.
- ***December***-Student recruitment begins. Presenting at local organizations and handing out flyers at community events.
- ***March***- Goal to have approximately 50% of capacity accounted for with student interest and applications.
- ***June***-Goal to have 100% of capacity accounted for with student applications.
- ***July-August***-Pre-enrollment activities and family orientation workshops.

Waiting List, Withdraws, Re-enrollments, and Transfers

Rocketship schools will create an ordered waiting list with the remaining interested families after the lottery. Any families who express interest mid-year will also be added to the waiting list. Should any openings occur throughout the year, students on the waiting list will be admitted according to the order on the waiting list. Should any student withdraw and wish to re-enroll, they will be placed at the bottom of the waiting list. Students interested in transferring to another Rocketship school would need to enter the lottery for that school as a new student.

Non-Discrimination

Rocketship Education Tennessee shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the Nashville region and the specific neighborhoods that we will serve.

Rocketship Overview: Student/Parent Handbook

Below is an example of an existing Rocketship Student/Parent Handbook. This will be adapted to serve as the RSTN Student/Parent Handbook in advance of school opening.

Mission

The purpose of schooling is for all students to learn to use their minds and hearts well. Students learn best in schools where they are known well, where expectations are high, support is strong, and where their voice and their parents' voice is valued. The mission of Rocketship Education is to recognize all of these values and ensure that the students are empowered to learn, lead, and be positive and productive members of their community.

- Rocketship students will develop a deep love of reading.
- Rocketship will provide our parents with a path for their children to take in order to have the best chance to attend a four-year college.
- Rocketship will encourage our alumni to return as leaders in their community.

MISSION STATEMENT:

Rocketship Education will eliminate the achievement gap by bringing our students to grade level in literacy and math by second grade and graduating them above grade level in fifth grade. All Rocketeers will learn to be healthy, respectful, responsible, empathetic, and persistent in attaining excellence.

ESSENTIAL ELEMENTS

High Expectations – At Rocketship, we expect students to exit our learning community as **independent, responsible, highly competitive, socially active citizens, and critical thinkers**. These characteristics and skill sets are core elements that comprise an 'educated' person in the 21st century. Rocketship students will be prepared to excel in middle and high school as active learners who proceed to matriculate to college. Moreover, Rocketship Rocketeers will graduate from Rocketship at or above grade level and will meet or exceed all state academic standards and expectations. Our students will be lifelong learners who will be poised to make positive contributions to the global society.

ROCKETSHIP EDUCATION'S Five Core Values:

1. **Making Healthy Choices** –At Rocketship, we are committed to teaching our Rocketeers how to make the best choices about diet and exercise. By providing physical education on a daily basis and healthy and organic choices for lunch we are laying the foundations for our Rocketeers to make responsible choices for years to come.
2. **Responsibility** – In order for students to feel empowered they need to take responsibility for their own education. This means they recognize that their actions have consequences and it is within their power to influence events in a positive manner. Rocketeers are expected to be responsible for their homework, their decisions and their learning. This value ensures that

students are responsible learners and participants at Rocketship Education school. At Rocketship, the goal is not only that students achieve higher levels of academic achievement, but also that students and families recognize their own personal responsibility regarding the success of themselves and Rocketship.

3. **Respect** – In order for students to feel safe we all need to be active participants in creating a respectful environment. This means that students realize the impact they have on the people and places around them. Rocketeers are expected to be respectful to each other, the staff and faculty of Rocketship and their families and communities. It is incredibly important that the students of Rocketship recognize that they are a significant part of an entire community and it is their duty to respect and contribute to this community in a productive and positive manner. By teaching our students the importance of respect we are not only educating them but ensuring a more considerate world for us all.
4. **Empathy** – In order to ensure a positive sense of self and a respect for difference, we teach our Rocketeers to be empathetic. This means that students learn to think about the world through another’s perspective. Rocketeers are expected to act in a manner showing a great deal of regard for the feelings of those around them. In order to truly teach this intangible skill, Rocketship staff and faculty will model by striving to meet the needs of all students and families and understanding their unique circumstances. By teaching our Rocketeers to be empathetic to those around them we are ensuring fewer disagreements that take our focus away from where it should be, student achievement.
5. **Persistence** – In order to put our Rocketeers on the path towards college very early on, we teach them what it means to be persistent. This means more than hard work, it means never giving up no matter what. Rocketeers are expected to be persistent in their homework, in class, and with any problem solving they should encounter. By developing this skill early on we are unlocking the potential of all our students. There is a long road between Kindergarten and college graduation, but once a Rocketeer knows that we can ALL be excellent with constant effort and persistence, then the barriers begin to fade away. This core value reminds our Rocketeers that success does not come easily, but it does come – through persistent effort.

Commitment to Excellence Contract

Parents’/Guardians’ Commitment

We fully commit to Rocketship Education in the following ways:

- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn and prepare for college and life by supporting him/her and encouraging him/her to adhere to his/her “commitment to excellence.”
- We will make sure our child arrives at Rocketship on-time every day by 7:15 A.M. if they intend to eat Breakfast or 8:00 A.M. if they do not (Monday – Friday).
- We will make arrangements so our child can remain at Rocketship until 3:20pm (K) or 3:50pm (1st-2nd) or 4:00pm (3rd – 5th) Monday, Tuesday, Thursday, and Friday.
- We will make arrangements so our child will be picked up from Rocketship at 1:50pm (K-2nd) or 2:10pm (3rd – 5th) every Wednesday.
- We will follow all arrival and dismissal regulations and parking procedures.

- We will make sure our child follows the Rocketship dress code.
- We will ensure that our child is reading or being read to every night.
- We will check our child's homework every night, sign his/her agenda, and we will read carefully and sign (if requested) all the papers the school sends home to us.
- We will meet regularly with teachers to discuss our child's progress, including home visits, sites off campus, and parent conferences and support their work to help our child excel.
- We will participate in all school activities including parent/family meetings, exhibition nights, community meetings, open house nights, conferences, etc.
- We will volunteer at least 30 hours per year for the Rocketship community
- We, not the school, are responsible for the behavior of our child.

X _____

Rocketship Education Elementary School Commitment

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

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

X _____

General Information

Daily School Schedule

Kindergarten Schedule:

Lunch is at 11:20am

Monday, Tuesday, Thursday, Friday Schedule: 8:00 a.m. to 3:20 p.m.

All Wednesdays are on minimum day schedule with dismissal at 1:50 p.m.

Note for the first 2 weeks of school, kinder dismisses EVERY DAY at 2:00pm

First and Second Grade Schedule:

First Grade lunch is at 11:40am, 2nd Grade lunch is at 12:20pm

Monday, Tuesday, Thursday, Friday Schedule: 8:00 a.m. to 3:50 p.m.

All Wednesdays are on minimum day schedule with dismissal at 1:50 p.m.

Third through Fifth Grade Schedule:

Third Grade lunch is at 12:20pm, Fourth & Fifth grade lunch is at 1:00pm

Monday, Tuesday, Thursday, Friday Schedule: 8:00 a.m. to 4:00 p.m.

All Wednesdays are on minimum day schedule dismissal at 2:10 p.m.

**June 15-21st Minimum Days with 1:50 p.m. or 2:10pm dismissal

Lunch

All families must fill out a federal free/reduced lunch form by August 25th. Families that qualify will receive a free/reduced pricing for lunch and breakfast. Families may choose to have their children eat breakfast at home and/or send a bag lunch. With a focus on healthy food, Rocketship prohibits the following food products on campus:

Foods that are NOT ALLOWED:

Chips (unless included in a complete lunch i.e. sandwich, fruits, vegetables, etc.)

Cookies Gum Candy Fast Food Soda Junk Food

Foods that are encouraged and our Rocketeers LOVE!:

Salads Carrots Celery Sticks Apple slices and peanut butter

Fresh fruits and vegetables Whole Grains Healthy snack packs and options

Snacks:

All students may bring a snack from home, however, they will not be provided by Rocketship. Students must bring a healthy snack (fruits, vegetables, etc.), but may **NOT** bring items like chips, cookies, sweets, candy, gum, etc.

Drop-Off Procedures

Students may be dropped off as early as 7:00am. To drop your child off please enter the turn around and drive all the way back to the basketball court. Turn around and drive back up to the main office building. Once there, let your child out, DO NOT exit the car yourself, and then continue out. A Rocketship staff member or parent volunteer will direct students into the Multi-Purpose Room.

After 7:45am, the gates to the school will be closed. You will need to pull into the turn around and let your child out closest to the buildings. A Rocketship Staff member or Parent Volunteer will ensure the child enters through the gate and heads out to the playground.

If your child is dropped off late (after 8:00am) they MUST go to the office first and get a pass from the Office Manager before heading to class.

On a rainy day the gates will remain open past 7:45am so you can drive back to the basketball courts and turn around and let your child out next to the Multi-Purpose Room building.

Reminders for Parents:

- Do not conference with a teacher or the Office Manager during arrival and dismissal time; make an appointment instead.
- DO NOT let your child out on the side of the driveway by the parked cars. YOU MUST go to the basketball courts, turn around, and let the child out closer to the building.
- Students may only exit the car on the passengers' side.
- Please DO NOT talk or text on your phone during this time, we need to be able to communicate with you for the safety of the children.

Pick-Up Procedures

Prior to 3:15pm the gates to the campus will be kept closed. If you need to pick up your child early for an appointment etc. you will need to park in the turn around and come into the office to sign them out. For Kinder – 2nd Grade Dismissal you can proceed to the front of the Multi-Purpose Room. The first car will pull all the way up until they see a Rocketship Staff member with a stop sign. Once there, you need to stop your car and TURN OFF THE ENGINE. Then place the color-coded sign with your child's name in the passenger side window. There will be 3 staff members with walkie-talkies stationed near the picnic tables, at the Main office and by the 4th & 5th grade classroom wing respectively. Once the signs are visible the staff member near the Office will be responsible for communicating the names of the first 7 students from the front cars to the teacher at the picnic tables. The staff member near the 4th & 5th grade wing will communicate the names of the last 7 cars.

The staff member at the picnic tables will call out the names of the students being picked up and send them towards the cars. Once all 14 cars have their students inside the Principal or designated staff member will give the sign, and you may start your engine and drive out. The next 14 cars will pull up and turn off their engines and the cycle will repeat.

Reminders for Parents:

- Do not conference with a teacher or the Office Manager during arrival and dismissal time; make an appointment instead.
- The gate will be closed until 3:15pm, if you need to pick up your child early you will need to park in the visitor spots and come to the office.
- Kinder students are dismissed at 3:20pm, 1st-2nd Grade at 3:50, 3rd – 5th grade at 4:00pm
- ALL students are dismissed at 1:50pm (Kinder – 2nd) or 2:10pm (3rd-5th) on Fridays
- You need to display your child's name sign when picking up your child. If you lose both of the signs given at the orientation meeting you will need to present a photo id in order to pick up your child.
- Students may only exit the car on the passengers' side.
- Please DO NOT talk or text on your phone during this time, we need to be able to communicate with you for the safety of the children.
- Please remember to leave adequate space between cars to avoid contact.

Rocketship After-School Program

Some students at Rocketship will have the opportunity to participate in an after-school intervention program. The after-school program will occur Monday, Tuesday, Thursday, and Friday from when students are dismissed to 6:00 p.m. Note: there will be NO intervention program on Wednesdays. The purpose of the after-school program is to provide interventions to students that are below grade level, thus, these students will receive priority.

Participation in the after-school program is a privilege, thus, if a student has significant behavioral problems, they will be immediately dismissed from the after-school program.

Transportation

All parents are responsible for the transportation of their child to and from Rocketship. In addition, parents must provide contact information and identification information for any person authorized to pick up their student. Parents must inform the office if a child has permission to walk home.

Supplies

Students will need to have the following supplies at home to complete their homework:

- Pencils, Papers, Crayons
- At least one book (may be checked out from the library)
- Dictionary (2nd through 4th grade students)

Health Information

State law requires that all children entering elementary school be immunized against Polio, DTP, MMR, Hepatitis B, Varicella, and Hepatitis A. These requirements can be waived only if a properly signed health or religious exemption is filed with the school.

Absence Due to Illness

If a child is sick in the morning, Rocketship expects him/her to stay home for the day. Please call Rocketship office at xxx in the morning (**by 8:00am**) to inform us of the child's absence and to arrange a way to pick up the child's homework. Notifying your student's teacher of their absence **will not** excuse the absence. You **MUST NOTIFY THE OFFICE**. Students will need to bring a doctor's re-admittance form to Rocketship on their first day back to school after an illness to receive an excused absence for missed days.

The student will be responsible for all missed assignments. Please see procedures for make-up work under academic policies.

Illness During School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. We do not have the capacity to watch over and care for ill children. It is necessary to have **updated emergency contact numbers** on file in the school office in case no one can be contacted at home.

Please be sure that the school has up to date contact and health information. If your child has needs we do not know about, we cannot provide for those needs. If your child has an emergency, we must be

able to reach you. ***Thus, if you move or change your phone number(s), please let us know immediately.***

Fire Drills/ Natural Disasters

Posted in every room is a map detailing the evacuation protocol required. Students are to follow their teacher outside in the event of a fire drill, fire, or natural disaster and to stay with their class. Students must not stop at the restrooms. They must proceed directly to the designated area and wait for instructions. Any student violating this procedure is jeopardizing the safety of our school and will face consequences including possible suspension.

Family Involvement

In addition to the duties listed in the signed contract, parents are expected to participate in their children's learning in the following ways:

Parent/Guardian, Student, Teacher Conferences

Both parent/guardian and child must attend conferences to meet with teachers to go over student's progress report and/or report card.

Exhibition Nights

All parents/guardians are required to attend the scheduled Exhibition Nights. If you cannot attend, a representative must attend in your place. During these meetings, parents have the opportunity to see student presentations and discover what their child has learned for the past 9-12 weeks.

Community Meetings

All parents/guardians are invited and strongly encouraged to attend the scheduled Community Meetings. These meetings are very important to your ability to stay informed regarding your student, school procedures and policies, and become actively involved in further developing the school's mission. Attending these meetings helps parents stay informed and completes their 30-hour commitment to Rocketship.

- These meetings will typically occur from 6:00 p.m to 7:30 p.m. on the second Thursday of the month. They are planned for the following dates: August 14th (Orientation Barbeque), September 8th (K-2nd), September 9th (3rd – 5th), October 14th, January 20th, March 10th, April 28th

Parent/Family Meetings

All parents/guardians are invited and strongly encouraged to attend the scheduled Parent/Family Meetings. These meetings are open to the entire family and typically take place on the weekends or on a weeknight. Some of the possible destinations may include the Children's Discovery Museum, the Tech Museum, the San Jose Museum of Art, Alum Rock Park, etc. Attending these meetings helps parents to play an active role in their child's life and learning.

Procedure for Parent/Guardian Concerns

If a parent has a concern or disagreement, they should discuss the matter with the teacher and attempt to resolve the disagreement through informal discussion. The student should NOT be present during this discussion. Any type of discussion like this should be done in private between the teacher and parent.

If there is no resolution to the problem, the parent/guardian should then contact the Principal. The Principal will mediate the problem with all parties involved and come to a resolution that is mutually agreeable amongst all parties.

Academic Policies

Curriculum Overview

The curriculum is driven by clear performance standards for what students should know and be able to do at each grade level to be successful in top quality high schools and colleges. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular assessments to measure how well students are mastering the standards.

We use knowledge about student skills to shape whole class instruction, small group work, and one-on-one tutoring. Using individual student data, instruction can be targeted to better meet individual student needs.

Teachers will give students and parents/guardians ongoing feedback about student performance. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Parents/guardians will also regularly receive progress reports and report cards. You should feel free to contact any of your child's teachers regarding his/her progress at any time.

Attendance

Attend classes every day except for illness or family emergency.

Daily attendance is critical to providing the resources that are necessary for your child to realize their full potential and success. Please make sure that your child is present in class every day. Please call the Rocketship office by 8:00am at xxx to report your child's absence. Notifying your child's teachers will not excuse the absence. You must call the front office to report his/her absence. If a student is not in class and the school has not been notified that he or she will be absent, his or her parent or guardian will be called immediately.

Upon the student's return to school, whether it is the next day or on some day after, the student is expected to bring a signed note from the doctor. Approval of excused absences is made by the administration.

Since missing class affects academic achievement, repeated absences may be reflected in the student's grades. If a student is repeatedly absent, the teacher, school leader/principal, and the parent or guardian will meet to address the issue.

Unexcused Absence Policy

Unexcused absences are those absences that are a) not verified by a student's parent/guardian, b) have not followed the proper attendance reporting procedure or c) any of the following:

1. Absence without an excused or approved reason, whether the absence is student or parent initiated (traffic, lost keys, oversleeping, etc.)
2. Absences for which advanced approval is necessary and approval was not obtained before the absence

3. The failure of a student to be in class on time unless approved in advance.

Unexcused absences are reviewed by the Principal and disciplinary measures should be taken if the absence is determined to be unauthorized. Unexcused absences are recorded on a **student's permanent attendance record** and count toward his or her semester/yearly absence total. When a student has 3 or more unexcused absences or tardies throughout the school year, the student will be declared a **habitual truant**. The Education Code states parents/guardians are required to compel the attendance of the pupil. If a student is absent for a total of 3 or more days with no contact from parents or guardians to verify the absence, or a valid excuse, this will immediately trigger the SARB process. After the initial meeting with the "Student Attendance Review Board," the parents have 10 days in which to respond or the matter will be turned over to the **District Attorney's office**.

Supplemental Hourly Instruction

Rocketship Education offers supplemental instruction for students who qualify for additional assistance. This instruction takes place in addition to regularly scheduled classes during the two hour Individualized Learning time period. Daily attendance of this Individualized Learning time is critical for your child to continue to strive towards higher levels of academic achievement.

While we are subject to strict guidelines on which students qualify for supplemental instruction, we will do all that we can to make certain that your child receives the additional instruction he/she needs.

Tardiness

Be on time to school at 8:00 a.m. everyday. Students may arrive at 7:15 a.m. or afterwards for breakfast as well. Breakfast will be served until 7:45 a.m. each morning. A student that arrives after 8:00am is considered tardy, and will lose part of their recess for being tardy to school.

Homework

Do your homework nightly. Rocketship Rocketeers have homework every night. Preparation is an important part of our curriculum, and no student is excused from any assignment without the permission of his or her teacher prior to the due date.

Make-Up Work

Complete all missed work. It is a Rocketeer's responsibility to consult with each of his/her teachers to make sure s/he is aware of all assignments. The time generally allowed to complete this work will be the number of days the student was absent. For example, if a student was absent for one day, then he or she will have one day to make up any missed work.

Cheating

Cheating is a serious offense. If a student copies another student's work or if a student gives another student his/her work, it is considered cheating.

A student caught cheating is not only being dishonest but is in violation of many of our core values. Each case will be handled on an individual basis however, cheating is definitely considered grounds for suspension.

Code of Conduct

Non-Negotiable Expectations for Rocketship Rocketeers

- Adherence to the Rocketship Education Commitment to Excellence Form
- Adherence to the Rocketship Five Core Values
- Adherence to the Rocketship Creed:

I am a Rocketship Rocketeer at home, at school, and in my community

I am committed to making healthy choices for my body and mind

I am respectful of myself, others, and the environment.

I am responsible for my learning, actions, and achievement.

I am empathetic to my world.

I am persistent in attaining excellence.

Together, we are all Rocketship Rocketeers.

- Conduct oneself in an orderly manner, demonstrating respect to our educational mission, while at Rocketship Education or at a Rocketship function.
- Do the right thing without being told.
- Parents and Guardians will be prompt when bringing their children to Rocketship functions and picking up their children from Rocketship functions.

Uniform Policy

All students are expected to wear the Rocketship uniform every day. The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and a white, dark green, or dark purple collared shirt. Students may also wear a Rocketship polo shirt or t-shirt, which can be purchased from the school Office Manager. Students should have their shirts tucked in as well and be “*Dressed for Success.*” Students should also wear closed toe shoes. Sandals are not safe or appropriate for school.

Students that do not come to school in their uniform will lose recess and/or lunch privileges. In addition, their parent/guardian will be contacted and will be asked to bring a change of clothes for their child.

Personal Belongings

Students are not allowed to have the following items at school:

Gum	Candy or other sweets (cookies, etc.)
Soda	Chips
Hot Cheetos	Any illegal substance
Weapons and toy weapons	Stuffed animals or dolls
Gameboys or any other electronic toys	Radio or Walkman or MP3 Player
Cash	Jewelry
Matches or any flammable item	Cell Phones

Telephone Use

Students may not use any school phone without permission from a teacher. Students will only be allowed to use the phone in case of emergency or to inform a parent/ guardian regarding a specific need. A teacher must dial the number for students. Students who use a phone without permission from a teacher will be subject to disciplinary procedures. Students should also not have a cell phone on campus without notifying the principal or staff immediately.

Human Rights Policy

Rocketship Education brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on race, color, religion, sex, nationality, sexual orientation, age or handicap status. Rocketship Education is not only obligated to uphold the law concerning equal opportunity but regards the spirit of these laws to be the very core of its values. Rocketship Education wishes to stress that it is the responsibility of every member of the Rocketship community to observe and uphold the principles of equal opportunity as they affect staff, faculty and students in all aspects of school life. It is the responsibility of every member of the Rocketship community to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, discharge.

Harassment

Rocketship Education is committed to equitable and swift resolution of harassment issues. Any student or employee experiencing harassment should follow any or all of these measures:

1. Let the offender know you want the behavior to stop. Be clear and direct. Do not apologize.
2. If you are not comfortable confronting the offender alone, ask a friend to accompany you, or write a letter to the offender, keeping a copy.
3. Make a record of when, where, and how you were mistreated; include witnesses (if any), direct quotations, and other evidence.
4. Students should notify the Principal, or if they are uncomfortable doing so, they should speak with another adult.
5. If you are an adult, notify the Principal.

As soon as possible, the adult notified will report to the Principal. The Principal will notify the authorities, if necessary.

Abuse

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment *immediately* when they have “reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.”

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

Discipline

At Rocketship, we use a behavior management system that is correlated with colored cards. Students that violate any of the Five Core Values or school agreements will have the color of their card changed and will then participate in the following consequences.

Card Chart System—

Purple: Rockin’ Rocketeer! Student is being a Rocketeer and modeling all of the Rocketship Core Values.

Green: Student is acting appropriately. (All students start the day on Green)

Yellow: Student is given a warning by the teacher. The teacher will calmly, yet firmly identify the rule broken and the expected appropriate behavior. Student gets a discipline card and places it in the appropriate place in the pocket chart and moves their clip down.

Orange: Student will lose privileges to participate in (1/2) recess. Students will be at risk of losing various privileges in Individualized Learning time, after-school, and classroom time as well. Again, student obtains a discipline card and places it in the appropriate place in the pocket chart and moves their clip further down.

Blue: Student will lose privileges to participate in recess (complete loss of recess). Students will be at risk of losing various privileges in Individualized Learning time, after-school, and classroom time as well.

At this time, parent receives a phone call regarding discipline issue. This phone call may occur during the class or after, but it will occur at some point of the day. Again, student obtains a discipline card and places it in the appropriate place in the pocket chart and moves their clip further down.

Red: **STOP SIGN!** Student is at risk of losing all privileges for the week, which may include field trips, Individualized Learning time enrichment, classroom activities, etc. If necessary, principal is involved.

- Student will go to another class and will complete a reflection form at this time
- **You will receive the following Progress Report on a weekly basis. It needs to be signed and returned.**

Name/Nombre _____ Week of/Semana de _____

MY DAILY COLOR CHART





	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>lunes</i>	<i>martes</i>	<i>miércoles</i>	<i>jueves</i>	<i>viernes</i>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MY STRENGTHS 

I got to move my clip up because...

Math

Literacy


RESPECT RESPECTO		
	I showed respect. <i>Demostré respeto.</i>	
PERSISTENCE PERSISTENCIA		
	I worked hard and did not give up. <i>Trabajé mucho.</i>	
RESPONSIBILITY RESPONSABILIDAD		
	I was prepared and ready to learn. <i>Llegué preparado y estaba listo para aprender</i>	
EMPATHY EMPATÍA		
	I showed empathy to others. <i>Demostré empatía a otras.</i>	

MY AREAS FOR GROWTH ↘

I had to move my clip down because...

Math

Literacy

RESPECT RESPECTO		
D	I did not following directions. <i>No siguí las direcciones.</i>	
PERSISTENCE PERSISTENCIA		
	I did not demonstrate effort. <i>No demostré esfuerzo.</i>	
RESPONSIBILITY RESPONSABILIDAD		

	I did not come to class prepared.		
	<i>No llegué preparado a la clase.</i>		
	I did not use the bathroom at appropriate times		
	<i>No fue al baño sólo en los tiempos apropiados.</i>		
	I did not arrive at school on time.		
	<i>No llegué a escuela a tiemp.</i>		
EMPATHY EMPATÍA			
	I did not solve my problems appropriately.		
	<i>No resolvió problemas apropiadamente.</i>		

School Zones

RSTN will look to locate the school within either zones 1, 3, or 9. Our focus on Northside and West Nashville is due to the high density of economically disadvantaged and underserved students in those areas. RSTN reserves the right to explore other possible school zone locations as well, due primarily to our need to locate a viable facility, but will focus our initial efforts on zones 1, 3, and 9.

Please also see “Community Involvement and Parent Engagement” section below for additional information about how Rocketship will engage the community to help define its strategy on student recruitment and out-reach to the targeted population of at-risk students.

Community Involvement and Parent Engagement

Family Involvement and Community Participation

One key lesson that Rocketship Education has learned from opening schools in San Jose, California is how best to engage parents and stakeholders and mobilize community support. As noted above, Rocketship views deep parental engagement and ongoing advocacy for their children as essential to our mission of closing the achievement gap.

A new charter school can evoke a mix of hope and anxiety from targeted school communities. While parents are eager for high quality school options, many are skeptical of a new provider and its intentions. To mitigate these concerns, Rocketship Education Tennessee’s Regional Support Office (RSO) is committed to communicating transparently and respectfully with the community from the onset, as both customers and partners. If the RSTN application is approved, and once a facility is identified, Rocketship Education Tennessee and school leadership will actively engage the community. Staff will hold a series of open meetings for parents and community members – after school and on weekends. In addition, the organization will sponsor community outreach nights so parents and community members can be informed of the new vision for this school.

As Rocketship Education Tennessee is being established to serve the needs of the students and their families, there are a number of ways that parents may participate in the leadership of the school. RSTN will encourage parents to create a Parent/Teacher Council ("PTC") to facilitate communication among parents, teachers and the Rocketship Board as well as to promote cultural and social activities within the school community. The PTC will:

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

Additional Opportunities for Parent Involvement

Parents, students and teachers will meet regularly to plan and assess the student's learning progress and determine goals. In addition, other parental involvement opportunities include:

- **School and staff evaluations:** parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program to be reviewed by staff and faculty for consideration of ongoing improvement of Rocketship Education Tennessee.
- **Volunteer opportunities:** the Principal will maintain a list of various opportunities for parents to volunteer at RSTN. As part of the Commitment to Excellence, families are asked to commit to 30 hours of volunteer time per year. While this commitment is not a requirement, it is strongly recommended as a method to foster family-school partnerships. In order to fulfill their commitment, parents have the opportunity to help in classrooms, lead extracurricular activities, assist in event planning, attend field trips and serve on parent committees.
- **Advocacy:** parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.

Determining Success for Parent Involvement

Parent involvement is critical to the academic success of RSTN students and the overall success of RSTN, and so the Rocketship Governing Board of Directors and RSTN school leaders will use dashboard metrics to measure the success of parent involvement. The key metrics for monitor the success of parent involvement are:

- There will be no less than 20 "Parent Leaders" at each RSTN School: These individuals will help lead various activities at school as well as be key liaisons within the community to help inform other parents about Rocketship and promote grassroots, community efforts to help Rocketship eradicate the achievement gap in Nashville.
- At least 70% of families will attend school community events: These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to RSTN Schools.

- Each RSTN family will complete at least 30 hours of volunteer hours at the school per year: RSTN parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RSTN teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events.
- Families will be made aware of RSTN schools' performance in a variety of ways: First and foremost, school performance (not solely on state accountability assessments, but also on Rocketship internal assessments, and other summative assessments such as the NWEA) will often be a topic of discussion at Rocketship Community meetings which will be held on a monthly basis. Further, it will also be a topic discussed by teachers with Rocketship parents during parent-teacher conferences and by the Principal at various other school events, including back-to-school barbeques assuming assessment results have been released.

School Site Council

The School Site Council (SSC) will be composed of the principal, teachers, classified staff, and parents from each school and will provide a school entity to interact with and provide the Rocketship Governing Board of Directors with insight into school events, teachers, and parents as well as the concerns of these parties. The SSC will seek to empower and inform parents in the education of their children, the allocation of school resources, and the building of community and culture at their specific school. Additionally, Rocketship's SSCs will not only be an open forum for parents, but will also have opportunities for parents' professional development (through guided exposure to data and analyses, and training around budget review).

Community Development

Additionally, Rocketship's RSO will begin work within the Nashville community approximately 15 months prior to the first RSTN school's opening. The Regional Director of Community Development will engage in community development efforts seeking strategic partnerships with local organizations, businesses, and educational institutions to spread the word about Rocketship Education Tennessee

This work will include intensive marketing and advocacy within the community in which the first RSTN will be located and this grassroots community development will lay the groundwork for student recruitment.

Community Partnerships

RSTN will embrace partnerships with local groups and organizations, especially those in the neighborhood surrounding the school and including those who might provide services to our students. We hope to involve multiple groups from the community in order to enrich our program, bringing the neighborhood and the city into the school. We have approached local organizations about partnerships for teacher recruitment and community engagement, including Teach For America Nashville. To give families information about the school and offer them a chance to meet the school leader and ask questions, several family meetings, open to all, will be scheduled. These will occur in the evening and will be held at various locations around the neighborhood. The meetings will be advertised with flyers around the neighborhood, in the newspaper, and in community newsletters. Examples of community engagement activities at currently operating schools in California include:

- Attending local church services;
- Holding parent resource sessions and read-alouds at local libraries;

- Attending community organization meetings, meeting with leaders of local preschools and other non-profits;
- Attending community fairs & celebrations;
- Going door to door and meeting neighbors;
- Visiting the homes of students who are accepted to the school; and
- Hosting community clean-up days; and offering adult education opportunities after school hours (nutrition, literacy, and computer classes).

Operations Plan and Capacity

Governance

Please see Attachment 3 for all Governing Board documents. Note, board organizational charts are already included in Attachment 2. Board policies on open meetings and records are included as part of the Bylaws.

Governing Board of Directors: governance philosophy, structure and duties

Rocketship Education Tennessee (RSTN) will be governed by the board of directors of Rocketship Education ("Board"). Rocketship Education is a California nonprofit public benefit corporation that is exempt under Section 501(c)(3) of the Internal Revenue Code. The Board is ultimately responsible for the operation and activities of RSTN.

The structure of the Board is designed to ensure broad stakeholder representation and expertise. Board Members have a responsibility to solicit input from, and opinions of, the parents of students and school faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibilities is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies. The Board consists of at least three and up to twenty-five members (currently there are 14 members) who will govern RSTN. Upon school opening, a parent leader from RSTN will be selected to join the Board.

The Board will be responsible for the operation and fiscal affairs of RSTN. These powers and duties are listed in Article VII, section 2 of the Bylaws contained in Attachment 3.

Board Experience and Recruitment

Qualifications of Board members include:

- Knowledge of the political landscape;
- Non-profit leadership;
- Experience in human capital management;
- Experience with local real estate development;
- Legal Expertise; and/or
- Financial Expertise.

Board Monitoring of School Performance

The Board will monitor school performance through the use of dashboards designed to measure network health. School performance is monitored according to academic achievement and financial health. All decisions related to principal evaluation, possible resource re-allocation, or staffing changes are reflective of the board's analysis of the school's performance according to these dashboard metrics.

Each board meeting will analyze school performance according to the following academic achievement metrics:

- Previous scores on state standardize-tests (if available)
- State assessment projections (calculated based on internal assessments)
- Average Northwest Evaluation Assessment (NWEA) growth
- Percent of students scoring over the 50th percentile on the NWEA assessment

The board will also analyze school performance according to financial health:

- % of students who qualify for Free and Reduced Lunch (FRL)
- Enrollment % (average enrollment / budgeted enrollment)
- Attendance rate (ADA) % (ADA / average enrollment)
- Effective ADA% (ADA / budgeted enrollment)
- % variance from budgeted Profit and Loss (P&L) – Revenues
- % variance from budgeted P & L – Expenses
- Audit findings (if applicable)

If any of the above dashboard metrics are deemed to be underperforming the Board will schedule additional meeting time to plan mitigation. RSTN staff will often be asked to present additional detail to help the Board determine appropriate action.

Generally, the Board will generally consider the following mitigating procedures:

- Devoting additional resources to the problem area
- Re-allocating resources from other parts of the school
- Re-examine staff headcount
- Evaluate the performance of principal and other school leadership and put into place improvement plans if necessary
- Consider any possible staffing changes

Current Board Members

Full Name	Current Job and Employer	Position*
Marcus Cole	Professor of Law, Stanford University	President of Board
Alex Hernandez	Partner, Charter School Growth Fund	Secretary of Board
Deborah McGriff	Partner, New Schools Venture Fund	Board Member
Jennifer Niles	Head of School and Founder, E.L. Haynes Charter School	Board Member
Fred Ferrer	CEO, The Health Trust	Board Member
Tim Ranzetta	Partner, Innovate Foundation	Board Member
John Rosenberg	General Partner, Technology Crossover Ventures	Board Member
Kim Smith	Co-Founder and CEO, Bellweather Education	Board Member
Alex Terman	CEO, Digital Parent	Board Member
Timothy Sheehy	President, Metropolitan Milwaukee Association of Commerce	Board Member

Alan Crites	CEO Emeritus, Vendavo Inc.	Board Member
Eric Scroggins	Executive VP of Growth, Development, and Partnerships, Teach for America	Board Member
Louis Jordan	Co-Owner, Tympany Vineyards and Former SVP of Corporate Finance, Starbucks	Board Member
Eric Resnick	Managing Director, KSL Capital Partners	Board Member

All Board members are committed to Rocketship Education and its mission to close the achievement gap. Opening a new charter school in Nashville will aid in this mission. All members have extensive experience in education, business acumen, or organizational management experience. Jennifer Niles has direct experience in operating a charter school and will lend substantial educational and pedagogical expertise to the board. Alex Hernandez and Deborah McGriff will also lend financial and operating expertise. Both are also well-versed in the operation of charter schools due to their involvement in charter school incubation and management. Kim Smith, as co-founder of Bellwether Education has been deeply involved in the education reform movement and is invested in the growth of organizations like Rocketship Education. Eric Scroggins, too, has deep experience in the national education reform movement as he has helped lead Teach for America’s national growth and expansion. Fred Ferrer has extensive community development experience and his expertise has helped Rocketship develop its approach to parent engagement. Please also see resumes in Attachment 3 for further evidence of all board members’ expertise and experience.

Board Selection, Procedures, and Capacity

Please see Article VII of the Bylaws included in Attachment 3. Specifically see Sections 3-5 and 8-13 for board selection, terms for directors, process for filling vacancies, and formation of committees. Sections 14-18 detail Board meetings. Please also see the “Conflict of Interest Code” submitted as part of Attachment 3. Please note that this conflict of interest document reflects California regulations. It will be amended to meet Tennessee requirements post-approval and prior to school opening. Finally, please see “The Resolution by Board of Directors of Rocketship Education” included in Attachment 3 for information on how the Board has delegated authority to its committees.

The Board is already a governing board so will not need to transition to a governing board post charter approval. Article VII section 3-5 and 8-13 of the Bylaws, as noted above, address terms of directors and how vacancies will be filled.

Board Training

RSTN understands that it is imperative that each Board member receives comprehensive board orientation as well as on-going training so that each board member can most effectively serve in governance of Rocketship Education Tennessee. In order to establish a strong foundation, orientation will take place with each new board member once the charter has been approved. The goals of the Board orientation will be to:

- Communicate the mission, goals, and values of Rocketship Education Tennessee
- Define the roles of the Board and its members
- Provide an overview of Rocketship Education Tennessee’s educational program

- Share board policies and manual
- Familiarize the Board with financial management systems implemented at Rocketship Education Tennessee.

Rocketship Education Tennessee will seek out partnerships with Metropolitan Nashville Public Schools and other community organizations in order to ensure that board members are continually developing in their understanding of charter school governance. Further, RSTN will comply with providing a training certified by the Tennessee Charter Schools Association. In order to keep the training topics relevant, we will conduct a needs assessment to identify the needs of the Board and create an appropriate timing plan. The board meeting calendar will be created annually and will include a description of topics which will be addressed. This document will also guide the timing of the development plan. Depending on the needs of the Board, topics may include:

- Introduction to charter school boards
- Performance management
- Charter school policy
- Conflict management
- Budgeting and fiscal management
- Charter school facilities
- Rocketship educational program
- Governing Relationship Between Board and Key Administrative Leaders

Grievance Policy

The following grievance policy outlines the steps to be used by any persons who have questions or concerns about the actions of a teacher, staff member, or principal at a Rocketship Education school. We encourage families and staff to resolve problems collaboratively and respectfully. Teamwork, respect, and prompt resolution of conflicts are very important to Rocketship Education.

Resolution of concerns should always start with the person with whom you have a concern. If the problem or conflict is unresolved, it is essential that the school principal be included in the process of resolving concerns.

- **Step 1:** Contact the teacher or staff member involved. Try to discuss over the phone or have a face-to-face conference at a time that is mutually agreeable. Remember that such meetings should not interfere with the teacher's instructional time nor disrupt order at the school.
- **Step 2:** If the concern is not resolved in Step 1, contact the school principal. Be prepared to give details about the concern and steps that have been taken to resolve the problem. The principal and the complainant shall attempt to resolve the dispute informally.
- **Step 3:** If the problem is not resolved informally, the school principal will set up a formal meeting to discuss the issue with the involved parties within 30 days. The principal shall consider all the facts and arrive at a resolution of the complaint.
- **Step 4:** If the complainant is dissatisfied with the principal's decision, the complainant may contact the Regional Support Office's Managing Director. The complainant should be prepared to give details about the concern and steps that have been taken to resolve the problem. The Managing Director will set up a formal meeting to discuss the issue with the principal and the complainant within 30 days. The Regional Managing Director shall consider all the facts and arrive at a resolution of the complaint. The Regional Managing Director shall not get involved in a complaint until steps one through three have been completed.

- **Step 5:** If the complainant is dissatisfied with the Managing Director’s decision, the complainant may petition the Board in writing. The Board will not get involved until steps 1 through 4 have been attempted. If the Board receives a complaint prior to the completion of Steps 1-4 it will inform the Regional Managing Director and provide him/her with the relevant information.
- **Step 6:** An Appeals Ad hoc committee of the Board shall review the complaint. After considering all the facts and circumstances, the Appeals Ad Hoc Committee shall determine how best to resolve the matter and send written confirmation of such resolution to the complainant. To reach such resolution, the Appeals Ad Hoc Committee, if deemed necessary, may (1) contact the complainant by phone to discuss the complaint; and/or (2) issue a request to meet with the complainant to discuss the complaint in person. The Appeals Ad Hoc Committee shall attempt to resolve the matter within 30 days of receipt of the complaint, and shall send the complainant written confirmation of the resolution.
- **Step 7:** If the complainant is dissatisfied with the Appeals Ad Hoc Committee’s decision, the complainant may petition the Board President in writing within 30 days of the Appeals Ad Hoc Committee’s written resolution described in step 5. The Board President shall review the complaint and send written confirmation of the resolution to the complainant within thirty days. The Board President’s decision shall be final.

Personnel/Human Capital

Contracts

Rocketship is an at-will employer, as such, it does not have contracts. Employment with Rocketship is for no specific period of time. Employment will be “at will,” meaning that either Rocketship or the employee may terminate the employment at any time and for any reason, with or without cause. No positions will be grant funded.

Competitive Salaries and Benefits

Rocketship is committed to providing employees with a competitive total rewards package, which includes competitive salaries and benefits. Rocketship will survey area school districts and charter schools to offer competitive and market-driven compensations and benefit packages, including higher than market average salaries.

Upon initial hire, teachers will receive 90% to 110% base salary commensurate with that of teachers in the chartering district, plus up to an additional 10% merit bonus. RSTN’s highest performing and experienced teachers will be able to earn considerably more, reaching potentially 150% of surrounding district salaries. A component of Teacher pay and the criteria for considering their advancement to Academic Dean will include the following:

- Personal achievement of significant gains for students which they have directly instructed;
- Parent and Academic Dean satisfaction with their teaching;
- Peer and Academic Dean satisfaction with their mentoring and instructional leadership.

Health and Welfare Benefits: Full Time Employees become eligible on the first day of the month following your first day of full-time employment. Employees and eligible dependents can enroll in Rocketship’s standard health and life insurance programs subject to the terms and conditions of those plans. Standard benefits include choice of medical plans, dental insurance, vision insurance, life insurance, long-term disability insurance, FLEX spending plans, and commuter plans.

Retirement Savings Plan: Employees will be eligible to enroll in Rocketship’s 403(b) plan subject to its specific terms and conditions.

Recruitment and Hiring Plan

Since teachers and school leaders are the pillars of any successful school model, RSTN’s vision for how teachers and school leaders lead, innovate within, and experience Rocketship is critical to achieving the school’s mission. RSTN seeks to elevate the teaching and school leader professions to be attractive and sustainable as long-term careers for passionate leaders of all backgrounds. Moreover, to best serve students RSTN attracts diverse talent and invests heavily in teacher and leadership development to further build expertise from within the Charter School. Recruitment of teachers and non-instructional staff will be spearheaded by Rocketship Education’s Talent Recruitment Team, Regional Support Office staff, and the Principal. Partnerships are also cultivated with local organizations, such as Teach For America Nashville, to identify, recruit, and hire the best candidates. The milestones that guide our teacher recruitment cycle begin in November to identify and select teachers for the following school year. Applications are due in March and final selections are made by June. All milestones are flexible and adapted based on need and interest.

Teacher’s Instructional Skills, Experience, and Development

RSTN core teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”). Accordingly, a teacher of core academic subjects must meet the following qualifications:

- (1) A bachelor’s degree;
- (2) A State credential; and
- (3) Demonstrated core academic subject matter competence.

Each year, Teachers will be evaluated based on their ability to make significant gains. It is expected that some teachers will be able to make significant gains in a single year, others may take two or three to reach this level of expertise, and still others may not be capable. In addition to significant gains, Teachers must show a strong ability to work with and mentor their peers in order to be prepared to take on the role of Academic Dean.

Job requirements for a Teacher:

- Demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice either as a Teacher or while teaching outside of RSTN;
- Hold a multiple-subject teaching credential;
- Demonstrate the potential to make significant gains in the subject they will teach as a Teacher
- Job responsibilities of Teachers include:
 - A full day of teaching, primarily within the academic area in which they focus their teaming; and
 - Mentoring and instructional advice for their peers, especially Teachers, to help them develop the skills needed to progress as teachers.
- Upon initial hire, teachers will receive 90% to 110% base salary commensurate with that of teachers in the chartering district, plus up to an additional 10% merit bonus. A component of Teacher pay and the criteria for considering their advancement to Academic Dean will include the following:
 - Personal achievement of significant gains for students which they have directly

- o instructed;
- o Parent and Academic Dean satisfaction with their teaching;
- o Peer and Academic Dean satisfaction with their mentoring and instructional leadership.

Staff Selection

Each candidate at RSTN will go through a rigorous screening and selection process that ensures that the RSTN will secure a diverse and talented staff. The process involves the several steps that allow school leadership to gain a deep understanding of the applicant’s professional skill set and mission alignment. At the same time, we provide several opportunities for the applicant to gain a deep understanding of the Rocketship educational program through case studies, classroom observation, and structured conversations with school leadership. Specific steps in the selection process, including the process for conducting criminal background checks are outlined in the Personnel Policy.

Timeline of Staff Recruitment

Goal: Complete recruitment/hiring of all RSIL Regional Office Directors by August 2013	
Mar. 2013	Create Regional Director of Business hiring plan
Mar-May 2013	Execute Regional Director of Business hiring
Mar. 2013	Create Regional Director of Community Development hiring plan
Mar.-May 2013	Execute Regional Director of Community Development hiring
Apr. 2013	Create Regional Director of Achievement hiring plan
May-July 2013	Execute Regional Director of Achievement hiring

Goal: Complete recruitment/hiring of all RSIL School Leaders by Apr 2014	
Nov. 2012- Mar. 2013	Founding principal identified (already complete)
Aug. 2013	Rocketship National Achievement Office delivers Assistant Principal (AP)/Academic Dean (AD) recruitment best practices
Aug.-Oct 2013	Regionalize AP/AD recruitment plan and timeline
Oct. 2012- Mar. 2013	Execute AP/AD hiring

Goal: Complete recruitment/hiring of all RSIL Teaching Staff by June 2014	
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Aug. 2013	Rocketship National Talent Team delivers best practices for managing Teach For America Relationship
Aug. 2013- May 2014	Create relationships with Teach for America and other regional teacher pipelines
Aug. 2013	Rocketship National Talent Team delivers teacher recruitment best practices
Sep-Oct. 2013	Regionalize teacher recruitment plan and timeline
Nov. 2013- Apr. 2014	Execute on teacher hiring
Mar.-Jun. 2014	Execute on Teach for America Corp hiring

Goal: Recruit and train school support staff by May 2014

Jun. 2013	Rocketship National Office of Business delivers Office Manager (OM) recruitment best practices
Jun-July 2013	Regionalize Office Manager recruitment plan and timeline
Aug.-Dec. 2013	Execute Office Manager hiring
Jul. 2013	Rocketship National Office of Achievement delivers Individualized Learning Specialist (ILS) recruitment best practices
Jul. 2013- Aug. 2013	Regionalize ILS recruitment plan and timeline
Nov 2013- May 2014	Execute ILS hiring

Equal Opportunity Employment Hiring and Dismissal

Rocketship is an equal opportunity employer. It is the policy of Rocketship to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees. To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Rocketship will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result. Rocketship will also conduct background check on all school and Regional Office employees.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a Rocketship representative with day-to-day personnel responsibilities and

request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Rocketship will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Rocketship will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Rocketship will make the accommodation.

Key Leadership Roles—Recruitment, Responsibilities, and Support for School

Organizational Leadership and Responsibilities

By utilizing the Rocketship Public School Model, Rocketship Education Tennessee (RSTN) will have significant advantages over untested charter schools in terms of projected academic achievement, teaching quality, and financial sustainability. The model enables teachers to maximize classroom time for instruction, guided practice, and extending critical thinking skills, while allowing them to schedule tutors and technology for students' basic skills acquisition, independent practice, assessment and remediation/acceleration. The Rocketship Public School Model also creates significant cost savings, which are reinvested in programs and people to drive school quality. RSTN's staffing plan provides ample support for teachers through the Principal, Academic Dean, and Assistant Principal roles. Individualized Learning Specialists will run the Individualized Learning time component of our instructional model and will be supervised by the Assistant Principal. All RSTN staff will be at-will employees.

The Regional Support Office (RSO) will be established in a region soon after green-lighting, at least 12 months prior to the first school opening. Five pivotal roles will make up the RSO during the initial start-up phase and will expand as necessary to support the eight-school cluster. During year 0, the RSO staff will report to the Rocketship Education National Office. Four months prior to the first school opening, the RSO team will report to the Founding School Leader. It is anticipated that the Founding School Leader will become the Regional Managing Director (though RSTN is prepared to recruit and hire this position if the Founding School Leader will not fill this role) as the cluster grows to scale. The five main leadership roles in the new region will be:

- Founding School Leader: ultimately responsible for the success of the initial school and the region as a whole. This person will foster a successful school opening for the first school in the region. Adam Nadeau will serve as the founding school leader and Principal. His resume is included in Attachment 3.
- Managing Director: executive leader of the region. This person will head the Regional Support Office and will be responsible for the academic, operational and financial success of RSTN schools.
- Director of Achievement: academic leader of the region. This person will ensure collaboration amongst instructional roles across the entire cluster. They will also guide the development and implementation of the Nashville-specific instructional model.
- Director of Community Development: political and community relationship leader. This person will manage relationships with all external stakeholders including the authorizer, local community based organization leaders, and local politicians. They will also establish and maintain strategic community partnerships.
- Director of Business: financial and operational leader. This individual will ensure the schools and region runs efficiently, maintains proper finances, and remains compliant with local and state regulations.

Regional Support Office Functions and Responsibilities

RSO staff will be primarily responsible for implementing the operations plan and will receive intensive support from the Rocketship National Office during the regional start-up period. Rocketship Education National Office staff have successfully started and managed a network of seven schools in the Bay Area and therefore have a significant amount of experience they can lend to the new RSO team.

Upon charter approval, recruitment of the RSO positions will begin in earnest 15 months prior to the first RSTN school's opening.

Regional Managing Director

Rocketship Education Tennessee's Managing Director will be responsible for the academic, operational and financial success of Nashville's Rocketship schools and continued growth. The Managing Director will lead a team including regional staff, school leaders and teachers towards achievement gap closing results for students and the Nashville community. The Managing Director will manage the regional leadership team that supports school staff, ensures strong and strategic financial management, and partners with national staff to build the best supports for schools possible. Externally, the Managing Director will build deep community engagement and foster public and political support for Rocketship to expand our impact as we work with the Nashville community to build first class options for all parents. While we have not hired this individual, we expect the selected candidate to possess the following qualifications:

- Visionary thinking and strategic management skills, including: planning, directing, building, reporting, and budgeting;
- Excellent relationship management skills working with a diverse set of stakeholders (i.e.: districts, public officials, funders, community leaders, etc.);
- 5+ years of management experience, preferably in the field of education reform and a high-growth environment;
- Proven track record of managing outstanding results through teams in a distributed network.
- Exceptional analytical and problem solving skills;
- Outstanding communication, influencing, and negotiating skills;
- Experience leading in a fluid, start-up environment; optimism, perseverance, and a focus on problem-solving highly valued;
- Proven leadership skills with the ability to attract, develop, and inspire a team; exceptional ability to bridge and enhance cooperative working relationships;
- A bachelor's degree is required, and a graduate degree in education, business, or communications preferred; and
- Additionally the *ideal* candidate would possess some combination of the following:
 - Proven ability to attract, train, and retain high-performance management and faculty, removing barriers to their success, and providing them the inspiration, motivation, and resources to accomplish the mission.
 - Experience in growing and evolving an organization, including the development and management of the infrastructure to facilitate an innovative, high-functioning, and rapidly-growing region or team.
 - Experience in educational reform and knowledge of the public charter school model and knowledge of its funding and infrastructure; demonstrated excellence in managing an educational organization or as a school leader in an urban setting.
 - Business acumen and proven financial management/oversight.

Regional Director of Business

The Regional Director of Business (RDB) will be charged with managing many of the operational functions of the school including finance, facilities, human resources, information technology, state and local compliance, and regional business planning. The RDB candidate will be selected based on their prior experience managing operations of high-impact schools or businesses. While we have not hired this individual, we expect the selected candidate to possess the following qualifications:

- Four or more years of experience as a project manager, preferably in an educational setting;
- Experience in a fast-paced, highly analytical, entrepreneurial environment;
- Professional experience working in management consulting, financial services, corporate strategy, or internal operations and potentially also have experience as a classroom teacher;
- Two or more years of experience managing others in a professional environment;
- Find enjoyment and be comfortable when dealing with people in both senior and junior level staff roles within and beyond Rocketship;
- Strong interpersonal and relationship-building skills;
- Strong communications skills;
- Experience with budgets and strong quantitative skills;
- Excellent planning, analytical and critical thinking skills;
- An evident passion for Rocketship's mission, matched with a strong work ethic; and
- A team player who is detail oriented, organized, resourceful, proactively manages multiple critical deadlines and adapts quickly and confidently in a fast-paced environment.

Regional Director of Achievement

The Regional Director of Achievement (RDA) will lead all coaching and training functions of the region by supporting Academic Deans and Assistant Principals as they manage and professionally develop their teams of teachers or Individualized Learning Specialists. This role will also drive curriculum development implementation and manage the regional data and assessment program. Finally, the RDA will also own academic-based external relationships. While we have not hired this individual, we expect the selected candidate to possess the following qualifications:

- Track record of success driving student achievement in an elementary or secondary school in a teacher, coach or administrator role;
- At least two years successful experience in a role coaching, managing, or conducting professional development for teachers;
- Significant experience using data to drive student achievement;
- Possess the core characteristics required of every Rocketeer – mission-driven, innovative, disciplined thinker, collaborative, and personally responsible;
- Deep commitment to Rocketship's mission of eliminating the achievement gap in our lifetimes;
- Demonstrated proficiency in strategic and project planning, incorporating the perspective and participation of multiple stakeholders;
- Strong communication, influencing, and negotiation skills;
- Ability to manage multiple critical deadlines and adapt quickly and confidently in a fast-paced environment;
- Strong analytical and problem-solving skills;
- Management experience preferred; and
- Experience with strategic planning and project planning strongly preferred.

Regional Director of Community Development

The Regional Director of Community Development (RDCD) is responsible building and managing our regional community engagement and empowerment while also forming and managing relationships with local political and civic leaders to ensure our schools are successful. By partnering with parents, community and faith-based organizations, private sector institutions, local school district leadership, civic leaders, and public officials, the RDCD will work to ensure that the entire community is invested in the work our schools are doing in order to close the achievement gap. While we have not hired this individual, we expect the selected candidate to possess the following qualifications:

- The ability to position Rocketship in the policy arena as an agent for positive change through strong communication and strategic skills;
- Three or more years in the education field, a significant portion of which should be in policy resulting in a sophisticated understanding of local and state education politics;
- Two or more years as a manager, including a demonstrable track record of assembling effective teams, strategic planning, communicating a vision and setting priorities, as well as managing team execution, delegating, mentoring others and developing emerging leaders;
- Demonstrated ability to interact and cultivate support among diverse constituencies, including public officials, key external agencies and stakeholders;
- A significant network of local and district education officials to aid in Rocketship's local work and expansion; and
- Verbal and written fluency in a second language required, Spanish preferred.

Qualifications of School Staff

School Leadership Positions

Principal: The Rocketship Education Governing Board of Directors intends to hire a Rocketship Education-trained Principal who will be responsible for creating a school capable of achieving the RSTN mission and goals. This will include leading the Charter School in all aspects of its day-to-day operations, working with the Rocketship Governing Board of Directors, the Parent Teacher Council (PTC), RSO, students, parents, and community members and the other governing bodies specified by local and state law.

The principal is the instructional, cultural, managerial, and community leader of the school. The principal sets the vision for the school and ensures that the school is a high-achieving college preparatory environment where all students finish the fifth grade at or above grade level. Additionally, the principal directly manages, supports, and develops the Assistant Principal, the Academic Dean, and the Office Manager. The Principal serves as the manager of all teachers, and also coaches some classroom teachers directly, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership. The principal is also responsible for engaging and empowering parents to become lifelong advocates for their children's education.

Key Responsibilities:

- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction;
- Manage, support, and develop other members of the school leadership team including the Assistant Principal, Academic Dean, and Office Manager ;

- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, supported, and valued and there is open communication about professional growth and future career opportunities;
- Foster a school culture and environment of constant reflection and professional growth so that all staff continues to emerge as leaders within Rocketship and quickly assume leadership positions within the organization;
- Foster Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors;
- Create a school community that fully engages parents in student achievement through multiple outlets including home visits, regular community meetings, and parent/family meetings and also empowers them to become active advocates for their Rocketeer's education and achievement;
- Promote collaborative problem solving and open communication between teachers, Individualized Learning staff, students, and families;
- Develop classroom teacher practice and leadership through direct observation, coaching, and training (2+ teachers);
- Design and lead staff meetings;
- Oversee and/or contribute to the design and implementation of staff professional development and collaborative planning time;
- Lead the execution of community meetings and events;
- Lead and/or support other school site and network-wide initiatives as needed to foster strong school culture, academic excellence, and network growth; and
- Provide leadership toward, creative and positive data driven behavioral innovations and instruction for high-risk students, their teachers and their families

Required Skills and Experience:

- At least 3+ years of experience teaching in an urban city classroom and realizing significant gains;
- Strong leadership skills and personal drive;
- Relentless pursuit of high expectations;
- Organized;
- Passion for urban children and their families;
- Ability to build partnerships with community organizations;
- Strategic planning experience;
- Ability to engage and empower parents and families;
- Strong communication skills;
- An entrepreneurial spirit and a proven track record;
- Experience in building and maintaining outstanding school culture;
- Results-oriented and data-driven;
- Ability to develop others; and
- Adaptable and able to thrive in a dynamic, fast-paced environment

Assistant Principal: Reporting directly to the principal, the Assistant Principal plays a critical role in fostering a college-preparatory school culture focused on high levels of academic achievement. In the realm of ensuring academic excellence, the Assistant Principal manages Individualized Learning staff towards student outcomes achieved through a highly individualized set of instructional methods including online curriculum, reading center, and Response to Intervention. The Assistant Principal also

directly coaches some classroom teachers, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership. Additionally, the Assistant Principal will manage key components of school culture including arrival and/or dismissal, some transitions, lunch and/or recess, and will be ready to lead Rocketship Launch (a school-wide morning meeting) when the principal is not available. The Assistant Principal role is designed to provide an experiential preparatory experience for becoming a Principal; as such the Assistant Principal will engage in leadership training and is prepared to step seamlessly into the principal role when the principal is not on campus as a part of the leadership development program.

Key Responsibilities:

- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction;
- Manage Individualized Learning student outcomes through direct management of hourly Individualized Learning staff;
- Develop classroom teacher practice and leadership through direct observation, coaching, and training (2-4 teachers);
- Promote collaborative problem solving and open communication between teachers, Individualized Learning staff, students, and families;
- Foster Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors;
- Create a school community that fully involves parents in student achievement through multiple outlets including home visits, regular community meetings, and parent/family meetings;
- Lead and/or support the execution of community meetings and events;
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, and also fully supported/valued;
- Lead and/or support other school site and network-wide initiatives as needed to foster strong school culture, academic excellence, and network growth;
- Provide leadership toward, creative and positive data driven behavioral innovations for Individualized Learning time and instruction for high risk students, their teachers and their families; and
- Develop and maintain outstanding school culture through the direct management of all hourly staff members (in addition to Individualized Learning staff, this includes staff associated with lunch, arrival, or dismissal)

Required Skills and Experience:

- At least 2 years of experience teaching in an urban city classroom and realizing significant gains;
- Strong leadership skills and personal drive;
- Relentless pursuit of high expectations;
- Organized;
- Passion for urban children and their families;
- Ability to build partnerships with community organizations;
- Strategic planning experience;
- Ability to engage and empower parents and families;
- Strong communication skills;
- An entrepreneurial spirit and a proven track record;
- Experience in building and maintaining outstanding school culture;

- Results-oriented and data-driven;
- Ability to develop others; and
- Adaptable and able to thrive in a dynamic, fast-paced environment

Academic Dean: Reporting directly to the principal, the Academic Dean plays a critical role in driving academic achievement for students. The Academic Dean ensures academic excellence by working closely with the Principal to lead and implement the instructional vision for the school. The Academic Dean leads two primary streams of work: teacher coaching and professional development (PD). The Academic Dean directly coaches a number of classroom teachers, which includes conducting observation cycles, modeling lessons, co-planning lessons, real-time coaching, and providing support and resources aimed at increasing teacher effectiveness and leadership. The Academic Dean also leads the design and implementation of group teacher professional development and collaborative planning time. This individual provides staff with the appropriate resources and support to ensure that each Rocketship school's Rocketeers realize 1.5 years of progress annually.

Key Responsibilities:

- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction;
- Ensure at least 1.5 years of progress for all Rocketeers annually through rigorous teacher coaching and PD;
- Drive student achievement results through regular 1:1 coaching sessions with select staff members (6+ teachers);
- Oversee the implementation of a rigorous and highly individualized curriculum in classrooms of coached teachers;
- Promote collaborative problem solving and open communication among teaching staff members;
- Ensure Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors;
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, and also fully supported/valued;
- Lead and/or contribute to the design and implementation of weekly staff professional development and collaborative planning time;
- Identify, celebrate, modify, and share instructional best practices across the school and network;
- Implement and share teacher coaching and development best practices with other members of the school leadership team;
- Assist in the management of school-based Integrated Service Delivery (ISD) program through coordination of SST and SAT processes;
- Collaborate with the ISD Specialist at each site to ensure that teachers are receiving the necessary support and professional development to maximize the delivery of instruction in a full-inclusion model;
- Manage the BTSA process for eligible staff and support other teachers through the credentialing process, which includes the successful completion of Teacher Performance Assessments; and
- Have a lasting impact on the design of network professional development resources

Required Skills and Experience:

- 2+ years’ experience teaching in an urban city classroom and realizing significant gains;
- Strong time management and organizational skills;
- Result-oriented and data-driven;
- Relentless pursuit of high expectations;
- Ability to inspire and motivate others;
- Adaptable and able to thrive in a dynamic, fast-paced environment;
- Ability to develop others;
- Passion for urban children and their families;
- Strategic planning and project management experience;
- Strong verbal and written communication skills;
- Deep knowledge of elementary literacy and/or math instruction; and
- Experience with or interest in the use of technology in promoting teacher development a plus

Network Growth: School Leader Development and Identification

Rapid growth is key to Rocketship Education’s mission to eliminate the achievement gap, yet availability of qualified school leadership candidates has been identified as one of our biggest challenges to growth. To mitigate this issue, we have created a robust Network Leadership program that allows us to open schools with school leaders who have demonstrated success in leadership roles within existing Rocketship schools. Due to our green-lighting timeline, school leaders of new schools must be identified and approved by our Board at least twelve months prior to the school’s opening. For more information on the Rocketship Network Leadership Program, please see the Professional Development section below.

Staffing Plan

RSTN will be structured differently from a traditional elementary school. Teachers will be in compliance with state licensing requirements and we will use a teaming approach with our instructional staff. This teaming approach means that students move to different teachers throughout the day. Each student will have a Humanities teacher each day that focuses primarily on literacy instruction integrated with social studies instruction; and a Math/Science teacher that is focused primarily on math instruction that is integrated with science instruction. Additionally, the Individualized Learning portion of a student’s day will be staffed by Individualized Learning Specialists (ILSs) who are non-certificated teachers.

School Staffing Model

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	1	1	1	1	1
Student enrollment	600	600	600	600	600
Elementary School Staff					
Principals	1	1	1	1	1
Assistant Principals	1	1	1	1	1
Academic Dean	1	1	1	1	1
Classroom Teachers (Core Subjects)	12	12	12	12	12
Assistant Teachers	1	1	1	1	1
Individualized Learning Specialist	6	6	6	6	6
Enrichment Center Coordinator	1	1	1	1	1

ISD Specialist (SPED)	1	1	1	1	1
SPED Paraprofessional	2	2	2	2	2
School Operations Support Staff (Office Mgr)	1	1	1	1	1
Total FTEs at elementary schools	27	27	27	27	27

8 School Regional Office Staffing Model

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	1	1	1	1	1
Student enrollment	600	600	600	600	600
Regional Support Office Positions					
Managing Director	1	1	1	1	1
Regional Director of Business	1	1	1	1	1
Manager of Business	1	1	1	1	1
Regional Director of Achievement	1	1	1	1	1
Manager of Achievement	1	1	1	1	1
Regional Dir. of Community Development	1	1	1	1	1
Manager of Community Development	1	1	1	1	1
Director of ISD	1	1	1	1	1
Speech Therapist	1	1	1	1	1
School Psychologist (as needed)	-	-	-	-	-
Occupational Therapist (as needed)	-	-	-	-	-
Total back-office FTEs	9	9	9	9	9

Professional Development

RSTN has developed a comprehensive Professional Development Plan that is outlined below. Teacher development is supported by the Academic Dean position at each school. School leaders are supported by the Regional Director of Achievement and the Regional Managing Director and will actively engage in the Rocketship Education Network Leadership Program.

Teacher Professional Development

Teachers at RSTN will be focused on developing a deep understanding behind Rocketship’s approach to their subject area. Typically, the learning objectives will include:

- A focus on the pedagogy which shapes the curriculum in their instructional focus area (humanities and/or math/science);
- A focus on the organizational culture, values and leadership skills necessary to lead students and families to significant gains (Rocketeer Core Characteristics);

- An understanding of the instructional practices outlined in the teacher Vision of Excellence and how to use them;
- A personalization of professional development through the Professional Growth Plan (PGP) process;
- An understanding of how to use student data to identify learning challenges, especially during Data Analysis Days;
- Techniques for individualizing their planning and instruction;
- Observation of excellent schools or instructors and learning their techniques/strategies; and
- A commitment to 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, Rocketship Education partners with several outside professional development organizations and higher education institutions to conduct in-depth professional development in Humanities and Math. Currently, these organizations include Doug Lemov with Uncommon Schools, Formative Learning, Real Time Coaching with Lee Canter, and various others. Rocketship is constantly reflecting on student achievement data and teacher instructional needs in order to further develop the professional development program and coordination of resources in order to ensure that all student, teacher, and school needs are addressed in order to realize significant gains in student achievement.

Summer Professional Development

Professional development at Rocketship begins several 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 year-long 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 on school and grade level goals for the year. Moreover, this additional time in the summer grants the Academic Dean, Assistant Principal, and Principal the opportunity to better on-board new Rocketship staff or new teachers in general. This systematic onboarding equips teachers with an understanding of the cultural expectations of the school, classroom management techniques, how to properly assess their student achievement and progress, and grants them additional time to familiarize themselves with the curricula and scope and sequence of instructional objectives for the year. This additional time solely reserved for professional development ensures that Rocketship schools are able to commence with a cohesive, collaborative team of educators that have already begun to invest parents and families in this work, while also being much more thoroughly prepared instructionally to ensure that the academic year is successful from day one.

Ongoing Professional Development

Rocketship Education's commitment to teacher professional development is further evidenced in the amount of time that is set aside throughout the year for teacher development. More than 150 hours, or almost three weeks, is set aside throughout the calendar year for staff professional development as a school in addition to summer programming, including each Wednesday afternoon, which is reserved for professional development. The professional development that occurs on Wednesdays is facilitated and organized primarily by the Academic Dean at each school site. The Academic Dean has access to a professional development scope and sequence that provides each school with a suggested timeline for introducing, learning, and practicing key components of the Vision of Excellence and the Rocketship Education professional development program. We are currently working to ensure that the scope and sequence is also differentiated by teacher experience level. However, the Academic Dean and school

site retain the ability to deviate from the scope and sequence map in order to address more immediate or local needs of the school site. These may include items like addressing a school culture item, reviewing local school data and addressing any local instructional needs, and various other items that may arise.

Vision of Excellence and Professional Growth Plan

The core of Rocketship Education’s professional development is the Vision of Excellence and Professional Growth Plan. The Vision of Excellence captures our best thinking on what it takes to be a successful beginning and veteran teacher at a Rocketship school. For beginning educators and experienced teachers new to Rocketship, we have developed the Rocketship Top Ten which outlines the most foundational teaching practices in the areas of instructional planning and classroom management and culture necessary for success at Rocketship. We believe that reaching proficiency in these ten areas helps teachers develop the necessary skills and experiences to then tackle more advanced teaching practices and to integrate fully into the Rocketship school community. The Vision of Excellence captures the ideal student outcomes that Rocketship teachers strive to achieve with their Rocketeers, the student evidence that tells our teachers when they are on the right track towards reaching these outcomes, and the instructional best practices they’ll need to employ to reach this vision.

The Vision of Excellence is divided into two main domains of teacher practice which are further divided into a series of pillars and discrete teacher actions. The culture of achievement domain is comprised of four main pillars of teacher work: investing Rocketeers in vision and goals, establishing rigorous classroom expectations and routines, creating a Rocketeer learning environment and investing in Rocketship families and the Rocketeer community. The rigorous instruction and mastery domain is comprised of two pillars of teacher work: facilitating rigorous instruction and employing an outcomes-driven approach. Each of these components has been strategically decided upon and created based upon other teacher development tools including the Teaching as Leadership framework developed by Teach for America, Charlotte Danielson’s Framework for Teaching, and others. In addition, the sub-components of each section have been decided upon and based upon proven pedagogical practices such as Lemov’s Taxonomy, Lee Canter, Project GLAD (Guided Language Acquisition Design) and others.

The Professional Growth Plan (PGP) is a coaching tool that captures a teacher’s year-long and short-term student achievement SMART goals, professional development priorities and performance against the Rocketship Core Characteristics. The PGP is revisited at the start of every student data cycle to ensure that teachers and their coaches are making data-driven decisions that will have the greatest positive impact on student achievement. Another component of the PGP is the five Rocketeer Core Characteristics (Mission Driven, Innovative, Collaborative, Disciplined Thinker and Personally Responsible) that are at the foundation of the culture of RSTN. These core characteristics are an important part of the PGP as RSTN is focused on developing great teachers, which requires not only instructional knowledge and development, but also further development and alignment with the core of what makes a teacher successful at RSTN.

Every teacher at RSTN will have a Professional Growth Plan that is focused on their professional growth and development as a teacher and is individualized to their needs. The PGP is initially introduced at the beginning of the school year after a teacher’s primary coach has the opportunity to observe the teacher multiple times and after the results of our beginning of year diagnostic assessments are available. The two sources begin to indicate the professional development priorities for each teacher. The teacher’s coach then meets with the teacher in a one to one (1:1) meeting during which the coach and teacher collaboratively determine professional development priorities based on the menu of teacher actions in

the Vision of Excellence and Rocketship Top Ten as well as the Core Characteristics. They will also set short-term SMART goals and determine focus students for the upcoming data cycle in this meeting. Finally, coaches and teachers determine their next steps to address these priorities and record them in the PGP tool. Following several coaching cycles and the results of the subsequent interim assessments, these priorities may shift as teachers meet their previous professional development goals. An example of the Vision of Excellence as well as the Professional Growth Plan for Rocketship teachers will be provided upon request.

The Academic Dean's Role in Professional Development

In order to fully be able to implement the Professional Growth Plan and professional development of teachers, Rocketship Education has an Academic Dean at each school. The Academic Dean is an experienced teacher (though does not teach within their Academic Dean role) who serves as a mentor for Rocketship teachers and they focus on professional development of staff members in addition to running academic and behavior support processes such as Student Success Teams. Thus, a majority of the Academic Dean's time is spent on professional development and focuses on the coaching of teachers and teacher development methods. While Academic Deans are by definition masters of their academic area, successfully coaching other teachers is a completely different skill than successfully teaching children. While we believe that our Academic Deans will have already shown a predisposition to coaching based on the positive evaluations they had to receive from peers in order to be promoted, we will provide extensive professional development for new Academic Deans to help them learn our academic systems and the best techniques for mentoring their associated teachers. It is also crucial that Academic Deans stay current in their field both through internal professional development, external professional development opportunities, and by being involved in professional organizations like the International Reading Association and National Council of Teachers of Math.

The Academic Dean invests in the professional development of teachers through the execution of their PGP through multiple methods. These methods include pre-conferences prior to a lesson, observing lessons, videotaping lessons, post-conferences after a lesson, regular one to ones with teachers to reflect on their practice, modeling lessons, co-teaching, and various other techniques as well. Teachers are expected to meet with their Academic Dean at least once every two weeks for at least a half-hour after-school. However, these meetings often occur more often and allow the Academic Dean to invest additional time in the teacher's mentorship. The Academic Dean is also responsible for planning on-going professional development on a weekly basis. Every Wednesday is a shortened day, allowing the staff to come together for 3 hours of professional development and/or collaboration time each week. Deans plan for and facilitate these meetings, including such topics as data reflection, investing families and students in growth targets, improving management strategies, or simply sharing resources and planning for the next Social Studies or Science unit.

Although the Academic Dean plays a significant role in the development of staff, he or she does not act as the evaluator of any staff members. At Rocketship, we have divided the roles of mentor and evaluator. The Academic Dean is responsible for daily mentoring of teachers. In order to create a stronger relationship of trust and teamwork, Academic Deans follow the objectives of the PGP for guiding teachers, but evaluation of each teacher at mid-year and end of year for promotion purposes will be the responsibility of the Principal with significant input from the Academic Dean. Please also see the Personnel Policy, Attachment 16, for more information on staff evaluation.

Other Professional Development Activities and the Leadership Development Program

Rocketship Education offers additional professional development activities for staff as well. These activities include providing teachers with a substitute and thus, the opportunity to observe other teachers within the Rocketship network or nearby schools that also produce excellent student outcomes. In addition, outside professional development providers are brought to schools depending on the needs and resources of a school.

In addition, teachers are given the opportunity to apply to the Leadership Development program, which provides additional professional development in the area of leadership, but also allows teachers to grow in other areas as well. Moreover, through the Leadership Development program, teachers are assigned Embedded Leadership Opportunities that are focused on a multitude of tasks like coaching a teacher, helping to facilitate professional development days, organizing parent involvement, and many, many more activities.

The calendar schedule for professional development is included within the school calendar and schedule provided in Attachment 4. Below is a schedule of typical Professional Development activities that would occur throughout the year. However, Professional Development programming will be customized by both the school principal and the Regional Director of Achievement in order to best serve the needs of RSTN teachers.

	Topic (Topics in Italics are Suggested for that date but may be covered anytime in the month)	Description
August		
27-Aug	Content PD (math, reading, writing)	ELA: Review STEP by grade level
		Math- Planning time for unit 1 and top 10 assessments
September		
2-Sep	Real Time Coaching Training -Deans	Learning to use coaching technology
3-Sep	Grade Level Collaboration	Share info on students, home visits, summer homework, UBD planning time
10-Sep	Differentiated Staff PD (1st year and experienced)	1st Yr: Lemov Sweat the Details
		Experienced: ELOs 1:1, planning time (guided reading, UbD), Collaborate with Individualized Learning time Staff, Strong Voice, Sweat the Details
17-Sep	Assessment Wall Meeting/Review 100 Culture Items	Remember to Review STEP now that they've been administered to close the loop on norming, ILPs
		1st Yr: REACH with Peggy Backwards Planning (all together)

23-Sep	Guaranteach (with Intel Math teachers)	Learn how to make videos. Each teacher makes 10 videos on Top Ten Standards incorporating Intel
24-Sep	Content PD (math, reading, writing)	Math: review a teachers' video lesson on using manipulatives to teach conceptual lessons from Guaranteach
		Reading: Guided Reading time to plan and see model lesson
		Writing: TBD/OR guided reading planning
October		
1-Oct	Writing Assessment Review	Set norms for feedback on content vs. conventions, prepare anchor papers, math teachers are here
8-Oct	Home Visits Meeting	
15-Oct	Content PD (Math, Reading, Writing)/RTI Collaboration (new date)	Math: DI and center ideas esp. ELL
		Reading: execution of GR strategies and planning
		Writing: conferencing- timing, procedures, tiered questioning
22-Oct	Differentiated Staff PD (1st year and experienced) -Lemov Format Matters, Pacing	1st Yr: ELL REACH Session, review pacing
		Experienced: Time Management, ELL differentiation for centers and lesson planning, begin PLCs
29-Oct	Grade Level Collaboration	UBD planning, Time to Write Donors Choose Grants
November		
Nov. 4-5	Guaranteach Session 2 (1st Yr. Math Teachers)	Day 1: Learning to make videos Day 2: Video Factory
5-Nov	Report Card Conf. Planning Time/Assessment Grading Time/Lemov Review Format Matters	
12-Nov	Parent Conferences/No School	
15-Nov	Assessment Wall Meeting/No School	Lemov- Precise Praise, planning for exhibition night
19- Nov	GLAD-Expert Groups, Process Grids, Mind Map, Team Tasks	1st Years: TPA 2 Practice (2nd years invited)- Lemov- Precise Praise (Cancelled)
December		

3-Dec	Grade Level Collaboration/ RTI collaboration/GLAD- songs and chants, Paragraph, Flow Chart	
10-Dec	Differentiated Staff PD- Workshops!!- Lemov-Pepper	LD and PITs help to plan differentiated workshops
January		
7-Jan	Differentiated Staff PD (1st year and experienced)/ Lemov Review- Precise Praise	1st Yr: Lemov- Pacing (review), Break it Down, REACH TPA 3 Orientation
		Experienced: ELO work time, ELO- 1:1 Feedback, planning time
14-Jan	Content PD (Math, Reading, Writing)	Math: Student Talk/Reaching Consensus, DI
		Reading: Conferencing
		Writing: PLC's at SCCOE Library
21-Jan	Assessment Wall Meeting/Review 100 Culture Items/No School	
28-Jan	Grade Level Collaboration/Report Card Planning Time	
February		
4-Feb	Parent Conferences/No School	
11-Feb	PIT take-over week/ site based	
18-Feb	Writing Assessment Review/Scoring	
25-Feb	1st Year Teacher - REACH, Lemov - site based	1st Yr: TPA 4 Orientation, Lemov Review: Precise Praise, 100%
	1/2 HOUR: ROCKETSHIP'S VISION, MISSION, & THEORY OF CHANGE / Lemov Workshop Prep	
March		
4-Mar	Content Meetings- TCAP Prep (math, reading, writing)	Math: TCAP Prep
		Reading: TCAP Prep
	Writing PLC's at SCCOE Library	Writing: PLC's
11-Mar	Differentiated Staff PD (1st year and experienced)	1st Yr: Lemov- Joy Factor (review), TPA work
	1 HOUR: ROCKETSHIP'S VISION, MISSION, & THEORY OF CHANGE	Experienced: ELOs, Levels of Questioning
17-19 Mar	Staff Retreat/Assessment Wall Meeting/No School	Day 1: Team Building (off-site), Review Lemov J-Factor
		Day 2: School Site PD (off-site)
		Day 3: Workshops to be cont. in May

25-Mar	Grade Level Collaboration/TCAP Prep/Lemov Review- Break it Down / Lemov Workshops	5th Grade (Science TCAP Prep)
April		
1-Apr	Grade Level Collaboration/ RTI collaboration	
8-Apr	Content PD--Supporting ELLs (math, reading, writing)	Math: Critical Thinking/Questioning
		Reading: Supporting ELLs
		Writing: PLC's
15-Apr	Differentiated Staff PD (1st year and experienced), (LD teachers attend separate LD training with Meg for whole time)	1st Yr: TCAP culture setting, TPA 1 Orientation
		Experienced: Giving/Receiving Feedback, ELOs 1:1 feedback with Meg, PLCs
29-Apr	Grade Level Collaboration/Lemov Review- Precise Praise	
May		
6-May	Differentiated Staff PD- Workshops cont.	
13-May	Grade Level Collaboration/Lemov Review- Pepper	1st yr: TPA 1 work
		experienced: TBD / Writing PLC's
20-May	Content PD (math, reading, writing)	Math: Wishes for next grade level/ EOY assessments
		Reading: TBD
		Writing: PLC Presentations
June		
3-Jun	Writing Assessment Review/Scoring	
10-Jun	Assessment Wall Meeting/Report Card Planning	
17-Jun	Parent Conferences	

Operations Capacity

Demonstrated Capacity

Because Rocketship Education is the CMO, and the Board of Rocketship Education will also govern RSTN, RSTN and the CMO will have a seamless partnership in bringing the Rocketship Education Public School Model to at-risk students in Nashville. Rocketship Education (RSED) was founded in 2006 in San Jose, California, to promote the mission, vision and educational philosophy of a national network of high-performing charter schools. The Rocketship Education Public School Model will bring the effective and proven model of blended learning instruction to students in Nashville, in order to collaborate with communities to eliminate the achievement gap in Nashville. Our founding team is excited to partner with Metropolitan Nashville Public Schools in order to bring innovative, high-quality options to high-need areas throughout the city.

Currently, Rocketship Education has seven elementary schools in San Jose, California. With a network Academic Performance Index (API) of 855, Rocketship is California's top performing school system serving low-income students. The founding group's collective capacities in school leadership, governance, curriculum, business management, and parent and community engagement has fostered dramatic results for at-risk students in California. In order to realize Rocketship Education's mission to eliminate the achievement gap, the founding group is energized by the opportunity to open and operate high-performing schools in Nashville.

In order to eliminate the achievement gap in Nashville, we believe that RSTN must scale quickly, yet with a focus on quality. Nashville has been identified as a target city due to the widespread educational disparities that exist between students from low-income communities and their higher-income peers.

In order to bring Rocketship's Public School Model to Nashville, RSTN must establish a regional structure that is financially sustainable as well as operationally efficient and effective. We have developed a strategic plan that involves opening schools systematically to ensure both high quality and significant impact in the community. RSTN plans to open the first school in the fall of 2014 in Nashville. Detailed plans of our regional structure are above in the "Personnel/Human Capital" section.

Financial Plan and Capacity

Charter School Financing

Please see Attachment 9 for the "Public Charter School Budget Workbook" and Attachment 10 for the "Budget Narrative".

Attachments

Attachment 1

Start Up Plan

RSTN

Rocketship Tennessee Projected Start-Up Plan

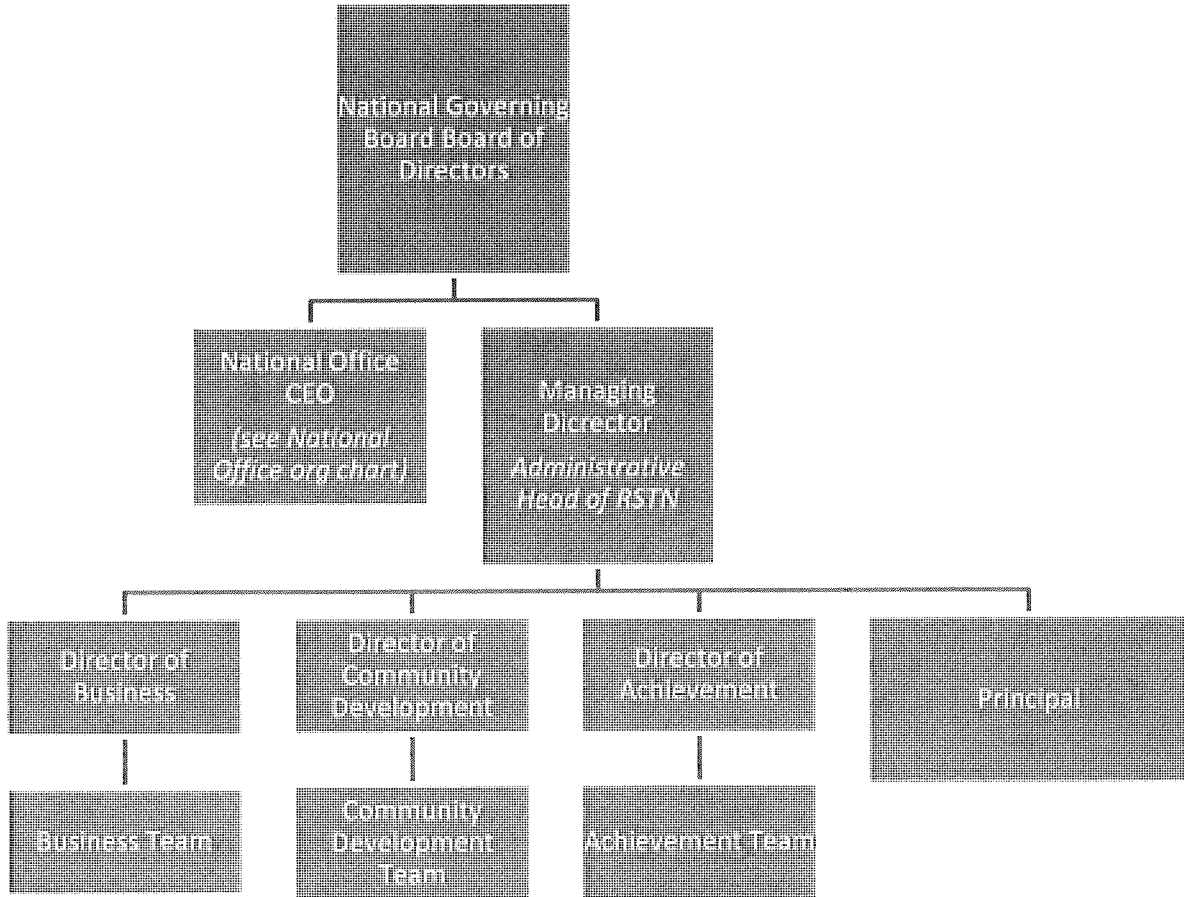
Category	Sub-Category	Task	Start Date	Est. Date	Owner	Support	Deliverable
4. Leadership Development	1. Support	1. Clarify roles and processes for managing leadership pipeline	10/1/2013	11/1/2013	National Leadership Development	Regional Founder	Regional Founder
		2. Create job description for 2nd AP	1/1/2014	2/1/2014	National Leadership Development	Regional Founder	Regional Founder
	2. Professional Development	1. Provide training for implementation of Emerging Leader PD program	4/1/2014	5/2/2014	National Leadership Development	Regional Founder	Regional Founder
		2. Develop leadership pipeline	5/1/2013	5/20/2013	National Leadership Development	Regional Founder	Regional Founder
	3. Organizational Establishment	1. Legal establish board (pre-empting board meeting)	2/2/2013	3/20/2013	National Business	Legal	Legal
		2. Deliver best practices review	5/1/2013	5/20/2013	National Business	National Business	National Business
		3. Responsible review	6/1/2013	6/20/2013	National Business	National Business	National Business
		4. Review process to authorize and MOU	8/1/2013	8/20/2013	National Business	National Business	National Business
		5. Submit process requirements to board management	9/1/2013	9/20/2013	National Business	National Business	National Business
		6. Research compliance requirements to determine liability board committee structure and meeting dates	6/1/2013	7/3/2013	Legal	Legal	Legal
2. Business Establishment	1. Research and create a project plan for proper business establishment within the state	4/1/2013	4/20/2013	Regional Business	Regional Business	Regional Business	
	2. Draft and submit 501(c)3 applications to federal governments	5/1/2013	5/20/2013	Regional Business	Regional Business	Regional Business	
	3. Submit 501(c)3 applications to state governments	6/1/2013	6/20/2013	Regional Business	Regional Business	Regional Business	
	4. Submit 501(c)3 applications to local governments	7/1/2013	7/20/2013	Regional Business	Regional Business	Regional Business	
	5. Research and establish business insurance that: DMO liability, student business interruption, etc.	6/1/2013	7/13/2013	Regional Business	National Office	Regional Founder	
	6. Create best practices for future regions	4/30/2013	6/20/2013	Project Planning Team	National Development	Regional Business	
	7. Develop regional control structure model (based on model for regional business staff)	4/1/2013	5/1/2013	National Business	National Business	Regional Business	
	8. Provide financial policies and procedures training to regional business staff	5/1/2013	5/20/2013	National Business	National Business	Regional Business	
	9. Review state and federal specific compliance objectives	6/1/2013	6/20/2013	Regional Business	Regional Policy	National Business	
	10. Regional compliance calendar	9/20/2013	11/1/2013	Regional Business	National Business	Regional Business	
6. Business	1. Procurement	1. Deliver Procurement Management Tool	5/1/2013	5/1/2013	National Business	National Business	Regional Business
		2. Review current procurement tool	5/1/2013	5/1/2013	National Business	National Business	Regional Business
	2. Accounts & Accounting	1. Set up Bank Account	7/20/2013	7/20/2013	VP of Startup	National Business	Regional Founder
		2. Review Current Accounting Processes	5/20/2013	6/27/2013	National Business	National Business	Regional Business
	3. Budgeting	1. Create a year 0 budget	9/20/2013	10/2/2013	National Business	National Business	Regional Business
		2. Update financial model to align operating assumptions	3/1/2013	3/20/2013	National Business	National Business	Regional Business
	5. Grant Execution	1. Research instruments to receive federal 100,000 funding	10/1/2013	10/1/2013	National Business	National Business	Regional Business
		2. Draft CSIP Applications	1/1/2014	3/30/2014	National Business	National Business	Regional Business
		3. Submit CSIP Applications	4/1/2013	4/1/2013	National Business	National Business	Regional Business
		4. Review CSIP Applications	4/1/2013	4/1/2013	National Business	National Business	Regional Business
5. School Startup Loans Identified and Secured		7/1/2013	9/26/2013	Regional Business	National Business	Regional Business	
6. Waiver Grant Defined		7/20/2013	7/20/2013	Regional Policy	National Policy	Regional Business	
8. Community Engagement	1. Facilities	1. Review Grant Identified	5/20/2013	5/20/2013	National Business	National Business	Regional Business
		2. Research current processes and vendors	5/20/2013	6/26/2013	National Business	National Business	Regional Business
	2. Facilities Operators	1. Recruit out to submit to determine MKE needs	6/20/2013	7/2/2013	National Business	National Business	Regional Business
		2. Board Approves Vendor	7/1/2013	8/30/2013	National Business	National Business	Regional Business
	3. PR	1. Meet with Facilities team to identify key relationships needed for the pricing and permitting process	4/1/2013	6/1/2013	Regional Business	National Business	Regional Business
		2. Develop PR Strategy	7/20/2013	7/20/2013	Regional Business	National Business	Regional Business
		3. Schedule annual coordinated check list	5/1/2014	6/26/2014	Regional Business	Regional Business	Regional Business
		4. Create PR Plan Letter and press releases	5/1/2014	6/26/2014	Regional Business	Regional Business	Regional Business
		5. Implement Regional Website and social media for MKEC 1)	5/1/2014	6/26/2014	Regional Business	Regional Business	Regional Business
		6. Review PR Plan and procedures	6/27/2013	7/25/2013	Regional Business	National Policy	Regional Business
9. Human Resources	1. Compliance	1. Review current HR policies and procedures	7/20/2013	7/25/2013	Regional Business	National Business	Regional Business
		2. Create HR Policy Manual	7/20/2013	7/25/2013	Regional Business	National Business	Regional Business
	2. Credentialing	1. Determine pay scale, compensation and benefits of teachers	7/1/2014	7/1/2014	Regional Policy	National Business	Regional Business
		2. Develop credentialing process	7/1/2014	7/1/2014	Regional Business	National Business	Regional Business

Attachment 2

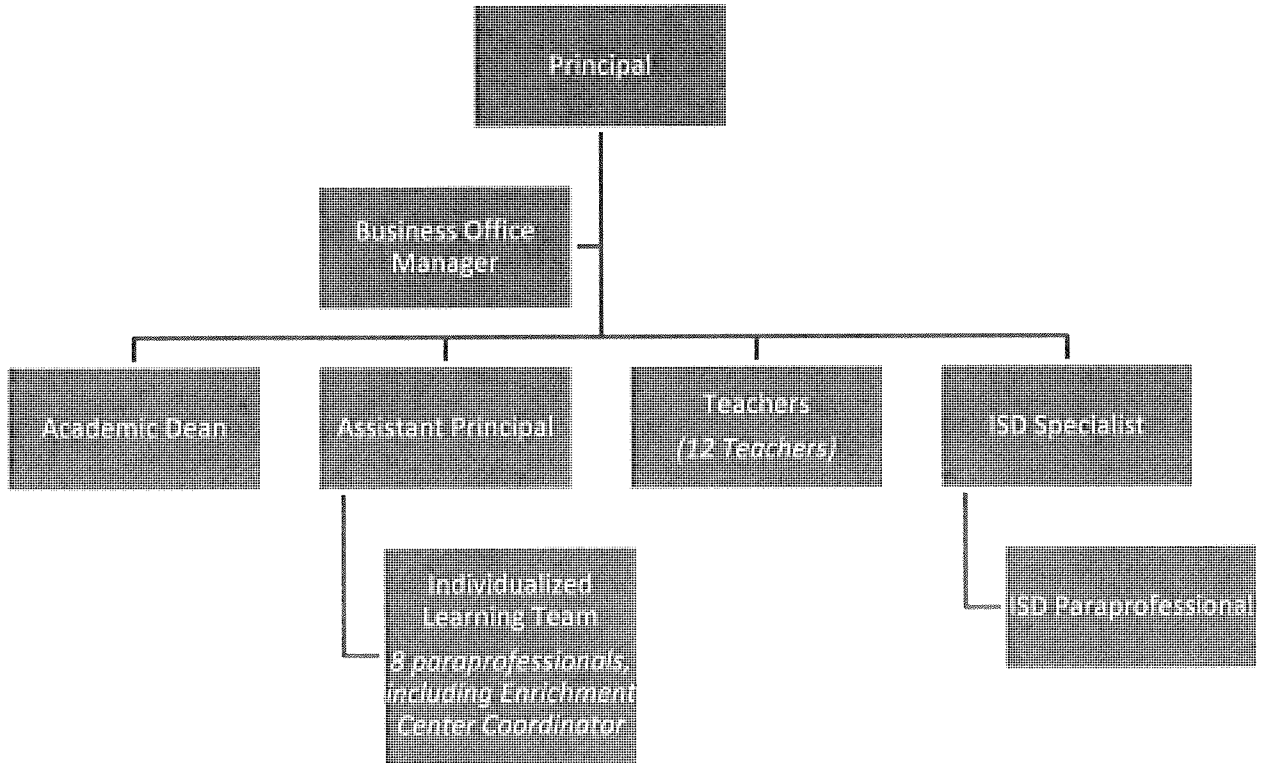
Organizational Charts

RSTN

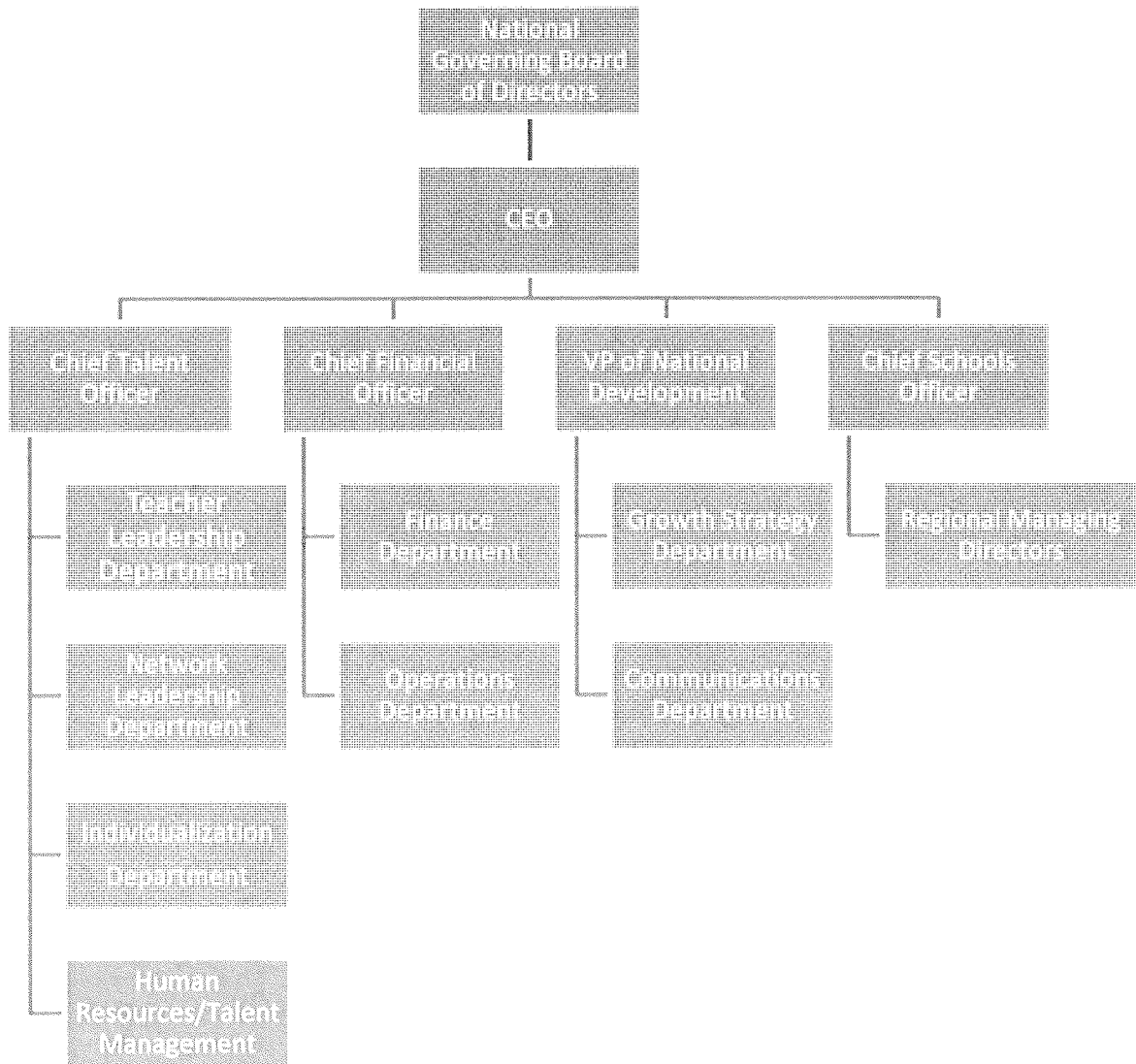
Rocketship Regional Organizational Chart



Rocketship School-Level Organizational Chart



Rocketship National Office Organizational Chart



Attachment 3

Governing Body Documents

RSTN

EXECUTION VERSION

FIRST AMENDED AND RESTATED ARTICLES OF INCORPORATION
OF
ROCKETSHIP EDUCATION

(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Rocketship Education.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's agent for service of process is:

Rocketship Education
Josh Mukhopadhyay
350 Twin Dolphin Drive, Suite 109
Redwood City, CA 94065

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

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

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

V.

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

VI.

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

Dated: March 1, 2013



Alex Hernandez, Secretary

EXECUTION VERSION

**FIRST AMENDED AND RESTATED BYLAWS
OF
ROCKETSHIP EDUCATION**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Rocketship Education.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 350 Twin Dolphin Drive, Suite 109, Redwood City, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates



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

**ARTICLE V
DEDICATION OF ASSETS**

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

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

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- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than twenty-five (25), unless changed by amendments to these bylaws. All directors shall be designated by the existing Board of Directors. All directors are to be designated at a meeting of the Board of Directors. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these bylaws.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. If the Chairman of the Board of Directors does not appoint such committee, the Chief Executive Officer shall designate qualified candidates for election to the Board of Directors in the manner specified above.

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Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board of Directors, or to the Chief Executive Officer, or the Secretary of the Board of Directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).¹ Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting

¹ Rocketship Education Inc. shall operate under the terms of the Brown Act whenever it is considered to be a public agency by virtue of operating one or more California public charter schools.

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be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.²

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet no less than annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, the Chief Executive Officer, the Secretary of the Board of Directors, or any two Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in

² As stated in footnote #1, Rocketship Education Inc. shall operate under the terms of the Brown act whenever it is considered a public agency by virtue of operating one or more California public charter schools.

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person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the voting directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California in which the corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;³
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.⁴

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a

³ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

⁴ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if

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applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. Rocketship Education, Inc. and its Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a Chairman of the Board of Directors ("Chairman of the Board" or "Chairman"), a Chief Executive Officer, a Secretary of the Board of Directors ("Secretary"), and a Treasurer of the Board of Directors ("Treasurer"). The corporation, at the Board's direction, may also one or more Presidents, Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the Chief Executive Officer or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. At the annual meeting of the Board of Directors, the Board shall elect from its own members, a Chairman of the Board, a Secretary, and a Treasurer, who shall serve terms concurrent with their term on the Board of Directors.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may by resolution appoint and authorize the Chairman of the Board, the Chief Executive Officer, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

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Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. The Chairman of the Board shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no Chief Executive Officer, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the Chief Executive Officer of the corporation set forth in these bylaws.

Section 9. CHIEF EXECUTIVE OFFICER. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, and subject to the control of the Board, and subject to Chief Executive Officer's contract of employment, the Chief Executive Officer shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification.

The Chief Executive Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Executive Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Executive Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the Chairman of the Board, and the Board, when requested, an account of all transactions and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the

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articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. **TREASURER.** The Treasurer's duties shall include (a) overseeing and validating audits; (b) federal and state annual information return filings; and (c) corporate filings. The Treasurer shall also preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 12. **PRESIDENTS AND VICE-PRESIDENTS.** If the Chief Executive Officer is absent or disabled, the Presidents or Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a President or Vice-President designated by the Board, shall perform all duties of the Chief Executive Officer. When so acting, a President or Vice-President shall have all powers of and be subject to all restrictions on the Chief Executive Officer. The Presidents or Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

ARTICLE IX CONTRACTS WITH DIRECTORS

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable

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to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

**ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Rocketship Education, Inc. Conflict of Interest Code have been fulfilled.

**ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XII
INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

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INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

**ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of its members, Board, and committees of the Board; and
- c. Such reports and records as required by law.

**ARTICLE XV
INSPECTION RIGHTS**

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

EXECUTION VERSION

**ARTICLE XVI
REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors (i.e., itself) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

AT

EXECUTION VERSION

**ARTICLE XVII
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter(s) of the California public charter school(s) operated by Rocketship Education, Inc., or make any provisions of these Bylaws inconsistent with that/those Charter(s), the corporation's Articles of Incorporation, or any laws.

**ARTICLE XVIII
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Rocketship Education Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on February 28, 2013; and that these bylaws have not been amended or modified since that date.

March 1, 2013

Date



Alex Hernandez, Secretary

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

DEPARTMENT OF THE TREASURY

Date:

ROCKETSHIP EDUCATION INC
C/O JOHN DANNER
550 KINGSLEY AVE
PALO ALTO, CA 94301

DEC 05 2006

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)(i)
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)

-2-

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)

ROCKETSHIP EDUCATION, INC.

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Rocketship Education, Inc. ("Rocketship") hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Rocketship and any and all of the California public charter schools it operates, as specifically required by California Government Code Section 87300.

II. DESIGNATED EMPLOYEES

Employees of Rocketship and the California public charter schools it operates, including governing board members and candidates, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be designated employees. The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

III. STATEMENT OF ECONOMIC INTERESTS: TIME OF FILING

Each designated employee, including governing board members and candidates, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

- A. Initial Statements. All designated employees employed by Rocketship and the California public charter schools it operates, on the effective date of this Code, as originally adopted, promulgated and approved by the Board of Directors of Rocketship, shall file statements within 30 days after the effective date of this Code. Thereafter, each person in a position that becomes by an amendment to this Code a "designated employee" shall file an Initial Statement within 30 days after the effective date of the amendment.
- B. Governing Board Candidates. Candidates for election to the governing board shall file statements within 5 days after the final date for filing nomination petitions.
- C. Assuming Office Statements. All persons assuming designated positions after the effective date of this Code shall file statements within 30 days after assuming designated positions.

1. Annual Statements. All designated employees shall file statements no later than **April 1.**
2. Leaving Office Statements. All persons who leave designated positions shall file statements within 30 days after leaving office.
3. Statements for Persons Who Resign 30 Days After Appointment. Persons who resign within 30 days of initial appointment are not deemed to have assumed office or left office provided they did not make or participate in the making of, or use their position to influence any decision and did not receive or become entitled to receive any form of payment as a result of their appointment. Such persons shall not file either an Assuming or Leaving Office Statement.
4. Filing Statements. All Statements shall be supplied by Rocketship or the individual California public charter schools it operates. All Statements shall be filed with Rocketship or the individual California public charter schools it operates. The filing officer of Rocketship or the individual California public charter schools it operates, shall make and retain a copy and forward the original to the County Board of Supervisors.

IV. STATEMENTS OF ECONOMIC INTERESTS: CONTENTS OF AND TIME PERIOD COVERED BY THE STATEMENTS

- A. Contents of Initial Statements. Initial Statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code and income received during the 12 months prior to the effective date of the Code.
- B. Contents of Assuming Office Statements. Assuming Office Statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office and income received during the 12 months prior to the date of assuming office.
- C. Contents of Annual Statements. Annual Statements shall disclose any reportable investments, interest in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first Annual Statement shall begin on the effective date of the Code or date of assuming office, whichever is later. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition or disposal.
- D. Contents of Leaving Office Statements. Leaving Office Statements shall disclose reportable investments, interest in real property, income and business positions held or received during the period between the closing date of the last statement filed and the date of leaving office. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition or disposal.

V. STATEMENTS OF ECONOMIC INTERESTS: MANNER OF REPORTING

A. Investment and Real Property Disclosure

When an investment or interest in real property is required to be disclosed, the statement shall contain the following:

1. A statement of the nature of the investment or interest;
2. The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;
3. The address or other precise location of the real property; and
4. A statement whether the fair market value of the investment or interest in real property exceeds one thousand dollars (\$1,000), exceeds ten thousand dollars (\$10,000), or exceeds one hundred thousand dollars (\$100,000). This information need not be provided with respect to an interest in real property which is used principally as the residence of the filer. Reportable investments or interest in real property do include those in excess of one thousand dollars (\$1,000) held by the filer's spouse and dependent children as well as a pro rata share of any investment or interest in real property of any business entity or trust in which the filer, spouse and dependent children together own a direct, indirect or beneficial interest of 10% or more.

B. Personal Income Disclosure

Personal income is required to be reported under this Code, the statement shall contain the following:

1. The name and address of each source of income aggregating \$250 or more in value or \$50 or more in value if the income was a gift, and a general description of the business activity, if any, of each source;
2. A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars (\$1,000) or less, greater than one thousand dollars (\$1,000), or greater than ten thousand dollars (\$10,000);
3. A description of the consideration, if any, for which the income was received;
4. In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift and the date on which the gift was received; and

5. In the case of a loan, the annual interest rate and the security, if any, given for the loan.

C. Business Entity Income Disclosure

When income of a business entity, including income of a sole proprietorship, is required to be reported, the statement shall contain:

1. The name, address, and a general description of the business activity; and
2. The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such a person was equal to or greater than ten thousand dollars (\$10,000).

D. Business Positions Disclosure

When reporting business positions, a designated employee shall list the name of each business entity not specified above in which he/she is a director, officer, partner, trustee, employee, or in which he/she holds any position of management; a description of the business activity in which the entity is engaged; and designated employee's position with the business entity.

VI. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Rocketship decision (or the decisions of the California public charter schools it operates) which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

- A. Any business entity or real property in which the designated employee has a direct or indirect investment or interest worth one thousand dollars (\$1,000) or more.
- B. Any source of income totaling two hundred fifty dollars (\$250) or more provided or promised to the designated employee within twelve months prior to the decision. (This category does not include gifts or loans made at regular rates by commercial lending institutions.)
- C. Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or any kind of manager.
- D. Any donor of gifts totaling \$250 or more in value provided or promised to the designated within twelve months prior to the decision; any intermediary or agency for such a donor.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the designated employee's participation legally required.)

VII. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) **and** comply with any applicable provisions of the Rocketship bylaws.

VIII. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of Rocketship Education, a California nonprofit public benefit corporation; that this conflict of interest code is the conflict of interest code as adopted by the Board of Directors on February 28, 2006; and that this conflict of interest code has not been amended or modified since that date.

2/28/06
Date

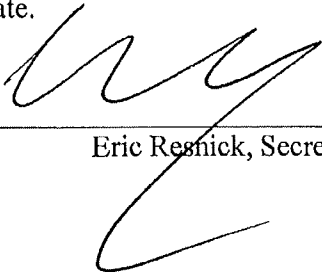

Eric Resnick, Secretary

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e. categories 1, 2, and 3).
- A. Members of the Governing Board
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO, Secretary, CFO, etc.)
 - D. Executive Director
 - E. Principal
 - F. Assistant Principals
 - G. Chief Business Officer
 - H. Director Personnel Services
 - I. Assistant Director of Personnel Services
 - J. Consultants¹
 - K. Other Employees²
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."
- A. Purchasing Manager
 - B. Assistant Business Officer
 - C. Other Employees³
- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."
- A. Information Systems Technician
 - B. Contractor
 - C. Other Employees⁴

¹ The Chief Executive Officer may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

² "Other Employees" include any employee occupying a position that requires the employee to make a governmental decision that foreseeably and materially affects a personal financial interest, source of income, or a business position in a business entity.

³ "Other Employees" include any employee with authority to make purchases that may foreseeably and materially affect an investment and/or business position in business entities or who are in a position to influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

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

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

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

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

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

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

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds \$1,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$250 or more in value or \$50 or more in value if the income was a gift during the preceding 12-month reporting period.)

Category 2 Reporting:

⁴ "Other Employees" include employees with authority to make purchases that may foreseeably and materially effect investments and business positions in business entities which provide services, supplies, materials, or equipment in which the employee has authority to purchase.

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

**RESOLUTION OF THE BOARD OF DIRECTORS
OF
ROCKETSHIP EDUCATION**

WHEREAS, Rocketship Education, a California nonprofit corporation (the "Corporation") has been formed to manage, operate, guide, direct and promote one or more public charter schools (the "Charter Schools").

WHEREAS, in order to most efficiently fulfill its obligations to the Charter Schools, the Corporation's Board of Directors has delegated certain authority to previously-established committees of the Board of Directors ("Board Committees").

WHEREAS, Article VII, Section 23 of the Corporation's Bylaws require authority to be delegated to Board Committees via resolution.

WHEREAS, the Corporation desires to amend and restate the authority delegated to each Board Committee.

NOW, THEREFORE, BE IT RESOLVED, that the Corporation has previously established a standing Business Committee and Executive Committee that meet quarterly or on the frequency determined by the Corporation's Chief Executive Officer and the Board Chair.

RESOLVED FURTHER, that the Corporation has previously from time-to-time formed an ad-hoc Achievement Committee, ad-hoc Development Committee and ad-hoc Audit Committee that meet on the frequency determined by the Corporation's Chief Executive Officer and the Board Chair.

RESOLVED FURTHER, that the Business Committee shall have the authority to: (i) approve the Corporation's audit, (ii) approve changes to the Corporations' bank accounts, (iii) approve changes to employee benefits and plans, (iv) approve changes to the Corporation's investment policies, (v) approve the Corporation's lease or acquisition of real property, (vi) approve the Corporation's entry into financing transactions and execution of associated documents, (vii) approve through the greenlighting process new facility sites to be developed for the Corporation's use and (viii) review Launchpad Development Company actions that require the Corporation's consent and recommend to Executive Committee for final approval;

RESOLVED FURTHER, that the Executive Committee shall have the authority to: (i) approve changes to the Charter Schools' academic model, (ii) approve preparation and submissions of material revisions to Charter Schools' charter contracts, (iii) approve the Corporation's entry into non-financing contracts, (iv) approve the Corporation's entry into non-facility contracts, (v) review new school/new region greenlighting decisions and recommend to the Board for final approval, (v) approve Corporation staff compensation, (vi) appoint any disciplinary panel required for operation of Charter Schools and (vii) consent on behalf of the Corporation to Launchpad Development Company actions recommended by the Business Committee;

EXECUTION VERSION

RESOLVED FURTHER, that the ad-hoc Achievement Committee, ad-hoc Development Committee, and ad-hoc Audit Committee have no delegated Board authority and may exist solely to provide advice to the Board on an as-needed basis.

RESOLVED FURTHER, that this Resolution shall take effect and be in full force immediately after their adoption by the Board.

RESOLVED FURTHER, that the officers, agents and employees of the Corporation, and each of them, are hereby authorized, directed and empowered, for and on behalf of the Corporation, to execute and deliver any and all documents, instruments and agreements, and to perform or cause to be performed any and all acts as may, in their judgment, be necessary or desirable to accomplish the purposes of the Resolution.

RESOLVED FURTHER, that the terms of this Resolution as they relate to delegation of duties to Board Committees supersedes all previously adopted resolutions on this topic.

ADOPTED by the Board pursuant to a meeting duly held on February 28, 2013, at which a quorum was present.

Date: March 1, 2013



Alex Hernandez
Board Secretary

Adam John Nadeau

38 N Almaden Blvd / San Jose, CA 95110
615•294•8992 / anadeau@rsed.org

EDUCATION

2006 KIPP School Leadership Institute at Stanford University
2001-2003 Peabody College at Vanderbilt University.
M.Ed. in Elementary Education w/ Licensure (K-8).
1997-2001 Middlebury College
B.A. in History, Art History Minor. Academic All-American. Varsity Swimming Team. Program Director, Middlebury College Swim School.
1993-1997 Hume-Fogg Academic High School

PROFESSIONAL EXPERIENCE

2011-present Rocketship Mosaic Elementary
Founding Principal
2010-2011 Rocketship Los Sueños Academy
Principal
2010 Rocketship Education
Principal-in-Training
2009-2010 Rocketship Mateo Sheedy Elementary
Teacher, 4th & 5th Grade Literacy
2005-2009 KIPP Academy Nashville
Founding Teacher, Grade-Level Chair, Department Chair, Instructional Coach
2004-2005 Meigs Magnet Middle School
Advanced Mathematics/Creative Writing Teacher, 6th Grade.
2003-2004 John Trotwood Moore Middle School
Language, Math, and Science Teacher, 5th Grade.

COMMUNITY INVOLVEMENT

2007-2009 Gabe's My Heart, Inc.
Board Member.
• Assisted in organizational growth planning and fundraising
• Designed educational program for children living with cancer
2003-2004 Belle Meade Country Club
Swim Team Head Coach.
2002-2003 Big Brothers, Big Sisters of Middle Tennessee
Volunteer Big Brother.
1998-2002 Hillwood Country Club
Swim Team Head Coach.

RESEARCH PAPERS

- *Is Mobile Telephone Banking Really “Banking?”* (forthcoming 2010) (examining the economics and political economy of mobile telephone banking in Africa and India, and analyzing whether the regulatory environment in which it exists is appropriate).
- *The Average Consumer Fallacy*, WAKE FOREST LAW REVIEW (forthcoming Summer 2010) (demonstrating that non-price terms in form contracts, including “hidden” terms, are often beneficial to non-drafting, “one-shot” players and consumers because of competitive forces).
- *The New Forum-Shopping Problem in Bankruptcy* (with Todd Zywicki) Utah Law Review (forthcoming 2010) (detailing the procedural device permitted by the bankruptcy judge in the “Anna Nicole Smith” case, which enables a state court litigant to circumvent state law outcomes by filing the same case in a federal bankruptcy court).
- *What Is the Government’s Role in Regulating and Promoting Morals . . . Seriously?* HARVARD JOURNAL OF LAW & PUBLIC POLICY, December 2007 (employing the taxonomy of Lon Fuller’s “Morality of Law” to argue that government regulation of morals is inefficient, and is deeply rooted in the immoral royal adultery that led to the English Reformation and the fusion of the Church of England with the state).
- *Protecting Consumers From Consumer Protection: Watters v. Wachovia Bank*, 6 CATO SUPREME COURT REVIEW 251 (2007) (arguing that the economics and proliferation of pernicious state consumer protection laws favor federal preemption of state banking regimes and enhance, rather than undermine, jurisdictional competition and federalism).
- *Law and Order Without Coercion*, 22 JOURNAL OF PRIVATE ENTERPRISE 37 (2007) (challenging the “public goods” and “common pool” justifications for government regulation, and surveying the literature on the historical and contemporary examples of complex private systems achieving order and coordination without government intervention).
- *Shopping for Law in a Coasean Market*, 1 NYU JOURNAL OF LAW & LIBERTY 112 (2005) (employing Ronald Coase’s *The Theory of the Firm* to compare the relative agency and monitoring costs of adjudication and legislation as characterized in Friedrich Hayek’s LAW, LEGISLATION, AND LIBERTY).
- *“Delaware is Not a State”: Are We Witnessing Jurisdictional Competition in Bankruptcy?* 55 VANDERBILT LAW REVIEW 1845 (2003) (presents results of interviews with lawyers and judges, and their explanations for the sudden growth in Delaware corporate bankruptcy filings, and analyzes these explanations in light of the literature on jurisdictional competition).
- *Limiting Liability Through Bankruptcy*, 70 UNIV. CINCINNATI LAW REVIEW 1245 (2003) (employs the history of bankruptcy law prior to the development of corporate law to examine the operation of bankruptcy as a limited liability device for business entities, thereby explaining the most troublesome modern cases involving the circumvention of non-bankruptcy law).
- *A Modest Proposal for Bankruptcy Reform*, 5 THE GREEN BAG 2D 269 (2002) (presents a tongue-in-cheek argument, in the spirit of Jonathan Swift, for the reinvigoration of debtors’ prison in light of the failure of stigma and shame to check the spread of consumer bankruptcy).
- *The Venture Capital Investment Bust: Did Agency Costs Play a Role? Was it Something Lawyers Helped Structure?* 76 CHICAGO-KENT L. REV. 211 (2001) (with Joseph Bankman) (presents results of interviews with venture capitalists, entrepreneurs, and institutional investors, explaining why venture capital firms continued to raise and invest funds when the fund managers claim to have known that the market for technology investments was overvalued prior to the technology market crash of April 2000).

RESEARCH PAPERS (continued)

- *The Federalist Cost of Bankruptcy Exemption Reform*, 74 AM. BANKR. L.J. 253 (2000) (characterizes bankruptcy as an institution with federalist origins and structure which is important for the preservation of other, non-bankruptcy institutions and values, which are in turn threatened by bankruptcy exemption reform).
- *A Calculus Without Consent: Mass Tort Bankruptcies, Future Claimants, and the Problem of Third Party Non-Debtor "Discharge."* 84 IOWA L. REV. 753 (1999) (questions the non-consensual nature of third party non-debtor "discharge" plans in complex Chapter 11 cases, and the consequent circumvention of non-bankruptcy law through these devices).

RESEARCH PAPERS IN PROGRESS

- *The Preference for Preferences: Liquidation and Dividend Preferences in Venture Capital Contracting*, (forthcoming Spring 2010) (presents results of interviews with venture capitalists and their lawyers, explaining the pervasiveness of preferred stock with liquidation and dividend preferences as transactions-cost-lowering asset control devices similar to blanket security interests in debt finance).
- *Predatory Lending Laws and Their Victims*, (empirical analysis of 2006 Illinois Predatory Lending Act, which requires loans in select poor neighborhoods to be reviewed by the Cook County Mortgage Review Board, resulting in higher loan costs for low income borrowers, and lower home prices for low income home owners).
- *Secured Credit as Asset Partition* (examines the historic and contemporary uses of secured credit as an indispensable asset partitioning device, challenging recent scholarship declaring this function to be the essential role of organizational law).
- *Blessed Be Bankruptcy* (examines the consequences and complexities of bankruptcy filings by Roman Catholic Archdiocese in response to tort suits arising from priest misconduct).

BOOK CHAPTERS

- *Johns-Manville and the Dawn of Asbestos Mass Tort Bankruptcies*, in BANKRUPTCY STORIES (Robert Rasmussen, ed. 2007).
- *The Federalist Cost of Bankruptcy Exemption Reform*, in FOUNDATIONS OF BANKRUPTCY LAW (Barry E. Adler, ed., 2005).

OPINION and COMMENTARY

- *Consumer Bankruptcy Is Insurance For Which the Insured Need Not Pay or Save*, BOSTON REVIEW (September/October 2005).
- *Discourse in the Garden of Good and Evil*, 37 J. BLACKS IN HIGHER ED. (Autumn 2002).
- *Confessions of an Undesirable Downtown Shopper*, PITTSBURGH POST-GAZETTE, Sunday, July 16, 2000.
- *Medallion Monopoly Drives Taxicab Racism*, 9 LIBERTY & LAW 4 (February 2000).

BOOK REVIEWS

- *Towards a Post-Apartheid Future: Political & Economic Relations in Southern Africa*, Gavin Maasdorp & Alan Whiteside, editors, 13 NW. J. OF INT'L L. & BUS. 711 (1993).
- *Rethinking the Regulation Reflex: ANARCHY, STATE AND PUBLIC CHOICE*, by Edward Stringham, 20 J. AUSTRIAN ECONOMICS 1 (forthcoming 2009).

BRIEFS

- *Waters v. Wachovia Bank, N.A.*, Supreme Court of the United States, No. 05-1342, Brief of Economists and Scholars Marcus Cole, Christopher Demuth, Richard Epstein, Robert Litan, Michael Staten, Peter Wallison and Todd Zywicki in Support of Respondents (arguing that consumer protection laws actually harm the very people they purport to protect).
- *Bush v. Holmes*, Supreme Court of Florida, Case Numbers SC04-2323, SC04-2324, and SC04-2325, on behalf of *amicus curiae* the Black Alliance for Educational Options, the Hispanic Counsel for Reform and Educational Options, the Center for Education Reform, and the Reason Foundation (defending the Florida Opportunity Scholarship program by illustrating its demonstrated benefits for African-American and Hispanic children throughout Florida, and showing parallel improvements in the educational experience of children in similar programs other states).
- *Marshall v. Marshall*, U.S. Court of Appeals, 9th Cir., No. 02-56002, Brief of *Amicus Curiae* in Support of Appellant-Cross Appellee Elaine T. Marshall (arguing that a state-law claim, raised as a counterclaim in a bankruptcy proceeding, is not a “core proceeding” under the Bankruptcy Code for which bankruptcy judges enjoy expansive powers enabling them to overturn state court determinations of that state-law claim).
- *In re Integrated Telecom Express, Inc. (NMSBPCSLDHB, L.P. (“The Landlord”) v. Integrated Telecom Express, Inc. et al.)*, U.S. Court of Appeals, 3rd Cir., No. 04-2411, Brief of *Amicus Curiae* in Support of Appellant (with Robert K. Rasmussen and David A. Skeel, Jr.) (Opposing a solvent company’s use of bankruptcy to evade breach of contract damages).
- *In re Owens Corning*, U.S. Court of Appeals, 3rd Cir., No. 04-4080 Brief of *Amicus Curiae* in Support of Appellant (with Robert K. Rasmussen, Barry Adler, Ronald Mann, Susan Block-Lieb, Marcel Kahan, and David Skeel, Jr.) (arguing that substantive consolidation be reserved for the rare circumstances where the corporate form has been used to deceive creditors).
- *Lucent Technologies, Inc. v. Shubert*, U.S. Court of Appeals, 3rd Cir., No. 07-2569, Brief of *Amicus Curiae* in Support of Appellant (with Robert K. Rasmussen and Edward R. Morrison) (arguing that a publicly-traded company is neither a “per se insider” nor a “non-statutory insider” of a debtor for purposes of bankruptcy).

PROFESSIONAL HONORS and ACTIVITIES

- “Outstanding Instructor of the Year,” Northwestern University School of Law May 2002
- Board of Advisors, The Independent Institute, Oakland, California January 2007
- Editorial Board, CATO SUPREME COURT REVIEW, The Cato Institute, February 2002-Present
- John M. Olin Fellow, University of Southern California Law Center, March-April 1998
- Junior Faculty Fellow, Property & Environment Research Center, Bozeman June 1999

SELECTED PRESENTATIONS

- **Keynote Address: What We Do and Don't Know About Banking Regulation and the Financial Crisis**, The Hayek Institute, Conference on Austrian Economics, Vienna, Austria, October 1, 2010.
- **iBootstraps: Is Mobile Telephone Banking Really 'Banking'?**, Notre Dame Law School, September 27, 2010.
- **iBootstraps: Is Mobile Telephone Banking Really 'Banking'?**, Stanford Law School Faculty Workshop, September 15, 2010.
- **The 'Average Consumer' Fallacy**, Wake Forest Law Review Symposium on Contract Law, March 26, 2010.
- **God, Government, or Me: Who Decides What's Moral?** The Veritas Forum, Tulane University, February 8, 2010.
- **Chipping Away at Chapter 11: How Judicial Inaction and Forum Shopping are Injecting Insecurity into the U.S. Bankruptcy Process**, Washington Legal Foundation, October 7, 2009.
- **Anna Nicole Smith Goes Shopping: The New Forum Shopping Problem in Bankruptcy**, Stanford Law School Faculty Workshop, August 19, 2009.
- **Protecting Consumers From Consumer Protection: An Empirical Analysis of American Consumer Protection in Mortgage Markets**, Universiteit van Amsterdam Center for Law and Economics, Amsterdam Law School, October 3, 2008.
- **Protecting Consumers From Consumer Protection: Watters v. Wachovia Bank**, Cato Institute Constitution Day Conference, Washington, D.C., September 17, 2007.
- **The Law and Economics of the Regulatory State**, Cato University, San Diego, July 25, 2007.
- **Law and Order Without Coercion**, Cato University, San Diego, July 25, 2007.
- **Property, Contract, & a Free Society**, Cato University, San Diego, July 24, 2007.
- **The Christian Libertarian's View of Government's Role in the Regulation and Promotion of Morals**, The Federalist Society National Student Symposium, "Law & Morals," Northwestern University School of Law, February 24, 2007.
- **The Essential Role of Politics in Judges and Judging**, Council on Public Policy, Bucerius Law School, Hamburg, Germany, February 7, 2007.
- **Director and Creditor Liability in the "Zone of Insolvency" and in "Deepening Insolvency,"** American College of Business Court Judges, Brookings Institution, November 17, 2006.
- **The Preference for Preferences: Liquidation and Dividend Preferences in Venture Capital Contracts**, University of Florida Center for Technology Law, November 16, 2006.
- **The End of Chapter 11**, Conference on Empirical Legal Studies, University of Texas at Austin, October 27, 2006.
- **Rules Without Regulation**, Plenary Lecture, The Association For Private Enterprise Education, Las Vegas, Nevada, April 4, 2006.
- **Rationalizing the Irrational Contract: The Harm of Predatory Lending Laws**, Stanford Law School Faculty Workshop, September 20, 2006.
- **The Social Cost of Behavioral Law & Economics**, Civil Society Institute Lecture, Santa Clara University, October 26, 2005.
- **The Preference for Preferences**, University of British Columbia Faculty of Law, Vancouver, Canada, October 24, 2005.
- **Director Liability in the Zone of Insolvency**, Stanford Faculty Workshop, August 17, 2005.
- **What Public Choice Theory Can Tell Us About Public Interest Litigation**, Institute for Justice National Public Interest Student Law Conference, Georgetown Law Center, July 31, 2005.

SELECTED PRESENTATIONS (continued)

- *The Social Cost of Behavioral Law & Economics*, The Table, Carefree, Arizona, June 1, 2005.
- *Juror and Moderator, Stanford-Yale Junior Faculty Forum, Bankruptcy Panel*, Stanford Law School, May 28, 2005.
- *The Preference for Preferences: Liquidation and Dividend Preferences in Venture Capital Contracting*, Harvard-Texas Conference on Commercial Law, Austin, Texas, April 8, 2005.
- *Moderator: The Future of Black Lawyers in Large Law Firms*, Stanford Black Law Students Association, Stanford Law School, February 19, 2005.
- *The Law & Economics of Regulation*, Cato University, San Diego, California, July 27, 2004.
- *Law and Order Without Coercion*, Cato University, San Diego, California, July 26, 2004.
- *Property, Contract, & a Free Society*, Cato University, San Diego, California, July 25, 2004.
- *Shopping for Law in a Coasean Market*, The Table, Carefree, Arizona, June 4, 2004.
- *The Preference for Preferences*, Stanford Law School Faculty Workshop, June 2, 2004.
- *Panel Chair: Bankruptcy & Creditors' Rights*, American Law & Economics Association, Northwestern University School of Law, Chicago, May 7, 2004.
- *The Preference for Preferences*, Willamette Law Review Symposium, "Venture Capital After the Bubble," Portland, Oregon, March 5, 2004.
- *The Rise of Black Conservatives*, Stanford Law School Federalist Society and the Stanford Law School Black Law Students Association, February 24, 2004.
- *Moderator: Private Property vs. Environmentalism – Enemies or Allies?* Federalist Society for Law & Public Policy, 23rd Annual National Symposium, "Private Law: The New Regulatory Frontier for Liberty," Vanderbilt Law School, Nashville, Tennessee, February 21, 2004.
- *The Tragedy of Compassion in American Bankruptcy*, Santa Clara Law Review Symposium, "Relief From Debt As Part of the Safety Net," Santa Clara, California, January 30, 2004.
- *The Law and Economics of Regulation*, Cato University, San Diego, August 6, 2003.
- *Law and Order Without Coercion*, Cato University, San Diego, California, August 4, 2003.
- *Property, Contract, & A Free Society*, Cato University, San Diego, California, August 2, 2003.
- *Private Dissolution and Restructuring of Failed Technology Firms in Silicon Valley*, the Hoover Institution Economics Seminar, Stanford, May 12, 2003.
- *Limiting Liability Through Bankruptcy*, Florida State Law Faculty Workshop, April 9, 2003.
- *Third Party Non-Debtor "Discharge" and Releases in Chapter 11 Cases*, American Bar Association, Annual Meeting Luncheon, Los Angeles, April 3, 2003.
- *Moderator: Crime, Punishment, and Human Dignity*, 22nd Annual Federalist Society Symposium, Notre Dame Law School, February 22, 2003.
- *Birds, Baptists, and Bootleggers: Economic Analysis and the Roots of Regulation*, Cypress Semiconductor Freedom Seminar, San Jose, California, September 27, 2002.
- *"Delaware is Not a State": Are We Witnessing Jurisdictional Competition in Bankruptcy?*, University of San Diego Law School Faculty Workshop, April 19, 2002.
- *Third Party Non-Debtor "Discharge" and Releases in Chapter 11*, American Bar Association, Annual Meeting, Boston, April 4, 2002.
- *Intellectual Property as Executory Contract in Bankruptcy*, American Bar Association, Annual Meeting of the Section on Business Law, Boston, April 4, 2002.
- *Limiting Liability Through Bankruptcy*, Northwestern University School of Law Faculty Zodiac Workshop on the Law of Property, March 13, 2002.

SELECTED PRESENTATIONS (continued)

- ***“Delaware is Not a State”: Are We Witnessing Jurisdictional Competition in Bankruptcy?***, Northwestern University Law Faculty Workshop, March 7, 2002.
- ***Bankruptcy As Asset Partition***, University of Cincinnati Law Review Symposium on Corporate Bankruptcy and Corporate Law, March 1, 2002.
- ***“Delaware is Not a State”: Are We Witnessing Jurisdictional Competition in Bankruptcy?***, *Symposium: The “Delawarization” of Corporate Bankruptcy*, Vanderbilt University Law School, Nashville, February 22, 2002.
- ***“Delaware is Not a State”: Are We Witnessing Jurisdictional Competition in Bankruptcy?***, Florida State University Law Faculty Workshop, February 15, 2002.
- ***Moderator: Teaching, Scholarship, and Revised Article 9 of the Uniform Commercial Code, AALS Section on Debtors’ and Creditors’ Rights***, New Orleans, Louisiana, January 4, 2002.
- ***Why Delaware? An Empirical Analysis of Jurisdictional Competition in Bankruptcy***, Moller Conference on Bankruptcy, University of Texas at Austin School of Law, November 2, 2001.
- ***The Federalist Cost of Bankruptcy Exemption Reform***, National Conference of Bankruptcy Judges, Annual Meeting, Orlando, Florida, October 17, 2001.
- ***The Venture Capital Investment Bust: Did Agency Costs Play a Role? Was it Something Lawyers Helped Structure?*** Stanford Law School Faculty Workshop, October 10, 2001.
- ***The Venture Capital Investment Bust: Did Agency Costs Play a Role? Was it Something Lawyers Helped Structure?***, Northwestern Law Faculty Workshop, September 20, 2001.
- ***Bankruptcy and Mass Tort Cases: The Special Case of Asbestos Litigation***, The Rand Center for Public Policy Analysis, Santa Monica, California, July 12, 2001.
- ***Informal Guarantees in High Technology Financing: The Case of Silicon Valley Commercial Real Estate***, Stanford Law School Faculty Workshop, June 13, 2001.
- ***Bankruptcy as a Vehicle for Exploring Other Values***, American Association of Law Schools Workshop on Bankruptcy, St. Louis, Missouri, May 18, 2001.
- ***Informal Guarantees in High Technology Financing: The Case of Silicon Valley Commercial Real Estate***, American Law & Economics Association, Georgetown Law Center, Washington, D.C., May 10, 2001.
- ***The Natural Law Jurisprudence of Malcolm X***, University of Virginia School of Law, The Federalist Society for Law & Public Policy Studies, April 19, 2001.
- ***Informal Guarantees in High Technology Financing: The Case of Silicon Valley Commercial Real Estate***, GMU Law School Faculty Workshop, Arlington, April 18, 2001.
- ***The Venture Capital Investment Bust: Did Agency Costs Play a Role? Was it Something Lawyers Helped Structure?*** Chicago-Kent College of Law, Conference on Practice Informing the Theory of Business Law, April 5, 2001.
- ***Informal Guarantees in High Technology Financing: The Case of Silicon Valley Commercial Real Estate***, Vanderbilt University Law & Economics Colloquium, Nashville, Tennessee, October 10, 2000.
- ***The Federalist Cost of Bankruptcy Exemption Reform***, Stanford Law School Faculty Workshop, October 18, 1999.
- ***The Problem of Third Party Non-Debtor “Discharge” and Future Claimants Under Chapter 11***, San Francisco Bar Association, June 8, 1999.
- ***Separation of Church and State: The Case of School Vouchers***, Commonwealth Club of California, January 6, 1999.

ACADEMIC CONFERENCES

- *Conference on Austrian Economics*, Hayek Institute, Vienna, Austria, October 1, 2010.
- *Hayek on Law, Legislation and Liberty*, The Federalist Society, August 19-20, 2010.
- *Contract Law in Context*, Wake Forest University, Winston-Salem, NC, March 26, 2010.
- *The Business of Law*, Bucerius Law School, Hamburg, Germany, September 3-5, 2009.
- *The Collected Writings of Justice James Wilson*, University of St. Andrews, Scotland, March 26-29, 2009.
- *Intellectuals and Ideology*, Santa Monica, California, March 4-7, 2008.
- *Immigration, Identity & Community*, Linfield College, Portland, October 4-7, 2007.
- *The Law & Political Science of Environmental Policy*, Property & Economy Research Council, Emigrant, Montana, September 20-23, 2007.
- *Cato Institute Constitution Day*, Washington, D.C., September 17, 2007
- *Deirdre McCloskey's "The Bourgeois Virtues,"* Liberty Fund, Indianapolis, May 3-5 2007.
- *The Federalists, The Anti-Federalists, and the Constitution They Created*, The Federalist Society for Law & Public Policy, La Jolla, California, March 8-11, 2007.
- *Law and Morality*, The Federalist Society Twenty-Fifth Anniversary National Law Student Symposium, Northwestern University School of Law, Chicago, February 23-24, 2007.
- *Legal Cultures & the Atlantic Divide*, Bucerius Law School, Hamburg, February 6-7, 2007.
- *Governance in Higher Education*, The Philanthropy Roundtable, Ft. Lauderdale, Florida, December 7-10, 2006.
- *Mont Pelerin Society General Meeting*, Guatemala City, Guatemala, November 4-9, 2006.
- *Conference on Empirical Legal Studies*, University of Texas, Austin, October 27-28, 2006.
- *Liberty and Formal Equality*, Liberty Fund, Glenn Arbor, Michigan, October 19-22, 2006.
- *The Rule of Law and Liberty*, Liberty Fund, Tucson, Arizona, October 12-15, 2006.
- *Liberty in the Company of Strangers*, Liberty Fund, San Francisco, March 2-5, 2006.
- *Institute for Humane Studies Law Conference*, Washington, D.C., February 10-12, 2006.
- *The Writings of James Madison*, Liberty Fund, San Diego, California, January 5-8, 2006.
- *The Rule of Law in the Plays of Works of Shakespeare*, Liberty Fund, October 13-16, 2005.
- *The Table*, Carefree, Arizona, June 1-3, 2005.
- *Stanford-Yale Junior Faculty Forum, Bankruptcy Panel*, Stanford, May 27-28, 2005.
- *American Law & Economics Association Annual Meeting*, New York, May 6-8, 2005.
- *Harvard-Texas Conference on Commercial Law Realities*, Austin, Texas, April 8, 2005.
- *Liberty in the Writings of George Orwell*, Liberty Fund, San Diego, March 17-20, 2005.
- *The Writings of Pierre Goodrich*, Liberty Fund, Indianapolis, October 15-17, 2004.
- *The Philadelphia Society*, General Meeting, Philadelphia, September 1-3, 2004.
- *The Mont Pelerin Society*, General Meeting, Salt Lake City, August 13-18, 2004.
- *Imprisonment, Punishment, & Liberty*, Liberty Fund, Chicago, Illinois, June 24-27, 2004.
- *The Table*, Carefree, Arizona, June 3-6, 2004.
- *American Law & Economics Association Annual Meeting*, Chicago, Illinois, May 7, 2004.
- *Liberty and Law*, Institute for Humane Studies, Chicago, Illinois, March 19-21, 2004.
- *Venture Capital After the Burst of the Bubble*, Willamette Law Review Symposium, Portland, Oregon, March 5, 2004.
- *Private Law: The New Frontier for Limited Government*, Federalist Society National Symposium, Vanderbilt University Law School, Nashville, Illinois, February 20-21, 2004.
- *Relief From Debt as Part of the Safety Net*, Santa Clara Law Review, January 30, 2004.

ACADEMIC CONFERENCES (continued)

- *Hayek: Law, Legislation, and Liberty*, Liberty Fund, Tucson, November 20-23, 2004.
- *Liberty, Responsibility & Individualism in Ralph Ellison's Invisible Man*, Oklahoma City, Oklahoma, November 6-9, 2003.
- *National Conference of Bankruptcy Judges*, San Diego, California, October 15, 2003.
- *The Bankruptcy Code After 25 Years*, American Bankruptcy Institute, Georgetown University Law Center, October 10-11, 2003.
- *Political and Social Institutions of Liberty*, Seattle, Washington, September 25-28, 2003.
- *The Tragedy of the Anti-Commons*, University of California at Irvine, April 10-13, 2003.
- *Burst of the Bubble: Lessons and Opportunities from the Dot-com Collapse*, Stanford Program in Law, Science & Technology, October 23, 2002.
- *The Mont Pelerin Society*, General Meeting, London, England, October 5-10, 2002.
- *The Liberalization of UK Utility Markets*, Institute for Economic Affairs, London, England, October 9, 2002.
- *National Conference of Bankruptcy Judges*, Chicago, Illinois, October 3, 2002.
- *The Problematics of Jurisprudence*, Liberty Fund, Indianapolis, Indiana, May 3-5, 2002.
- *Slippery Slopes and Liberty*, NYU Center for Austrian Economics, April 5-7, 2002.
- *University of Cincinnati Law Review Symposium on Corporate Bankruptcy and Corporate Law*, Cincinnati, Ohio, March 1, 2002.
- *Vanderbilt Law Review Symposium on the "Delawarization" of Bankruptcy Law*, Nashville, Tennessee, February 22-23, 2002.
- *American Association of Law Schools Section on Debtors' and Creditors' Rights*, New Orleans, Louisiana, January 2-6, 2002.
- *University of Pennsylvania Institute for Law and Economics, Roundtable on Corporate Bankruptcy Law*, Philadelphia, December 7, 2001.
- *Arthur Moller Conference on Empirical Research in Bankruptcy Law*, The University of Texas at Austin, School of Law, November 2-3, 2001.
- *National Conference of Bankruptcy Judges*, Orlando, Florida, October 17, 2001.
- *Bankruptcy and Mass Tort Cases: The Special Case of Asbestos Litigation*, The Rand Center for Public Policy Analysis, Santa Monica, California, July 12, 2001.
- *AALS Bankruptcy Workshop*, St. Louis, Missouri, May 18, 2001.
- *American Law & Economics Association Annual Meeting*, Georgetown University Law Center, Washington, D.C., May 10-12, 2001.
- *Bankruptcy & Tobacco Litigation*, Boalt Hall School of Law, Berkeley, April 20, 2001.
- *Practice Informs Theory: Empirical Analyses of Business Law*, Illinois Institute of Technology Chicago-Kent College of Law, Chicago, Illinois, April 5, 2001.
- *Norms, Law, and Liberty*, PERC, Chico Hot Springs, Montana, March 22-25, 2001.
- *Liberty & Society*, Institute for Civil Society, Alexandria, Virginia, June 17-19, 2000.
- *Liberty & the Four Horsemen*, The Federalist Society, Alexandria, VA, May 29-31, 2000.
- *American Law & Economics Association Annual Meeting*, New York, May 1-3, 2000.
- *Free Market Environmentalism in Theory and in Practice*, the Political Economy Research Council, Bozeman, Montana, June 22-27, 1999.
- *American Law & Economics Association Annual Meeting*, Yale Law School, New Haven, Connecticut, 6-8, 1999.
- *Liberty and Law*, Institute for Humane Studies, Chicago, Illinois, February 3-4, 1998.

COMMUNITY INVOLVEMENT

- President, Board of Directors, **Rocketship Charter Schools**, San Jose, California.
- Board of Directors, **Anti-Defamation League of B'nai B'rith**, Central Pacific Region.
- Member, **Abundant Life Christian Fellowship**, Mountain View, California.
- Trustee, **The Willie & Emma Granderson Memorial Foundation**, Chicago, Illinois.
- Equipment Manager, **Palo Alto Little League**.

CLERKSHIP

September 1993 to September 1994

THE HONORABLE MORRIS SHEPPARD ARNOLD,

Circuit Judge, United States Court of Appeals for the Eighth Circuit.

LEGAL EXPERIENCE

MAYER, BROWN & PLATT

Associate, Commercial Litigation

August 1994 to June 1997

- Practiced general federal litigation in cases involving bankruptcy, admiralty, products liability, antitrust, employment law, and mass tort diversity actions.

NORTHWESTERN UNIVERSITY SCHOOL OF LAW

Teaching Assistant - Prof. Daniel Polsby

Fall 1992

CITY OF CHICAGO DEPARTMENT OF LAW

Law Clerk

Summer 1991

EDUCATION

NORTHWESTERN UNIVERSITY SCHOOL OF LAW

Doctor of Jurisprudence, May 1993.

- Honors: Editor-in-Chief, Northwestern Journal of International Law and Business
Dean's List
- Activities: Northwestern University Legal Clinic
Northwestern National Frederick Douglass Moot Court Team
Class Representative, Northwestern Student Bar Association
- LSAT: 98th percentile

CORNELL UNIVERSITY

Bachelor of Science in Applied Economics, May 1989.

- Honors: Dean's List
National Merit Commendation
- Activities: Hammerthrow, Cornell Varsity Track and Field
Contributing Editor, *US Black Engineer*, Baltimore, Maryland
Staff Writer, *Umoja Sasa News Journal*, Ithaca, New York

ALEX HERNANDEZ

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- Education* **STANFORD UNIVERSITY** Stanford, CA
Master of Business Administration / Master of Arts in Education.
- CLAREMONT MCKENNA COLLEGE** Claremont, CA
Bachelor of Arts with Dual Honors, Politics/Philosophy/Economics (PPE) & Economics.
- Experience*
2010 – **CHARTER SCHOOL GROWTH FUND** Broomfield, CO
Present **Partner**
CSGF invests philanthropic venture capital in the nation's highest performing charter school operators to dramatically expand their impact on underserved students.
- Lead partner for charter school portfolio investments in California and Texas.
 - Manage CSGF's "next-generation schools" investment strategy, designed to reinvent schooling through innovative, blended learning approaches.
- 2007-2009 **ASPIRE PUBLIC SCHOOLS** Central Valley / Oakland, CA
Area Superintendent, Central Valley
Aspire is the largest non-profit manager of public charter schools in California and is nationally-recognized for increasing student achievement in urban areas.
- Area Superintendent for the California Central Valley, Aspire's largest region with 11 schools, ~3,700 students, and a \$25MM operating budget. Responsible for academic performance, profit and loss, operations and new school expansion.
 - Academic Performance Index (API) scores for the region increased by an average of 24 points per year – 3x the state average. The Aspire Port City Academy opened with the highest academic achievement of any Title I school in Aspire history; Ben Holt recognized by US News Top High Schools in America; Capitol Heights Academy named a two-time Title I Achievement Award winner for the top 5% Title I schools.
 - Increased charter school portfolio from 7 to 11 schools; negotiated seven charters.
- 2005-2007 **PORTLAND PUBLIC SCHOOLS** Portland, OR
Director of School Improvement / Broad Center Resident
Selected by The Broad Center as an emerging leader in urban education; hired by Portland Public Schools (47,000 K-12 students) for a two-year Broad fellowship in the Office of School Leadership, reporting to the Chief School Leadership Officer.
- Managed district-wide supports and interventions for schools in "program improvement" under No Child Left Behind (NCLB); funded by federal grants totaling \$2MM.
 - Designed and implemented the School Improvement Plan (SIP) process for all schools.
- 2003-2005 **INNER CITY EDUCATION FOUNDATION (ICEF)** Los Angeles, CA
Vice President of Strategic Planning
ICEF is a non-profit operator of public charter schools – California's highest-performing schools serving African-Americans in 2005. All three schools earned 8/10 API scores.
- Created ICEF's business plan and financial model, codified ICEF's innovative education model, and developed key marketing messages; earned board support for new strategic direction.

- Led effort to identify key cash flow issues and worked with CEO/CFO to improve cash flow management. Raised \$2.25MM and reduced payables from 180+ days to < 60 days.
- Assisted the CFO in structuring / negotiating ~\$10MM in short- and long-term financing vehicles. Teamed with controller to provide more transparency in audited financial statements and to structure site-level financial controls.

2001-2003

STEAMBOAT VENTURES LLC

Los Angeles, CA

Venture Capital Principal

Project leader for the venture capital arm of The Walt Disney Company – \$75MM fund.

Promoted to Principal in 2002.

- Invested over \$10MM across five transactions with early-stage, technology companies.
- Responsible for identifying, evaluating and executing investments in technologies that are strategic to The Walt Disney Company; formulated deal structures and negotiated terms.
- Collaborated with theme parks and other business units to implement new technologies.
- Advised portfolio companies on business strategy, budgeting, hiring and capital structure.

1996-1999

J.P. MORGAN & COMPANY

Los Angeles, CA / Chicago, IL / New York, NY

Investment Banking Associate

Member of project teams providing merger & acquisition, capital-raising, and strategic advisory services for Fortune 500 entertainment, technology and industrial clients.

- Extensive experience in constructing financial models, valuing companies, analyzing industries, and evaluating the impact of strategic decisions.
- Assisted in raising over \$3Bn of equity capital for clients, including IPOs for Heller Financial (\$1Bn) and Galileo International (\$850 MM).
- Promoted to Associate in January 1999 after receiving highest analyst ranking in North America.

Other Experiences

- Served as interim executive for the African Leadership Academy in Johannesburg, South Africa (2009-2010).

Education Credentials / Publications

- Michael Horn with contributions from Alex Hernandez. The Rise of K-12 Blended Learning; Innosight Institute and Charter School Growth Fund; January 2010.
- Alex Hernandez. If You Like Guided Reading, You'll Love Blended Learning; Innosight Institute Education Blog; April 2011.
- Alex Hernandez. Six EdTech Predictions for K12 Blended Learning; Innosight Institute Education Blog; December 2010.
- Alex Hernandez, Melissa Aul Kaplan and Robert Schwartz. "For the Sake of Argument." Educational Leadership; October 2006: Reading, Writing, Thinking.
- Alex Hernandez and Matthew Mahoney. "Is the Private Sector Qualified to Reform K-12 Schools?" Education Week; September 18, 2002.

DEBORAH M. McGRIF, Ph.D.

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Milwaukee, WI 53216
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dmcgriff@newschools.org

EDUCATION

- 1985 Doctor of Philosophy in Administration, Policy and Urban Education
Fordham University, New York, NY.
- 1975 Master of Science in Education
Queens College, City University of New York, Queens, NY.
- 1970 Bachelor of Science in Education
Norfolk State University, Norfolk, VA.

ADMINISTRATIVE AND TEACHING EXPERIENCE

8/08 – Present **Partner, NewSchools Venture Fund**, Boston, MA.

Provide investment strategy, quality teaching, and management assistance to the firm's portfolio ventures.

1993 – 7/08 **Edison Schools**, New York, NY.

Executive Vice President, Chief Relationship Manager
Executive Vice President, Chief Communications Officer
President, Edison Teachers College
Executive Vice President, Charter School Development
Senior Vice President, Public School Partnerships

Executive Vice President, Chief Relationship Manager

Provided generative leadership on non-profit boards important to the parental choice movement, and thought leadership for school reform innovations.

Executive Vice President, Chief Communications Officer

Reengineered internal and external communication to improve the company's brand and reputation. Identified governmental relations priorities.

President, Edison Teachers College

Prepared a business plan with a sustainable and scalable business model. Identified potential partners and initiated a venture capital campaign.

Executive Vice President, Charter School Development

Expanded the company's charter school channel. Established partnerships with prominent non-profit organizations and networked with national charter school associations to improve the legal and regulatory environments for charter schools.

Senior Vice President, Public School Partnerships

Secured the first, the most profitable and the most sustainable Edison partnerships. Provided leadership for the Midwest Region development team. Lead prospecting in large urban school districts. Served as an information resource for the media, educational reform organizations and governmental agencies.

1991 – 1993 General Superintendent, Detroit Public School System, Detroit, MI.

Provided leadership for approximately 20,000 employees, 175,000 pre-kindergarten through twelfth grade students, 16,000 adult education students, and a budget of \$1.2 billion. Breathed new life into the schools through a direct, ambitious, and impressive mission: To make the Detroit Public Schools the first large urban school district to successfully educate all of its students. The path to this mission was found in the strategic plan, Design for Excellence, which featured four goals: transforming all schools into schools of the future, ensuring management and organizational effectiveness, guaranteeing student success, and building community confidence. Raised student test scores, reduced the dropout rate, opened numerous choice schools, expanded principal accountability, and promoted diversity. Named Newsmaker of the Year for 1992 by *Crain's Detroit Business*, a weekly publication of the business community.

1988 – 1991 Milwaukee Public School System, Milwaukee, WI.

1989 – 1991 Deputy Superintendent
1988 – 1988 Executive Assistant to Superintendent

Deputy Superintendent

Served as the chief school officer in the absence of the Superintendent. Provided leadership for educational programs, instructional technology, student services, affirmative action, human relations, school safety, community relations, school restructuring and student assignment. Supervised the day-to-day operations of the school district and assisted directly in all functions of the Superintendent. Duties also included the development and implementation of Board and Administrative policies; facilitating the Superintendent's executive agenda, including budget preparation and oversight, labor relations, public affairs, personnel administration and school operations.

Executive Assistant to Superintendent

Provided leadership for the Superintendent's reorganization of the school district. Assisted the Superintendent in building a foundation of support for excellence and equity throughout the system among Milwaukee Public Schools' employees and the district's external constituencies. Collaborated with foundations, educational research centers, regional laboratories, universities, etc. to expand financial resources and technical assistance. Contributed to the decision-making process by collecting and analyzing qualitative and quantitative data on programs, processes, and structures of the school district.

1986 – 1988 **Assistant Superintendent for Curriculum and Instruction,
Cambridge Public Schools, Cambridge, MA.**

Provided leadership for K-12 curriculum development, revision and implementation in all subject areas. Administered the preservice education, staff development, research and discretionary grants programs. Integrated bilingual, special and regular education programs into comprehensive school improvement efforts. Augmented human and financial resources by establishing bridges among schools, businesses and universities. Enhanced teacher empowerment through expanded roles, mini grants, and recognition programs. Assisted the Superintendent with collective bargaining, budget development, personnel management and strategic planning.

1985 – 1986 **Project Manager, Center for Educational Leadership, New York, NY.**

Directed the development, implementation and evaluation of the comprehensive staff development program for Project Basics, a citywide mayor's initiative to improve the basic skills of high-risk junior and senior high school students attending low performing schools under state review. Identified, planned and implemented the leadership workshops, seminars, consulting services, work groups, site visits, and institutes for the center.

1981 – 1985 **New York City Public Schools, Community School District 13,
Brooklyn, NY.**

1983-1985 **Executive Assistant to the Superintendent for Junior High School
Instructional Program Development**

1981-1983 **Director of Superintendent's Special Projects**

Executive Assistant to the Superintendent for Junior High School Instructional Program Development

Organized and administered multiple small schools in each junior high school. The Ronald Edmonds Learning Center, with technology, performing arts, and media schools within the center, has been recognized as an effective school by local and state organizations. Redesigned the articulation process into and from junior high school doubling the number of students accepted by the specialized high schools. Improved mathematics, reading and writing performance. Initiated partnerships such as the Columbia University Writing Process Project. Focused the use of New York State Textbook Law funds. Designed and administered the Special Education Prevention Program.

Director of Superintendent's Special Projects

Designed and supervised the Comprehensive Reading/Language Arts Program that resulted in student performance above the national average. Administered school improvement projects such as the Local School Development Project. Initiated and administered the WEDGE Writing Program and conducted district-wide and citywide staff development. Designed the junior high school instructional monitoring system. Conducted staff development for prospective administrators.

1983 – 1986 **Adjunct Faculty Member, The College of New Rochelle,**
New Rochelle, NY.

Designed and implemented a reading course for prospective college students and a writing course for first year students.

1979 – 1981 **Teacher Corps Team Leader of Preservice and Inservice Education,**
New York University Teacher Corps Project, New York, NY.

Retained 75 percent of the teacher interns as teachers in two of the three project schools. Planned the staff development program for the Teaching/Learning Center. Organized Teacher Resource Centers in two project schools. Initiated and implemented a parent education program.

1976 – 1979 **Coordinator of the ESAA High Intensity Reading Program,**
New York City Public Schools, Public School 305, Brooklyn, NY.

Integrated the High Intensity Reading Program with the classroom programs of gifted, average, and remedial students. Chaired the school curriculum committee.

1970 – 1979 **Elementary Classroom Teacher and Grade 7 Reading Intern, New**
York City Public Schools, Community School District 13,
Brooklyn, NY.

Promoted collegiality through the position of grade leader. Exceeded expected outcomes for gifted and high-risk classes. Implemented pilot programs. Prepared students for transition from elementary to junior high school.

EXPERIENCE

Euphemia L. Haynes Public Charter School Washington, District of Columbia 2003-Present
Founder and Head of School

Opened in August 2004, Haynes serves 800 PS-9th graders in 2012-13 and will grow to enroll 1,100 students in grades PS-12.

- Winner of first Strong School Award for outstanding programming and broader impact by the CityBridge Foundation.
- Winner of Fight for Children's first "Quality Schools Initiative" Award for D.C. public charter schools in 2008.
- Three-time Silver Award Winner for student gains in the Effective Practices Incentive Community (EPIC) Grant.
- Built a 46,000 square-foot new school facility with \$23 million in tax-credit financing in 2008; renovated a 50,000 square-foot building with \$10 million in financing in 2010; constructing a 33,000 square-foot high school wing for \$13 million.
- Recent Achievements:
 - Placed two cohorts of 60 Capital Teaching Residents (CTR) from our joint teacher training program with KIPP DC in DC public schools; awarded \$2 million from DC's Race to the Top Funds to further expand CTR Program.
 - Awarded \$2.3 million of DC's Race to the Top Funds to implement SchoolForce, a new performance management system developed with Acumen Solutions, in 10 LEAs serving over 10,000 DC public school students.
 - Awarded \$1.5 million of DC's Race to the Top Funds to implement a professional development program for 120 math and literacy teachers in up to 12 DCPS schools and 12 public charter schools over the next three years.
 - Awarded \$600,000 from the Carnegie Corporation of New York to develop and disseminate blended learning practices.
 - Named a New Schools Venture Fund/Aspen Institute Educational Entrepreneur Fellow in 2010.
 - Named a Donaldson Fellow by the Yale School of Management in 2010.

New Leaders for New Schools (NLNS) Chicago, Illinois 2002-2003
New American Schools (NAS) Washington, District of Columbia

Principal-in-Training and School Founder

With joint sponsorship by NAS and NLNS, completed fellowship to create a new public charter school and earned principal certification and master's degree through intensive, year-long program in urban school leadership.

The Ball Foundation Glen Ellyn, Illinois 2000-2002
Director, Education Initiatives

Education Initiatives (EI) partners with school districts to create highly productive educational systems that increase student achievement for all students with the goal of 95% literacy.

- Led short and long-term planning of Education Initiatives and managed \$6 million annual budget.
- Established a research program and developed dissemination strategies to share promising reforms.

Connecticut State Department of Education Hartford, Connecticut 1998-2000
Charter School Program Manager, Division of School Improvement

- Designed and implemented state-wide charter accountability plan, monitoring and compliance, and charter renewal process.
- Awarded fellowship with Institute for Educational Leadership, 1999.

Phillips Academy Andover, Massachusetts 1993-1996
Director of Community Service, Instructor in Biology

- Redesigned program into a nationally acclaimed service-learning model.
- Won first Phillips Exeter Academy's Community Service Alumni Award, 1994.

Harvard-Westlake School Los Angeles, California 1990-1993

EA Engineering, Science and Technology, Inc. Concord, California 1989-1990

EDUCATION

Trinity University Washington, District of Columbia
Master's of Science degree in Public Administration (MSPA), 2007
Concentration in Educational Administration

Yale School of Management New Haven, Connecticut
Master's degree in Public and Private Management (MPPM), 1998.
Dual Concentration in Public and Non-profit Management.
○ *Fellow*, Bush Center in Child Development and Social Policy.
○ *Fellow*, Program on Non-Profit Organizations, J. D. Rockefeller Doctoral Summer Institute.

Brown University Providence, Rhode Island
Bachelor of Arts in Biology, 1989.

VITAE

FREDERICK J. FERRER

Education

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

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

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

Employment

The Health Trust: Chief Executive Officer of \$95 million health trust, annual budget \$16 million, staff of 130, focused on prevention and wellness initiatives 2007- present

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

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

Manzanita Solutions: President: Consultant, Keynote Speaker & trainer: 1998 – 2007, Non-profit consulting, Training and presentations in leadership, family support, early childhood education, non-profit management and advocacy.

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

Estrella Family Services, San Jose, CA EXECUTIVE DIRECTOR, 1986 – 2005
Directed non-profit agency providing comprehensive child development and family services to 300 children and sent 700 Kids to Camp. \$1.5 million budget, staff of 30, successfully completed \$1.6 million dollar new building and capital campaign.

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

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

Membership

Board member, Rocketship Charter School, 2007-present

Santa Clara University: The Ignatian Center for Jesuit Education Advisory Board member; Member Autism Advisory Board in Graduate School of Education: 2005- 2010

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

John S. and James L. Knight Foundation San Jose Advisory Committee member: 2004 – 2008, 2011-

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

Community Advisor: San Jose Junior League 2004 - 2007

Santa Clara County Child Care Local Planning Council: Oversees priority setting for child care funds and strategic planning. Co-chair 1991 – 2007. Member 1991- 2007

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

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

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

Awards

People Acting in Community Together (PACT) Community Builder Award, 2009

Santa Clara County Human Relations Award, 2009

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

Kindred Spirit Award: Children's Discovery Museum, 2004

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

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

Tim Ranzetta

1350 Tasso Street, Palo Alto, CA 94301

Experience

Innovate Foundation, President **January 2011 - Present**

- Provide financial and technical support to leading educational non-profits with innovative approaches to closing the achievement gap
- Serving as board member at Alpha Public Schools, A.P. Giannini Foundation, BASIC Fund, Eastside College Prep., Equal Opportunity Schools, JobTrain and Rocketship Education

Student Lending Analytics, Founder **June 2007 - Present**

- Founded student loan and financial aid advisory service to assist students and families in college financing decisions
- Developed first service to rate private student loans; highlighted in NY Times article as an excellent source of transparency in an opaque marketplace
- Clients include Babson College, Scripps College, University of California system, University of Pennsylvania, and Yale University

Telephia, Consultant **March 2006 - May 2007**

- Managed "secret shopper" project with leading wireless information data provider

Equilar, President **November 2002 - February 2006**

- Led sales and research efforts at leading compensation governance firm as it grew from five employees to forty
- Developed corporate sales channel strategy resulting in over 500 subscription clients with over a 95% retention rate
- Presented Equilar research at leading national and regional industry conferences

U.S. Shred (later InstaShred), Chief Operating Officer **May 1997 - February 2002**

- Co-founded and managed operations for leading document destruction company in the United States which grew from 25 employees to over 500 employees prior to acquisition by Recall, an Australian-based company
- Generated cash-on-cash returns of over 10 to 1 for original investors

Massachusetts Financial Services, Research Analyst **August 1996 - May 1997**

- Analyzed large-cap retail companies for mutual fund company

Youth and Family Assistance, Chief Financial Officer **December, 1992 - June 1994**

- Managed operations for umbrella non-profit human services organization with \$5 million budget serving runaway and homeless teens, child abuse prevention and juvenile diversion programs

Bain and Company, Consultant **August 1989 - June 1992**

- Team member on a variety of projects serving Fortune 500 companies; projects included operational re-engineering, sales strategy, competitive analysis, marketing and corporate strategy

Education

Stanford Graduate School of Business, Masters in Business Administration September 1994 - June 1996

University of Virginia, McIntire School of Commerce, B.S. in Commerce September 1985 - May 1989

Graduated with Distinction with Finance focus and minor in History. Lawn resident and pitcher on varsity baseball team.

JOHN CLASTER ROSENBERG

180 Greenoaks Drive
Atherton, CA 94027

(650) 614-8200
john_rosenberg@yahoo.com

EXPERIENCE

- May 2000 - Present* **TECHNOLOGY CROSSOVER VENTURES** **Palo Alto, CA**
General Partner
Responsibility for all aspects of venture capital and private equity investing.
Current board of directorships: FX Alliance, Inc (NASDAQ: FX); Think Finance, Inc.
- July 1999 - April 2000* **DELLA & JAMES, INC. (WEDDINGCHANNEL.COM)** **San Francisco, CA**
Manager, Business Development
Worked closely with the Vice President of Business Development and the Chief Financial Officer to analyze and execute multiple facets of internal and external strategy for online wedding company.
- July 1998 - July 1999* **ROBERTSON STEPHENS & COMPANY** **San Francisco, CA**
Investment Banking Analyst, Technology Group
Engaged in all aspects of corporate finance and mergers and acquisitions including financial analysis, transaction execution and business development.

EDUCATION

- 1994 - 1998* **PRINCETON UNIVERSITY** **Princeton, NJ**
Bachelor of Arts in Economics, Certificate in Politics

NON-PROFIT EXPERIENCE

- 2011 - Present* **ROCKETSHIP EDUCATION** **Palo Alto, CA**
- 2004 - 2009* **RESOURCES FOR INDEPENDENT SCHOOLS AND EDUCATORS** **San Francisco, CA**

KIMBERLY C. SMITH

1029 McCormick Lane Napa, CA 94558 ♦ (415) 601-4822 ♦ kim@bellwethereducation.org

EXPERIENCE

- 2010-present **Co-FOUNDER AND CEO, Bellwether Education Partners** San Francisco, CA
A national non-profit organization dedicated to accelerating the achievement of low-income students by cultivating, advising, and placing a robust community of innovative, effective, and sustainable change agents in public education reform and improving the policy climate for their work.
- 2006-present **FOUNDER AND EXECUTIVE DIRECTOR, the Aspen Institute NewSchools Entrepreneurial Leaders for Public Education** San Francisco, CA
A leadership development program designed to support entrepreneurial change agents in education dedicated to the work of transforming public education to better serve all students well. Fellows represent impressive and diverse experience from across the public, private and non-profit sectors.
- 2006-2010 **SENIOR ADVISOR, NewSchools Venture Fund** San Francisco, CA
- 1998 – 2006 **FOUNDER AND CEO, NewSchools Venture Fund** San Francisco, CA
A non-profit venture philanthropy fund focused on dramatically improving under-performing public schools by supporting and growing a community of passionate education entrepreneurs.
- Envisioned and created a novel organizational design, a high leverage educational investment strategy, due diligence on ventures and ongoing management support, as well as a bipartisan “hybrid” network of leaders from business, non profit and public sectors.
 - Developed deal flow and due diligence and investment process for a portfolio including early stage equity investments and grants and loans to scaling non-profits.
 - Recruited and managed exceptional team and network of donors and leaders.
- Summer 1997 **MARKETING ASSOCIATE, Silicon Graphics, Education Industry Group** Mountain View, CA
Analyzed educational enterprise and online learning markets; collaborated to define a strategic customer solution to leverage SGI hardware and streaming media software.
- 1994 – 1996 **FOUNDING DIRECTOR, BAYAC AmeriCorps** San Francisco, CA
Created consortium of 20 community-based youth development agencies to develop diverse young leaders in education. Recognized in top 5% of programs nationally. Created staff development model distributed as “Best Practices” nationally. Raised funds, hired team, managed organization.
- 1991 - 1993 **FOUNDING DIRECTOR, Wine Market Week** San Francisco, CA
Developed business plan for new trade show, recruited outside investors, managed start-up.
- 1989 - 1991 **FOUNDING TEAM MEMBER, Teach For America** New York, NY
One of five Founding Team Members who created TFA, a national teacher corps.
Designed internal systems, recruited and selected participants, developed a national educational network, and negotiated university credit for the training program.
- 1982 - 1989 **ASSOCIATE, Delman Educational Communications** New York, NY
Analyzed customer needs and designed and evaluated business-education public school reform partnerships for schools, districts, businesses, state departments of education, and the U.S. Navy.

SELECT CURRENT BOARDS AND COMMUNITY ENGAGEMENTS

NewSchools Venture Fund, Rocketship Education, ROADS Charter School, ImpactAssets.

EDUCATION

MBA, Stanford Graduate School of Business, Stanford, CA

BA, Political Science, Columbia College, Columbia University, New York, NY

EXPERIENCE

- 2009-2012 **DIGITAL PARENT** Palo Alto, CA
Chief Executive Officer
Co-founded e-learning company providing online education and resources for parents of young children.
- Established strategic partnerships with leading parent support organizations.
 - Involved in all aspects of startup, including strategy, marketing, product development, technology, legal, and finance. Completed successful transfer of company assets to a non-profit partner.
- 2008 **STUPSKI FOUNDATION** Mill Valley, CA
Chief Business Officer
Managed finance and operating functions of a private foundation focused on urban education reform.
- Responsible for all finance and operations functions, including planning and budgeting (\$18 million annual budget), finance and accounting, human resources and information technology.
 - Supervised staff of six and served as a member of the foundation's Executive Team.
- 2002-2007 **LEADERSHIP PUBLIC SCHOOLS** San Francisco, CA
Chief Operating Officer
Served as chief operational manager of a non-profit network of charter high schools focused on ethnically and economically diverse students in less advantaged California neighborhoods.
- Responsible for entire operations (five schools and \$12 million annual budget), including finance, accounting, human resources, technology, facilities, and legal.
 - Designed and completed a sophisticated financial model, enabling long-term sustainability planning under various scenarios, with related budgeting process.
 - Developed an innovative teacher compensation plan incorporating skills-based pay.
 - Secured low-interest financing and managed on-time completion of construction for a new high school facility. Negotiated facilities arrangements with multiple school districts.
- 1995-1999 **AMERICA ONLINE** Dulles, VA
Director, E-Commerce Business Development
Managed team of business development managers focused on building electronic commerce partnerships.
- Evaluated and structured revenue-generating relationships with online business partners.
 - Developed company strategies and business plans in various e-commerce categories.
 - Structured venture capital investments, acquisitions, and joint ventures as a member of the Corporate Development and AOL Studios teams.
- 1994-1995 **BAIN & COMPANY** San Francisco, CA
Associate Consultant
Participated in management consulting projects, including due diligence for an investment in a start-up restaurant chain and a cost-benefit study of a \$100 million investment in information technology.
- 1993-1994 **UNITED STATES TRADE REPRESENTATIVE** Washington, DC
Deputy Director for the Middle East and Mediterranean; John Gardner Fellow
Developed policy recommendations and briefing materials; coordinated and participated in trade negotiations addressing US-Arab and US-Israeli trade issues; participated in US government trade delegation to Israel.

EDUCATION

- 1999-2001 **STANFORD UNIVERSITY GRADUATE SCHOOL OF BUSINESS** Stanford, CA
MBA with a focus on non-profit management; served on the board of Junior Achievement of the Bay Area through the Stanford Board Fellows Program; participated in a study trip to Cuba.
- 1989-1993 **UNIVERSITY OF CALIFORNIA AT BERKELEY** Berkeley, CA
BA in history with concentrations in political science and economics; Phi Beta Kappa; semester abroad at Saint Louis University in Spain.

OTHER

- Completed the Broad Residency in Urban Education, a two-year program that prepares leaders for senior management positions within the education sector.
- Board member of Rocketship Education and Leadership Public Schools (2007-present).
- Former member of the Full Circle Fund; co-chaired the education grants committee.

Timothy R. Sheehy

- Current Position:** President, Metropolitan Milwaukee Association of Commerce
- Past Positions:** Executive Vice-President
Executive Vice-President for Operations
Vice-President of Business Development
Director of Governmental Affairs
- Previous Employers:** United States Congress, Office of Representative F. James Sensenbrenner Jr., Washington D.C., served as Legislative Assistant, Lyndon Baines Johnson Congressional Internship
- Education:** B.S. in Political Science, University of Wisconsin Madison
Graduate of the U.S. Chamber of Commerce Institute for Organization Management, Certified Chamber Executive
- Board Service:** Chairman, Milwaukee Economic Development Corporation
Chairman, TechStar Holdings, Inc.
Treasurer, Milwaukee World Festivals, Inc.
Executive Committee, American Chamber of Commerce Executives
- Current Board Member:
- Milwaukee College Preparatory
 - Wisconsin Policy Research Institute
 - Schools That Can Milwaukee
 - Teach for America, Milwaukee
 - Milwaukee Charter School Advocates
 - Milwaukee Development Corporation
 - Milwaukee Succeeds
 - School Choice Wisconsin
 - Rocketship Education
 - Partners Advancing Value in Education
- Achievements/Recognition:**
- Cardinal Stritch University Community Builder Award, 2012
 - Epilepsy Foundation Toast of the Town Award, 2012
 - National Black Alliance for Educational Options (BAEO) Vision Award, 2006
 - Coggs-McNight-Clark Scholarship Foundation-Faithful Servant Award, 2003
 - National Conference for Community and Justice, Human Relations Award, 2002
 - National Catholic Education Association, Partners for Justice Award 2001
 - Public Relations Society of America, Paragon Communicator of the Year, 2001
 - The Business Council, Strategic Partner Award, 2000
 - The Children for School Choice, Champion for Choice Award, 2000
 - Certificate of Commendation for Contributions to the School Choice Program, Governor Tommy G. Thompson, 2000
 - Ancient Order of Hibernians-Milwaukee, William F. O'Donnell Civic Achievement Award, 2000
 - Member University of Wisconsin Varsity Baseball Team, 1977-1978

Previous Board and Community Service:

- Chairman, American Chamber of Commerce Executives, 2011-12
- American Chamber of Commerce Executives, 1995-1998
- Vice Chairman, American Chamber of Commerce Executives, 1996-1997
- Chairman, Wisconsin Chamber of Commerce Executives, 1990
- Appointment by Gov. Scott McCallum, Wisconsin State Fair Park Board, 2001-2005
- Chair, Governor's Task Force on State and Local Government, 2002-2003
- Governor Jim Doyle's Economic Growth Council, 2004-2005
- Menomonee Valley Partners Board of Directors 2004-2005
- Chairman Governor's Film and Video Industry Advisory Council, 2000
- Vice Chairman, Wisconsin Sports Authority, 1997-1999
- University School Board of Trustees, 2004-2006
- Milwaukee Public Schools Foundation Board
- Athletes for Youth Board
- Chair, Epilepsy Foundation Annual Dinner

Board member:

- Medical College Research Foundation
- Private Industry Council
- United Way of Greater Milwaukee
- Milwaukee Job Development, Inc.
- Wisconsin Procurement Institute
- Forward Wisconsin
- Visit Milwaukee

Alan W. Crites

26311 Esperanza Drive
Los Altos Hills, CA 94022
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crites.alan@gmail.com

Experience:

- **2003-2010 Vendavo, Inc**
 - CEO
 - Venture-backed software and services business focused on pricing applications for F500 enterprises
 - Grew annual revenue from \$1m to over \$50m, and achieved profitability during 2008-9 recession
 - Built organization from 20 to over 300 employees and full leadership team
 - Served prestigious list of major accounts such as Emerson, Ford, Siemens, Medtronic, Dow Chemical, and IBM across multiple industries

- **1989- 2003 InterWest Partners**
 - General Partner in six funds from InterWest III through InterWest VIII
 - InterWest was a diversified early-stage venture fund, investing in Healthcare, Information Technology, and Non-technology sectors
 - I invested in all areas, and led InterWest investment in four public companies and five successful companies which were subsequently acquired
 - Early investor in, and Director of Vendavo, leading to subsequent CEO role

- **1974-1989 General Electric Company**
 - **1985-1989 GE Computer Service**
 - General Manager
 - Computer / electronic equipment service and rental business
 - \$215m revenue, profitable GE Division. Over 2000 employees
 - Grew business intrinsically and through merger with related RCA business

 - **1981-1985 GE Information Services**
 - VP Strategic Planning and Business Development
 - GM – Financial Services Operation
 - \$750m GE Division focused on remote computing services

 - **1979-1981 GE Medical Systems**
 - Manager – Vascular Products

 - **1978-1979 GE Technical Systems and Materials Sector**
 - Financial Planning Analyst

 - **1974-1976 GE Lamp**
 - Financial Management Program

Education:

- **1976-1978 Harvard Graduate School of Business Administration**
 - MBA

- **1970-1974 Michigan State University**
 - BA Economics

Eric Scroggins

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New York, NY 10018
415.793.4133
eric.scroggins@teachforamerica.org

Experience

April 2010 - **TEACH FOR AMERICA**

present **Executive Vice President, Growth, Development, & Partnerships**

- Lead team responsible for building private, public, federal, and community partnerships to maximize collective impact of organization in pursuit of mission.
- Develop strategy and manage execution of plan to increase teaching corps size from 7,300 to 15,000 in 60 of the highest need communities in the nation and to raise \$425 million annually from a highly diversified funding base by 2015 to enable operations.
- Serve on the Leadership Team responsible for broader organizational strategy, planning, and culture; resource allocation; and, talent development.
- Work with the President and Chief Executive Officer on national growth, development, and public relations initiatives, and help to coach and support regional executive directors on local and state growth strategy and development.

February **TEACH FOR AMERICA**

2009 – April **Vice President, Growth Strategy and Execution**

- Developed and led the implementation of a more effective, efficient, and transparent approach to national growth strategy that links corps member allocation with funding, student need, and applicant preference, resulting in a 12% increase in national corps size and a 14% increase in the percent of the operating budget fully supported locally.
- Revised approach to new site development and created a prioritization framework to ensure organizational energy is allocated toward opening the most attractive potential new sites, and managed the new site development team toward launching 10 prioritized sites in two years (2x previous rate) and building readiness of future sites.
- Managed the design and development of new models, processes, and tools to foster high impact growth in regions, including placement strategy and execution, and district and placement partner cultivation.

August 2006 **TEACH FOR AMERICA**

- **Executive Director, San Francisco Bay Area**

- August 2009
- Negotiated contracts with school boards and superintendents to grow from 140 corps members in five districts to 425 corps members serving over 35,000 students in eight districts and several charter management organizations.
 - Ensured the engagement and effectiveness of the 1,000 strong alumni network as a force for change, including increasing the number of alumni serving as school leaders from 25 to 50.
 - Recruited and retained high caliber, diverse management team and improved work satisfaction of regional team of 40 to 77% strongly agree/agree (compared to 72% nationally), and reconstituted regional advisory board of directors and recruited core group of influential members charged with growing membership to meet organizational needs at scale.
 - Increased funding from \$2.2 million to over \$8 million, making the region one of a handful of Teach For America sites fully supported locally.
 - Appointed by Chief Executive Officer to the strategy committee of seven senior staff members who were charged with guiding the development of the organizational priorities for the next five-year strategic plan.

April 2004 - **TEACH FOR AMERICA**

August 2006 **Executive Director, St. Louis**

- Established vision and developed turn around plan for region resulting in 100% growth in corps size and a new district partnership, an increase of 17% in the number of teachers reaching Teach For America's highest bar of efficacy, and launched first-ever regional alumni network.
- Grew funding by over 500% from \$275,000 to \$1,700,000, ensuring region was fully supported locally.
- Recruited and managed influential advisory board of directors of chief executive officers of local companies and firms, one of whom now sits on Teach For America's national board of directors.

June 2003- **TEACH FOR AMERICA**

June 2004 **Program Director, New York City**

- Managed 68 teachers to set and accomplish ambitious goals for students' academic achievement and stewarded their engagement as Teach For America corps members, resulting in 23% higher average satisfaction than other groups of corps members.
- Conducted regular cycles of data-driven collaborative problem solving in order to accelerate teacher development and maximize teacher effectiveness in the classroom.
- Cultivated and managed principal and university partnership relationships.

August 2001- **NEW YORK CITY DEPARTMENT OF EDUCATION**

June 2003 **Science Teacher, Intermediate School #125**

- Served as a member of a national teaching corps of top college graduates who commit to teach for two years in low income urban and rural public schools and who go on to become life-long advocates for educational equity.
- Led nearly 400 eighth grade students to academic success by establishing rigorous Regents program through which students passed the end of year exam at twice the rate of high school students in the same district; and, served on school leadership team.

Education

May 2001- **PACE UNIVERSITY**
September **M.S.T., Adolescent Education**
2003 GPA: 3.5

August 1997- **WASHINGTON UNIVERSITY IN ST. LOUIS**

May 2001 **B.A., Social Thought & Analysis**

GPA: 3.8, Phi Beta Kappa, *summa cum laude*

Awards: Eliot Leadership Award (top 8 graduating seniors), John Shocklee Award for Interfaith Service

Personal First generation college graduate; yoga enthusiast; avid runner.

1920 4th Avenue. #1901
Seattle, WA 98101

LOUIS G. JORDAN
Office: (206) 318-0186
Mobile:(206)225-6977

PROFESSIONAL EXPERIENCE

Finance executive with 25 + years of progressively responsible experience in financial and operations management, budgeting and long-range planning, financial systems development, acquisitions/divestiture evaluation, and international finance and controllership duties.

STARBUCKS (Seattle, WA)

2009-present

Senior Vice President, Corporate Finance

Provides senior executive financial leadership to a wide range of business units and global initiatives (e.g., Pricing, Digital Commerce) and also responsible for Global Planning & Reporting and Treasury Risk Management.

NIKE, Inc. (Beaverton, OR)

2003-2009

Chief Financial Officer, Global Retail and Digital Commerce (March 2007 – February 2009)

Direct report to the Vice Presidents of Global Retail and Global Digital Commerce. Responsible for global financial activities related to investment and performance management of retail stores and eCommerce business worldwide.

Senior Finance Director and Department Head, Global Business Planning (November 2004 – March 2007)

Direct report to Nike Inc CFO. Responsible for *Global Performance Management Planning and Analysis*, including Annual Budget, Corporate Strategic Review/Three-Year Plan processes, capital planning and Investor Relations support.

Chief Financial Officer, USA Retail (January 2003 - October 2004)

Direct report to the Vice President, Nike USA Retail. Responsible for all Finance and Accounting activities of Nike USA Retail, Stores, catalog and eCommerce. Received annual Nike U.S.A. Maxims Finance performance recognition.

WEBVAN.com (Oakland and Foster City, CA)

2000-2001

Group Vice President and Area CFO

Largest Internet grocery startup. Webvan-Bay Area accounted for over 70% of total company sales. Webvan entered Chapter 11 proceedings in July 2001.

GAP INC. (San Francisco and San Bruno, CA)

1997-2000

Vice President, Financial Planning and Analysis (1997-2000)

Interim Corporate Controller (1997-1999)

Responsible for all long-range planning, budgeting, forecasting, capital planning and cross-divisional analytic efforts for the company. Responsible for merchandise planning analysis and real estate analysis support.

Directed corporate staff of 70+ in financial analysis, planning and corporate reporting areas. Responsible for internal/external reporting, SEC filings (10K's, Q's), annual report and implementation of related FASB changes.

DURACELL INTERNATIONAL, INC. (Bethel, CT)

1993-1997

Director, Corporate Planning and Analysis

Responsible for leading and managing the Corporate Planning and Analysis Department, including: annual global planning activities, analysis and assessment of monthly results and forecast updates, proposal and evaluation of business strategies, directing global competitive intelligence activities, and capital review and approval process. Primary financial interface for Duracell during acquisition of Duracell by Gillette.

CITIBANK, N.A. (Consumer Services Group-International, New York City) **1989-1993**
Vice President and Controller – International
 Responsible for financial reporting, analysis and planning of international consumer business in approximately 40 countries in Europe, Latin America, Western Hemisphere and Asia Pacific.

THE DUN & BRADSTREET CORP. (Headquarters, New York City) **1983-1989**
Nielson Mktg. Research, Northbrook, IL (1986-1989)
Vice President-Financial Planning and Analysis
Controller-International Operations
 Coordinated financial activities for 26 countries in Europe, the Western Hemisphere and Asia.

Dun & Bradstreet Corporate Office, New York City (1983-1986)
Director-Financial Planning & Analysis
Manager-Operations and Support
 Responsible for treasury operations, audit support, cash flow reporting, acquisitions/divestitures analyses, financial systems, budgeting and strategic planning.

THE DUPONT CORPORATION (Finance Division, Wilmington, Delaware) **1980-1983**

EDUCATION

University of California at Davis Wine Executive Program: Graduate School of Management and Department of Viticulture and Enology
Program Certification Recipient: February 2002
 The 2002 program included ~60 participants from the United States, Europe and Australia.

Indiana University (Bloomington, Indiana) Kelley School of Business
M.B.A. (Finance), May 1980 Fellow: Consortium for Graduate Study in Management
 Outstanding MBA Award recipient 1980

Brown University (Providence, Rhode Island)
M.A. (History), Fellow: Department of History

Westmar College (LeMars, Iowa)
B.S. (History/Sociology),

OTHER

Member, Indiana University (IU) Foundation Board of Directors (2012-Present)
 Member, Summer Search Seattle Board of Directors (2010-Present)
 Member, Dean’s Advisory Council, Indiana University Kelley School of Business (2009-Present)
 Member, Advisory Board Kelley School of Business Johnson Center for Entrepreneurship & Innovation (2006-Present)
 President, Kelley School of Business San Francisco Bay Area Alumni Association (2000-2003)
 Member, Kelley School of Business Board of Directors (1993-1996 & 2000-2003)
 Member, Westfield/Mountainside, NJ Red Cross Board of Directors (1992-1993)
 Member, Westmar College Board of Trustees (1989-1990)

RECOGNITION

Keynote Speaker, Kelley School of Business; MBA Recognition Ceremony (May 2010)
 Recipient, Wallace L. Jones Lifetime Achievement Award; Consortium for Graduate Study in Management (May 2009)
 Inductee, Kelley School of Business Academy of Alumni Fellows (March 2009)

ERIC C. RESNICK
Managing Director, KSL Capital Partners
100 Fillmore Street Suite 600; Denver, Colorado 80206
Work Phone: (720) 284-6415 email: eric.resnick@kslcapital.com

EXPERIENCE: KSL Capital Partners

Denver, Colorado

Founding Partner and Managing Director

October 2005 to present

Co-founded a leading private equity firm investing in the travel & leisure/real estate industry. Raised \$1.6 billion in equity commitments across multiple investment vehicles from leading institutional investors – public and corporate pension plans, sovereign wealth funds, charitable foundations, university endowments, investment banks and high net worth individuals.

Significant investors include Goldman Sachs Asset Management, State of Ohio Teachers, State of Washington Public Employees, State of Oregon Public Employees, Canada Pension Plan, the Government of Singapore, Ontario Municipal Employee Retirement System, Brunei Investment Agency, Morgan Stanley Investment Management, University of California Endowment, Northwestern University, Gordon Moore Foundation and the Hewlett Foundation.

Major responsibilities:

- Oversee multiple enterprises with over 20,000 employees
- Recruited and developed team of investment professionals with offices in Denver, New York and London
- Led development of macro-investment strategy resulting in investment of \$800 million of equity capital in transactions with over \$2 billion of total enterprise value since 2005, despite consciously making no new investments in 2007 due to early concerns identified about the prospects of the credit crunch and a severe economic downturn, preserving \$800 million in equity for future investment
- Investments included: (i) Clubcorp, the world's largest owner of golf and business clubs, (ii) Homestead Resort in Hot Springs Virginia, (iii) Barton Creek Resort in Austin Texas, (iv) Rancho Las Palmas in Rancho Mirage California, (v) Western Athletic Clubs, the leading luxury health club company in California, (vi) Orion, an Australian-based cruise company that is the world's leader in luxury expedition cruising, (vii) select debt investments and (viii) select public equity investments
- Completed over \$3 billion in debt financings/refinancings
- Oversee portfolio company operations as board member with primary focus being key hiring decisions, capital allocation, financing and acquisition activity and strategic initiative development
- Interface regularly with industry CEOs, investors, lenders, politicians and investment bankers regarding state of the global economy, investment climate, etc.

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KSL Resorts
Board member
Founding Partner, Chief Financial Officer and Treasurer

La Quinta, California
October 2005 to present
April 2004 to October 2005

KSL Recreation Corporation
Chief Financial Officer and Treasurer

La Quinta, California
January 2001 to April 2004

Managed the budgeting, finance, accounting, technology, purchasing, acquisition and strategic planning efforts of a leading hotel company. KSL Recreation Corporation was a privately held Kohlberg Kravis Roberts (KKR)-owned company founded in 1992 with hotel and resort investments with over 6,000 employees, 4,000 hotel rooms, 50 restaurants, 50 retail stores, 20 golf courses, over 10,000 club members, multiple real estate developments, and numerous spas, and other amenities. In 2004, the Company had \$600 million in revenues and \$200 million in EBITDA. Led a sale process in 2004 resulting in the sale of most operations for \$2.2 billion.

Following the sale in 2004, co-founded KSL Resorts, a leading independent resort management company, managing hotel and resort properties for third party institutional investors including KKR, Goldman Sachs, Strategic Hotel Capital and CNL Hotels & Resorts.

Major responsibilities:

- Led \$2 billion in financings including bank loans, commercial mortgage backed securitizations, revolving credit facilities, real estate financings, etc.
- Responsible for relationships with Investment Community (Debt providers, Equity and High Yield Analysts, investment bankers, investment funds) to facilitate future acquisitions and capital raising
- Led strategic review of business, culminating in negotiating the sale of operations on behalf of Kohlberg Kravis Roberts and Board of Directors in 2004-2006 with highly attractive investment returns - 5x returns and a 27% compound IRR on an original \$500 million equity investment
- Integration of the acquisition of the Arizona Biltmore Resort and Spa (\$335 million)
- Acquisition, integration and redevelopment of the La Costa Resort and Spa (\$200 million)
- Acquisition, integration and redevelopment of Hotel del Coronado (\$415 million)
- Led monetization of non-core assets

ERIC C. RESNICK
Managing Director, KSL Capital Partners
100 Fillmore Street Suite 600; Denver, Colorado 80206
Work Phone: (720) 284-6415 email: eric.resnick@kslcapital.com

Vail Resorts, Inc. (NYSE:MTN)	Vail, Colorado
<i>Vice President, Strategic Planning and Investor Relations</i>	<i>May 1998 to January 2001</i>
<i>Corporate Treasurer and Managing Director, Corporate Planning</i>	<i>January 1997 to May 1998</i>
<i>Manager, Strategic Planning</i>	<i>May 1996 to January 1997</i>

Managed acquisition, joint venture, strategic planning and investor relations efforts of a publicly-traded destination resort company with \$500 million in revenues and a \$1 billion valuation. Reported to the Chairman and CEO and member of Senior Executive Committee. Served on the board of directors of retail, restaurant and technology affiliates.

Major responsibilities:

- Led numerous acquisitions of hotels, ski resorts and national park concessions
- Completed nearly \$1 billion in financings and initial public offering
- Primary interface with debt and equity investors and Wall Street analysts

McKinsey and Company, Inc.
Consultant

Washington, DC
July 1994 to May 1996

Managed and worked with teams of senior and mid-level client executives of Fortune 500 companies to analyze business problems and implement recommendations in the entertainment, health care, railroad and manufacturing industries. Client engagements included post-merger management, acquisition evaluation, product price reengineering, global marketing strategy and organizational restructuring.

BOARDS: Real Estate Roundtable – comprised of senior principals for public and privately owned real estate entities; works with leaders of 15 national real estate trade associations to jointly address key national policy issues relating to real estate and the overall economy

Rocketship – a leading charter school operator in California

Vail Valley Foundation – the leading non-profit group in Vail, Colorado focused on providing unique education, cultural and athletic programming for the area

US Ski and Snowboard Team Foundation

AWARDS & RECOGNITION:

Cornell University Distinguished Lecturer
Recipient of Private Equity Real Estate Emerging Firm of the Year – 2006
Recipient of American Lodging Industry Summit Transaction of the Year Award – 2004
Frequent speaker at lodging, real estate and private equity/finance conferences
Member of Young Presidents Organization (YPO)

EDUCATION: Cornell University, Ithaca, New York
Bachelor of Arts Degree with distinction in all subjects, December 1993
Graduated Phi Beta Kappa with majors in Mathematics and Economics

PERSONAL: Interests include economics, politics, American history, baseball, skiing and tennis.
Married with three children.

Attachment 4

School Calendar and Schedule

RSTN

July 2014					0	0
M	Tu	W	Th	F		
	1	2	3	4	0	0
7	8	9	10	11	0	0
14	15	16	17	18	0	0
21	22	23	24	25	0	0
28	29	30	31			

August 2014					3	2
M	Tu	W	Th	F		
				1	0	0
4	5	6	7	8	0	0
11	12	13	14	15	0	0
18	19	20	21	22	0	0
25	26	27	28	29	3	2

September 2014					15	4
M	Tu	W	Th	F		
1	2	3	4	5	3	1
8	6	7	8	9	1	1
15	16	17	18	19	1	1
22	23	24	25	26	1	1
29	30				0	0

October 2014					17	4
M	Tu	W	Th	F		
		1	2	3	2	1
6	7	8	9	10	1	0
13	14	15	16	17	3	1
20	21	22	23	24	1	1
27	28	29	30	31	1	1

November 2014					12	2
M	Tu	W	Th	F		
3	4	5	6	7	1	1
10	11	12	13	14	3	1
17	18	19	20	21	3	0
24	25	26	27	28	2	0
					0	0

December 2014					12	3
M	Tu	W	Th	F		
1	2	3	4	5	1	1
8	9	10	11	12	1	1
15	16	17	18	19	1	1
22	23	24	25	26	0	0
29	30	31			0	0

January 2015					15	4
M	Tu	W	Th	F		
			1	2	0	0
5	6	7	8	9	1	1
12	13	14	15	16	1	1
19	20	21	22	23	3	1
26	27	28	29	30	1	1

February 2015					14	3
M	Tu	W	Th	F		
2	3	4	5	6	3	0
9	10	11	12	13	1	1
16	17	18	16	17	3	1
23	24	25	26	27	1	1
					0	0

March 2015					17	4
M	Tu	W	Th	F		
2	3	4	5	6	1	1
9	10	11	12	13	3	1
16	17	18	19	20	1	1
23	24	25	26	27	1	1
30	31				2	0

April 2015					14	3
M	Tu	W	Th	F		
		1	2	3	2	1
6	7	8	9	10	0	0
13	14	15	16	17	1	1
20	21	22	23	24	1	1
27	28	29	30		1	

May 2015					14	5
M	Tu	W	Th	F		
				1	0	1
4	5	6	7	8	3	1
11	12	13	14	15	1	1
18	19	20	21	22	1	1
25	26	27	28	29	3	1

June 2015					11	6
M	Tu	W	Th	F		
1	2	3	4	5	1	1
8	9	10	11	12	3	1
15	16	17	18	19	1	1
22	23	24	25	26	0	3
29	30					

○ First/Last Day of School
 □ Parent Conferences

■ No School

○ Minimum Day

Total: 144 40
 Total: 184

Bell Schedule and Instructional Minutes

RSTN days will run from 8 a.m. to 4 p.m. For students enrolled in the Rtl Program, RSTN may offer a school day from 8 a.m. to 4:45 p.m. The number of instructional minutes offered for all grades will meet or exceed the State's requirements. This table delineates subject areas and approximate minutes by grade level.

	Humanities	Math/Science	Individualized Learning (Includes Enrichment)	Total Daily Minutes
K	200	100	120	420
1	200	100	120	420
2	200	100	120	420
3	240	100	120	460
4	240	100	120	460
5	240	100	120	460

Individualized Learning Schedules

At RSTN, each student's typical learning day will be individualized. A core skill of RSTN teachers will be determining both the content that students are prepared to learn, as well as the appropriate instructional method to help the student master that content.

Each student will spend the majority of their day being instructed directly by a teacher in either their Humanities block (Language Arts and Social Studies) or math block (math and science). Additionally, students will have Individualized Learning time to supplement the direct instruction with individualized basic skills practice using online programs and small-group tutoring. The exact amount of time, and specific content the student is working on, will be reflective of that child's individualized learning needs. Further, this Individualized Learning time allows Rocketship teachers to both focus on higher-order thinking skills during their direct instruction, and allows them greater flexibility to lead small-group and even 1-1 interventions with students than in a traditional model.

Extracurricular Activities

RSTN's extracurricular programs contribute to the values and goals of the school by providing more time for basic skills work, the opportunity to explore a variety of art forms, exposure to the rich history of the Nashville region, and the excitement of an overnight camping trip that furthers student learning. Exposure to a broad base of cultural elements and experiences is our goal for extracurricular activities at RSTN. A well-planned program and local field trips expose students to a wide variety of activities and experiences. All of these extra-curricular activities will be provided to students and families free of charge.

Enrichment Center: Students are exposed to a variety of dance, movement, music, and art experiences daily during 30-45 minute blocks as part of Individualized Learning time. This time is devoted to building on the Rocketeer Core Values while strengthening our bodies and talents. In addition to helping out students develop lifelong fitness habits, the PE curriculum is an opportunity for the Enrichment Center Coordinator to reinforce students' determination, persistence, and teamwork.

Local Field Lessons: With the knowledge that most of our students have not explored the fantastic cultural resources in the city, Field Lessons will expose students to the artistic, academic, and civil life of Nashville. Additionally, we want our students to have the experience of attending concerts, dance performances, sports events, and lectures in order to practice the skills learned inside our school building in the outside environment. Opportunities for outside events will be used to motivate students who will earn their ticket to attend these special events.

Overnight Camps: RSTN intends to provide a unique and important component of RSTN science curriculum is exposing our students to overnight camps. These camps would occur primarily in 4th and 5th grades and some occur in 3rd grade as well. In order to make this possible, RSTN will work to create partnerships with several nature organizations, in order to expose our students to several important scientific standards and help them gain a deeper understanding of these concepts.

Please see “Community Partnerships” above for further details on how Rocketship Education Tennessee will partner with local organizations to provide additional extracurricular activities for our students. Please also see “Community Involvement and Parental Involvement” above for information on programs that will be offered to parents and the community.

Attachment 5

Student Discipline Policy

RSTN

Student Discipline Policy

School Culture

Rocketeers are exposed to our core values all day, every day. Each day starts with the Rocketship Launch, where all classes gather to say the Rocketeer Creed (our daily promise to live by these core values), and sing a song that highlights one core value per month. Additionally, within classrooms teachers use the language of the core values to recognize positive examples, and redirect student behaviors not in line with the core value expectations for students. Daily, students reflect on their own exhibition of these core values as they fill out their behavior reports and give themselves a score for that day's efforts. This level of consistency allows students to learn to be a Rocketeer very quickly, and builds the skills and mindsets necessary to succeed in middle, high school, college and beyond.

By creating a consistent culture, we have found that students demonstrating unproductive behaviors are minimized. We are committed to ensuring ALL Rocketeers succeed both academically and culturally. Thus, we have a clearly articulated behavior and classroom management plan. Ultimately, it is the school principal who is responsible (see included as "Personnel/Human Capital" section above).

Behavior Management

All of our teachers are trained in the behavior management style of Lee Canter, utilizing behavioral narration in order to redirect off-task students. Behavioral narration provides an off-task student with explicit examples of expected actions and helps to redirect the student in a non-confrontational manner. If behavioral narration fails to redirect the student, teachers then have a quick check-in with the student, giving immediate feedback and another opportunity to follow directions.

If these subtle, yet intentional re-directions are still not effective in helping the student return to the task at hand, the teacher will then utilize the school-wide classroom management tool, the Rocketship clip chart system. This system integrates a visual representation of the student's behavior during the day, highlighting both good choices along with poor choices. The clips move up the color scale based on positive behaviors and down the chart based when they make choices that negatively impact their own or their peer's academic growth. Throughout a given class, a child always has the ability to move back up, teaching students that no matter how bad things may seem, they can control their own redemption through their choices. At the end of the day, students mark a behavior progress report with where they ended the day on the clip chart. And, then students make the explicit connection between their behavior during class and the core value or core values that they were particularly exhibiting or lacking in on that given day. This is an effective method to engage parents in their student's learning and in-classroom behavior by providing an opportunity for daily feedback. The clip chart system is used school-wide, which helps families understand the system if they have multiple students at the school and also provides continuity as students move to new classrooms each year, and between teachers every day.

For extreme instances, when a student has reached the last color on the clip chart (red), the teacher will engage in a "Red Reset." 95% of misbehavior will be handled by referring students to move down on the clip chart. However, there are instances where students reach red on the color chart, and/or exhibit extreme misbehavior/distraction. In these instances, the child will qualify for a "Red Reset." If a child reaches red, the teacher will use the walkie-talkie to radio to the office. A school leader will come and releases the teacher to meet with the student outside for a few minutes, as well as to quickly fill out the Behavior Tracking Sheet. If a student needs to be separated from their current environment, the teacher will quickly make a decision on the appropriate location, walk the student to that classroom and

get them started on their work/behavior reflection. When the child is finished cooling down, they will be sent back to their classroom and are expected to make up any missed work before rotating. When the child returns to the classroom they should receive some coaching on specifically what they can do to move back up.

Red Resets occur infrequently, but for a child who has been involved in multiple within a 3 week period, they will be referred to the Student Action Team (SAT), to support the teacher in creating a behavior plan to support the child both academically and behaviorally. SAT meetings are meant to provide teachers with additional ideas for supporting students with academics and or behavior in a less formal setting than the SST (Student Service Team) meeting. During a SAT, teachers, school leaders, and Individual Learning Specialists collaborate to devise new interventions to put into place to support a student for a given time period (generally 4-6 weeks). At the end of the time period specified in the initial meeting, the group will reconvene to evaluate progress and decide if additional interventions are necessary or if the child needs to be referred for an SST meeting (Student Success Team).

For more extreme incidents of misbehaviors (physical violence etc.) students will be sent directly to the office. Upon the first offense and depending upon severity, parents will be called to report the incident and require a brief conversation between parents and students to reset expectations. After this call, they will be asked to return to their team and be given a chance to fix their mistakes and make better choices. If poor choices continue to be made, the student may be referred directly to the Student Success Team (SST), which is run by the Academic Dean. These meetings are comprised of the student, parent(s), teachers, ISD teachers and Academic Dean. Students are referred for behavioral issues, and the team meets to develop a Positive Behavior Support Plan.

If they do not improve, Rocketship staff will place a second call requiring them to be picked up immediately by a family member. They will be suspended for the remainder of that day but not for any subsequent days. Our hope is that they will return the next day embodying the core values of a Rocketship Rocketeer and understanding of what choices a Rocketeer would subsequently make. If they are sent home twice in the span of five days, they will be suspended for a period of 1-3 days, depending on the severity of the incident. The school will implement a Student Support Team (SST), which is designed to handle more extreme cases of repeated misconduct. This team includes parents, teachers, and anyone else that has a strong relationship with the student; some examples include: an older sibling, coach, and psychologist. The team meets regularly and moves through a framework that includes talking about positive aspects of students, prioritize issues and then targeting high priority issues by leveraging student strengths. A student support plan is created in order to position the student for success both behaviorally and academically. All staff members are invested in the education of each student enrolled at Rocketship Schools, therefore a large variety of options are explored in order to mitigate behavior issues and suspension or expulsion is only used in the most extreme of circumstances.

Suspension and Expulsion

Rocketship acknowledges the responsibility of each student, parent, volunteer, faculty, staff and administrator to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. It is the Charter School's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility. Our Suspension and Expulsion policy involves proper and just due process to ensure that students are removed from the classroom in only extreme circumstances. The detailed Suspension and Expulsion Policy will be provided upon request.

Attachment 6

Facilities Plan

RSTN

Identification of a Site and Financing Plans

Rocketship Education's National Development and Facilities Teams will begin the process of identifying the first facility following approval of the charter application. Historically, we have used local brokers to assist us in navigating the local real estate market. We are open to exploring two options of facilities acquisition if there are no options to access underutilized school district facilities: new construction or renovating a commercial building. Rocketship Education will be responsible for financing the acquisition, development and construction of all facilities through its affiliate, Launchpad Development Company. Launchpad and Rocketship's Facilities Team have demonstrated market leading expertise at securing financing from private and public investors and will devise an optimal strategy based on the specific facility that is chosen. Additionally, Rocketship and Launchpad have recently developed a relationship with the Canyon-Agassi Charter School Facilities Fund, and may work with them to develop facilities for Rocketship Education Tennessee, as the group has identified Nashville as a target market for its own expansion.

Building Maintenance

Following approval, the Rocketship staff will work with local developers to obtain and prepare the first building for occupancy. Rocketship has successfully developed six facilities on empty lots in the Bay Area. Additionally, Rocketship staff has prior experience financing and managing significant renovation projects for charter schools. The facility will comply with state and local health and safety requirements, including ensuring adherence to all Americans with Disabilities Act requirements and requirements per T.C.A. § 49-13-105, and timelines for developing these plans are indicated within the Start Up Plan included as Attachment 1. All budget assumptions are included and detailed in Attachments 9 and 10.

Facility Program Worksheet		
Number of Students		630
Space	Pref. SF	
Classroom Areas:		
Classroom (14)		825
Classroom		825
Classroom		825
Classroom		825
Classroom		825
Classroom		825
Classroom		825
Classroom		825
Classroom		825
Classroom		825
Classroom		825
Classroom		825
Classroom		825
Classroom		825
Classroom		825
Classroom		825
Special Education		300
Reading/Library		700
Computer Lab		2500
Specialty Areas:		
Cafeteria / Multi-Purpose		1500
Lunch Prep.- Warming Kitchen		200
Storage Room-Multi-Purpose		250
Storage Room-PE		250
Locker Rooms (Cold weather climates)		700
Gym - Cold weather climates		5000
Student Support Suite:		
Counselor		120
Administration Areas:		
Lobby		360
Open Office (Reception/Office)		360
Reception		150
Principal		150
Asst. Principal		100
Conference Room		180
File Room/Parent Work Room		300
Academic Dean		120
Teachers Work Room		300
Misc. Service Areas:		
Storage/Janitor's Closet		80
Data Room		120
Mech/Elec Room		300
Boys & Girls Toilet Rms 360 Each		1440
Men/Women (Staff)100 Toilet Each		200
K Shared Toilet Rms. 100 Each		400
Subtotal Building (Usable)		
		27,630
Grossing Factor for Corridors/Stairs		5,526
TOTAL / Gross Building		
		33,156
Other:		
Outdoor play area, play structure, eating area		
Parking area		

Attachment 7

Transportation Plan

RSTN

Transportation Plan

RSTN does not currently plan on providing transportation for students, as we anticipate that a majority of students will be recruited from neighborhoods within a mile of the school. RSTN reserves the right to develop a transportation plan prior to the start of school based upon the residency of recruited students. Any RFP issued and contract signed will comply with all applicable laws and regulations. Field trips and other special events will be booked with transportation vendors on a one-off basis.

RSTN will provide transportation to any student if required by a written statement in the student's IEP, and only with the written consensus of the IEP team as needed, for any eligible child to and from school and all school related activities. Rocketship will contract with a transportation service provider to fulfill these portions of the IEP. A transportation assessment will guide the determination.

Attachment 8

Food Service Plan

RSTN

RSTN will provide school food service for all enrolled students in accordance with all applicable law and regulations. RSTN has not yet identified a food service provider vendor, but will do so independently of MNPS, and prior to the opening of the first school. RSTN's food service will be provided in accordance of the nutrition regulations outlined in the §§ T.C.A. 49-6-2301—2307. We anticipate serving a very high percentage of students that qualify free and reduced lunch and we will thus offer both free and reduced lunch and breakfast programs. A timeline for the development of a Food Services Plan is included as part of the "Start-Up Plan" included in Attachment 1.

Attachment 9

Public Charter School Budget Workbook

RSTN

Rocketship Tennessee School Budget Summary

BUDGET SUMMARY

	PLANNING				
	YR 1	YR 2	YR 3	YR 4	YR 5
	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Students	600	600	600	600	600
Number of Employees	26	26	26	26	26
REVENUE					
Basic Education Program	\$4,894,848	\$4,894,848	\$4,894,848	\$4,894,848	\$4,894,848
Title I	\$146,880	\$146,880	\$146,880	\$146,880	\$146,880
Federal Breakfast Program	\$163,037	\$163,037	\$163,037	\$163,037	\$163,037
Federal Lunch Program	\$253,613	\$253,613	\$253,613	\$253,613	\$253,613
IDEA	\$103,680	\$103,680	\$103,680	\$103,680	\$103,680
Transportation	\$288,000	\$288,000	\$288,000	\$288,000	\$288,000
Charter start-up funds	\$0	\$0	\$0	\$0	\$0
Walton start-up funds	\$125,000	\$0	\$0	\$0	\$0
Student fees	\$18,000	\$23,000	\$23,000	\$23,000	\$23,000
Investment Income	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$5,993,058	\$5,873,058	\$5,873,058	\$5,873,058	\$5,873,058
EXPENSES					
Personnel	\$1,993,124	\$2,052,684	\$2,114,032	\$2,177,219	\$2,242,303
General Operating Expenses	\$1,794,308	\$1,649,308	\$1,649,308	\$1,649,308	\$1,649,308
Transportation	\$297,750	\$297,750	\$297,750	\$297,750	\$297,750
Athletic Program	\$0	\$0	\$0	\$0	\$0
Facilities	\$953,333	\$1,140,000	\$1,140,000	\$1,140,000	\$1,140,000
Technology & Equipment	\$505,000	\$174,000	\$354,500	\$199,500	\$354,000
TOTAL EXPENSES	\$5,543,515	\$5,313,742	\$5,555,589	\$5,463,777	\$5,683,360
SURPLUS/(DEFICIT)	\$449,543	\$559,316	\$317,468	\$409,281	\$189,697
<i>Per student</i>	<i>\$749</i>	<i>\$932</i>	<i>\$529</i>	<i>\$682</i>	<i>\$316</i>
Ending Fund Balance	\$464,735	\$1,024,051	\$1,341,519	\$1,750,800	\$1,940,498

CHARTER SCHOOL BUDGET

\$15,192 \$449,543 \$559,316 \$317,468 \$409,281 \$189,697

2014

Base Year

PLANNING YR 1 YR 2 YR 3 YR 4 YR 5

2013/14 2014/15 2015/16 2016/17 2017/18 2018/19

REVENUE ASSUMPTIONS

Number of grade levels	2013	2014	2015	2016	2017	2018
K	6	6	6	6	6	6
1st	100	100	100	100	100	100
2nd	100	100	100	100	100	100
3rd	100	100	100	100	100	100
4th	100	100	100	100	100	100
5th	100	100	100	100	100	100
6th	100	100	100	100	100	100
7th						
8th						
9th						
10th						
11th						
12th						
Total Student Enrollment	600	600	600	600	600	600
ADM	0	576	576	576	576	576

96.0%

ADM	85%	85%	85%	85%	85%	85%
0	576	576	576	576	576	576
0	576	576	576	576	576	576

ADM	12%	12%	12%	12%	12%	12%
0	72	72	72	72	72	72
0	72	72	72	72	72	72

Base year	2013	2014	2015	2016	2017	2018
\$8,498	\$8,498	\$8,498	\$8,498	\$8,498	\$8,498	\$8,498
1.03	1.03	1.03	1.03	1.03	1.03	1.03
\$300	\$300	\$300	\$300	\$300	\$300	\$300
\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
yes	yes	yes	yes	yes	yes	yes
yes	yes	yes	yes	yes	yes	yes
\$1.80	\$1.80	\$1.80	\$1.80	\$1.80	\$1.80	\$1.80
\$2.80	\$2.80	\$2.80	\$2.80	\$2.80	\$2.80	\$2.80
\$500	\$500	\$500	\$500	\$500	\$500	\$500
\$0	\$0	\$0	\$0	\$0	\$0	\$0

Basic Education Program (funding per student)	2013	2014	2015	2016	2017	2018
Basic Education Program	\$4,894,848	\$4,894,848	\$4,894,848	\$4,894,848	\$4,894,848	\$4,894,848
Title I	\$146,880	\$146,880	\$146,880	\$146,880	\$146,880	\$146,880
Federal Breakfast Program	\$163,037	\$163,037	\$163,037	\$163,037	\$163,037	\$163,037
Federal Lunch Program	\$253,613	\$253,613	\$253,613	\$253,613	\$253,613	\$253,613
IDEA	\$103,680	\$103,680	\$103,680	\$103,680	\$103,680	\$103,680
Transportation	\$288,000	\$288,000	\$288,000	\$288,000	\$288,000	\$288,000
Charter start-up funds (Title V)	\$0	\$0	\$0	\$0	\$0	\$0
Other start-up grant funds	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000
School level fundraising	\$0	\$0	\$0	\$0	\$0	\$0
Student fees	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
Investment income	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (foundations, corporate)	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (individuals)	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$5,993,058	\$5,873,058	\$5,873,058	\$5,873,058	\$5,873,058	\$5,873,058

PLANNING YR 1 YR 2 YR 3 YR 4 YR 5

2013/14 2014/15 2015/16 2016/17 2017/18 2018/19

EXPENSES STAFFING COSTS

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Input Teacher	0.00	0.00	0.00	0.00	0.00	0.00
Input Teacher	0.00	0.00	0.00	0.00	0.00	0.00
Input Teacher	0.00	0.00	0.00	0.00	0.00	0.00
Input Teacher	0.00	0.00	0.00	0.00	0.00	0.00
Total Specialist/Electives Teachers	0.00	3.00	3.00	3.00	3.00	3.00

Grade	Subject	Teacher	Start Year (Input year or 'NA')	Base Salary
		Input Teacher	NA	-
		Input Teacher	NA	-
		Input Teacher	NA	-
		Input Teacher	NA	-

Total Specialist/Electives Teachers

Grade	Subject	Teacher	Start Year (Input year or 'NA')	Base Salary	YR 1	YR 2	YR 3	YR 4	YR 5
K	General	Grade Level Teacher	2014	\$70,000	1.00	1.00	1.00	1.00	1.00
K	General	Grade Level Teacher	2014	\$55,000	1.00	1.00	1.00	1.00	1.00
K	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
K	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
K	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
K	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
K	General	Individualized Learning Specialist	2014	\$35,000	1.00	1.00	1.00	1.00	1.00
K	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
K	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
K	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
K	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Teacher	2014	\$70,000	1.00	1.00	1.00	1.00	1.00
1	General	Grade Level Teacher	2014	\$55,000	1.00	1.00	1.00	1.00	1.00
1	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
1	General	Individualized Learning Specialist	2014	\$35,000	1.00	1.00	1.00	1.00	1.00
1	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Teacher	2014	\$70,000	1.00	1.00	1.00	1.00	1.00
2	General	Grade Level Teacher	2014	\$55,000	1.00	1.00	1.00	1.00	1.00
2	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
2	General	Individualized Learning Specialist	2014	\$35,000	1.00	1.00	1.00	1.00	1.00
2	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Teacher	2014	\$70,000	1.00	1.00	1.00	1.00	1.00
3	General	Grade Level Teacher	2014	\$55,000	1.00	1.00	1.00	1.00	1.00
3	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
3	General	Individualized Learning Specialist	2014	\$35,000	1.00	1.00	1.00	1.00	1.00
3	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00
4	General	Grade Level Teacher	2014	\$70,000	1.00	1.00	1.00	1.00	1.00
4	General	Grade Level Teacher	2014	\$55,000	1.00	1.00	1.00	1.00	1.00
4	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
4	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00
4	General	Grade Level Teacher	NA	-	0.00	0.00	0.00	0.00	0.00

		2014		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Individualized Learning Specialist		2014	\$35,000	0.00	1.00	1.00	1.00	1.00	1.00
4	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
4	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
4	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
4	Grade Level Assistant	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
Math		2014	\$70,000	0.00	1.00	1.00	1.00	1.00	1.00
5	Math	2014	\$55,000	0.00	1.00	1.00	1.00	1.00	1.00
5	Reading	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
5	Language Arts	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
5	Science	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
5	Social Studies	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
5	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
Individualized Learning Specialist		2014	\$35,000	0.00	1.00	1.00	1.00	1.00	1.00
5	Math	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
5	Reading	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
5	Language Arts	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
5	Science	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
5	Social Studies	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
7	Math	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
7	Reading	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
7	Language Arts	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
7	Science	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
7	Social Studies	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
8	Math	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
8	Reading	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
8	Language Arts	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
8	Science	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
8	Social Studies	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
9	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
9	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
9	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
9	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
10	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
10	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
10	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
10	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
11	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
11	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
11	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
11	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
12	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
12	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
12	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
12	General	NA	-	0.00	0.00	0.00	0.00	0.00	0.00
Total Grade Level Teachers				0.00	18.00	18.00	18.00	18.00	18.00

SALARIES

Administrators	\$120,000	\$123,600	\$127,308	\$131,127	\$135,061
School Director	\$0	\$57,550	\$59,177	\$60,882	\$62,668
AP/Director of Curriculum and Instruction	\$85,000	\$87,550	\$90,177	\$92,882	\$95,668
Business Operations Director	\$65,000	\$66,950	\$68,959	\$71,037	\$73,158
Dean of Students	\$0	\$87,550	\$90,177	\$92,882	\$95,668
Director of Development	\$0	\$0	\$0	\$0	\$0

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2	General	\$0	\$0	\$0	\$0	\$0
	2	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
	3	General	\$0	\$74,263	\$74,263	\$76,491	\$78,786
	3	Grade Level Teacher	\$0	\$56,650	\$56,650	\$60,100	\$61,903
	3	General	\$0	\$0	\$0	\$0	\$0
	3	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
	3	General	\$0	\$0	\$0	\$0	\$0
	3	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
	3	General	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
	3	Individualized Learning Specialist	\$0	\$0	\$0	\$0	\$0
	3	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
	3	General	\$0	\$0	\$0	\$0	\$0
	3	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
	3	General	\$0	\$0	\$0	\$0	\$0
	4	General	\$70,000	\$72,100	\$74,263	\$76,491	\$78,786
	4	Grade Level Teacher	\$55,000	\$56,650	\$58,350	\$60,100	\$61,903
	4	General	\$0	\$0	\$0	\$0	\$0
	4	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
	4	General	\$0	\$0	\$0	\$0	\$0
	4	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
	4	Individualized Learning Specialist	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
	4	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
	4	General	\$0	\$0	\$0	\$0	\$0
	4	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
	4	General	\$0	\$0	\$0	\$0	\$0
	5	Math	\$70,000	\$72,100	\$74,263	\$76,491	\$78,786
	5	Reading	\$55,000	\$56,650	\$58,350	\$60,100	\$61,903
	5	Language Arts	\$0	\$0	\$0	\$0	\$0
	5	Science	\$0	\$0	\$0	\$0	\$0
	5	Social Studies	\$0	\$0	\$0	\$0	\$0
	5	General	\$0	\$0	\$0	\$0	\$0
	5	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
	5	Individualized Learning Specialist	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
	5	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
	5	Reading	\$0	\$0	\$0	\$0	\$0
	5	Language Arts	\$0	\$0	\$0	\$0	\$0
	5	Science	\$0	\$0	\$0	\$0	\$0
	5	Social Studies	\$0	\$0	\$0	\$0	\$0
	5	General	\$0	\$0	\$0	\$0	\$0
	7	Math	\$0	\$0	\$0	\$0	\$0
	7	Reading	\$0	\$0	\$0	\$0	\$0
	7	Language Arts	\$0	\$0	\$0	\$0	\$0
	7	Science	\$0	\$0	\$0	\$0	\$0
	7	Social Studies	\$0	\$0	\$0	\$0	\$0
	8	Math	\$0	\$0	\$0	\$0	\$0
	8	Reading	\$0	\$0	\$0	\$0	\$0
	8	Language Arts	\$0	\$0	\$0	\$0	\$0
	8	Science	\$0	\$0	\$0	\$0	\$0
	8	Social Studies	\$0	\$0	\$0	\$0	\$0
	9	General	\$0	\$0	\$0	\$0	\$0
	9	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
	9	General	\$0	\$0	\$0	\$0	\$0
	9	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
	9	General	\$0	\$0	\$0	\$0	\$0
	9	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
	10	General	\$0	\$0	\$0	\$0	\$0
	10	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
	10	General	\$0	\$0	\$0	\$0	\$0
	10	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
	10	General	\$0	\$0	\$0	\$0	\$0
	10	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0

				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
St Ret	1	General	Grade Level Teacher	\$0	\$6,335	\$6,525	\$6,721	\$6,922	\$7,130
St Ret	1	General	Grade Level Teacher	\$0	\$4,978	\$5,127	\$5,281	\$5,439	\$5,602
St Ret	1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	1	General	Individualized Learning Specialist	\$0	\$3,168	\$3,263	\$3,360	\$3,461	\$3,565
St Ret	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	2	General	Grade Level Teacher	\$0	\$6,335	\$6,525	\$6,721	\$6,922	\$7,130
St Ret	2	General	Grade Level Teacher	\$0	\$4,978	\$5,127	\$5,281	\$5,439	\$5,602
St Ret	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	2	General	Individualized Learning Specialist	\$0	\$3,168	\$3,263	\$3,360	\$3,461	\$3,565
St Ret	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	3	General	Grade Level Teacher	\$0	\$6,335	\$6,525	\$6,721	\$6,922	\$7,130
St Ret	3	General	Grade Level Teacher	\$0	\$4,978	\$5,127	\$5,281	\$5,439	\$5,602
St Ret	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	3	General	Individualized Learning Specialist	\$0	\$3,168	\$3,263	\$3,360	\$3,461	\$3,565
St Ret	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	4	General	Grade Level Teacher	\$0	\$6,335	\$6,525	\$6,721	\$6,922	\$7,130
St Ret	4	General	Grade Level Teacher	\$0	\$4,978	\$5,127	\$5,281	\$5,439	\$5,602
St Ret	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	4	General	Individualized Learning Specialist	\$0	\$3,168	\$3,263	\$3,360	\$3,461	\$3,565
St Ret	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	5	Math	Grade Level Teacher	\$0	\$6,335	\$6,525	\$6,721	\$6,922	\$7,130
St Ret	5	Reading	Grade Level Teacher	\$0	\$4,978	\$5,127	\$5,281	\$5,439	\$5,602
St Ret	5	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	5	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	5	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	5	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	5	Math	Individualized Learning Specialist	\$0	\$3,168	\$3,263	\$3,360	\$3,461	\$3,565
St Ret	5	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	5	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	5	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	5	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	7	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	7	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
St Ret						
St Ret	7	Language Arts	Grade Level Teacher	\$0	\$0	\$0
St Ret	7	Science	Grade Level Teacher	\$0	\$0	\$0
St Ret	7	Social Studies		\$0	\$0	\$0
St Ret	8	Math	Grade Level Teacher	\$0	\$0	\$0
St Ret	8	Reading	Grade Level Teacher	\$0	\$0	\$0
St Ret	8	Language Arts	Grade Level Teacher	\$0	\$0	\$0
St Ret	8	Science	Grade Level Teacher	\$0	\$0	\$0
St Ret	8	Social Studies	Grade Level Teacher	\$0	\$0	\$0
St Ret	9	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	9	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	9	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	9	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	10	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	10	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	10	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	10	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	11	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	11	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	11	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	11	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	12	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	12	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	12	General	Grade Level Teacher	\$0	\$0	\$0
St Ret	12	General	Grade Level Teacher	\$0	\$0	\$0
		Total Grade Level Teacher State Retirement Costs		\$92,171	\$94,936	\$97,784
		Total State Retirement Costs		\$141,910	\$146,167	\$150,552
Li		Life Insurance				
Li		Administrators				
Li		School Director	\$761	\$784	\$807	\$831
Li		AP/Director of Curriculum and Instruction	\$539	\$555	\$572	\$589
Li		Business Operations Director	\$412	\$424	\$437	\$450
Li		Dean of Students	\$539	\$555	\$572	\$589
Li		Director of Development	\$0	\$0	\$0	\$0
Li		Office Staff				
Li		Office Manager	\$154	\$261	\$269	\$277
Li		Records Specialist	\$0	\$0	\$0	\$0
Li		Administrative Assistant	\$0	\$0	\$0	\$0
		Total Administrators and Office Staff	\$2,504	\$2,579	\$2,657	\$2,819
Li		Specialist/Electives Teachers				
Li		Special Education Teacher	\$380	\$392	\$404	\$416
Li		Special Education Assistant	\$190	\$196	\$202	\$208
Li		Enrichment Center Coordinator	\$190	\$196	\$202	\$208
Li		Input Teacher	\$0	\$0	\$0	\$0
Li		Input Teacher	\$0	\$0	\$0	\$0
Li		Input Teacher	\$0	\$0	\$0	\$0
Li		Input Teacher	\$0	\$0	\$0	\$0
Li		Input Teacher	\$0	\$0	\$0	\$0

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
U	4	General	\$349	\$359	\$370	\$381	\$392
U	4	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	4	General	\$0	\$0	\$0	\$0	\$0
U	4	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	4	General	\$0	\$0	\$0	\$0	\$0
U	4	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	4	General	\$222	\$229	\$235	\$242	\$250
U	4	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	4	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
U	4	General	\$0	\$0	\$0	\$0	\$0
U	4	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
U	4	General	\$444	\$457	\$471	\$485	\$500
U	5	Math	\$349	\$359	\$370	\$381	\$392
U	5	Reading	\$0	\$0	\$0	\$0	\$0
U	5	Language Arts	\$0	\$0	\$0	\$0	\$0
U	5	Science	\$0	\$0	\$0	\$0	\$0
U	5	Social Studies	\$0	\$0	\$0	\$0	\$0
U	5	General	\$0	\$0	\$0	\$0	\$0
U	5	Grade Level Teacher	\$222	\$229	\$235	\$242	\$250
U	5	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	5	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
U	5	Language Arts	\$0	\$0	\$0	\$0	\$0
U	5	Science	\$0	\$0	\$0	\$0	\$0
U	5	Social Studies	\$0	\$0	\$0	\$0	\$0
U	7	Math	\$0	\$0	\$0	\$0	\$0
U	7	Reading	\$0	\$0	\$0	\$0	\$0
U	7	Language Arts	\$0	\$0	\$0	\$0	\$0
U	7	Science	\$0	\$0	\$0	\$0	\$0
U	7	Social Studies	\$0	\$0	\$0	\$0	\$0
U	8	Math	\$0	\$0	\$0	\$0	\$0
U	8	Reading	\$0	\$0	\$0	\$0	\$0
U	8	Language Arts	\$0	\$0	\$0	\$0	\$0
U	8	Science	\$0	\$0	\$0	\$0	\$0
U	8	Social Studies	\$0	\$0	\$0	\$0	\$0
U	9	General	\$0	\$0	\$0	\$0	\$0
U	9	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	9	General	\$0	\$0	\$0	\$0	\$0
U	9	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	9	General	\$0	\$0	\$0	\$0	\$0
U	9	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	10	General	\$0	\$0	\$0	\$0	\$0
U	10	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	10	General	\$0	\$0	\$0	\$0	\$0
U	10	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	10	General	\$0	\$0	\$0	\$0	\$0
U	10	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	11	General	\$0	\$0	\$0	\$0	\$0
U	11	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	11	General	\$0	\$0	\$0	\$0	\$0
U	11	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	11	General	\$0	\$0	\$0	\$0	\$0
U	11	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	12	General	\$0	\$0	\$0	\$0	\$0
U	12	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	12	General	\$0	\$0	\$0	\$0	\$0
U	12	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	12	General	\$0	\$0	\$0	\$0	\$0
U	12	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
U	U	Total Grade Level Teacher Life Insurance Costs	\$6,086	\$6,269	\$6,457	\$6,651	\$6,850
U	U	Total Life Insurance	\$206	\$9,632	\$9,921	\$10,219	\$10,525

				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
GASB 45	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Individualized Learning Specialist	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Individualized Learning Specialist	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Individualized Learning Specialist	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	5	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	5	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	5	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	5	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	5	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	5	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	5	Math	Individualized Learning Specialist	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	5	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	5	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	5	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	5	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	7	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	7	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	7	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	7	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	7	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	8	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	8	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	8	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	8	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	8	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
UI		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
UI		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
UI		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
UI		Total Specialist/Electives Teachers	\$0	\$177	\$177	\$177	\$177	\$177
UI		Grade Level Teacher	\$0	\$59	\$59	\$59	\$59	\$59
UI	K	General	\$0	\$59	\$59	\$59	\$59	\$59
UI	K	General	\$0	\$59	\$59	\$59	\$59	\$59
UI	K	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	K	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	K	General	\$0	\$0	\$0	\$0	\$0	\$0
UI		Individualized Learning Specialist	\$0	\$59	\$59	\$59	\$59	\$59
UI	K	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	K	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	K	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	K	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	K	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	1	General	\$0	\$59	\$59	\$59	\$59	\$59
UI	1	General	\$0	\$59	\$59	\$59	\$59	\$59
UI	1	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	1	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	1	General	\$0	\$0	\$0	\$0	\$0	\$0
UI		Individualized Learning Specialist	\$0	\$59	\$59	\$59	\$59	\$59
UI	1	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	1	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	1	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	1	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	1	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	2	General	\$0	\$59	\$59	\$59	\$59	\$59
UI	2	General	\$0	\$59	\$59	\$59	\$59	\$59
UI	2	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	2	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	2	General	\$0	\$0	\$0	\$0	\$0	\$0
UI		Individualized Learning Specialist	\$0	\$59	\$59	\$59	\$59	\$59
UI	2	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	2	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	2	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	2	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	2	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	3	General	\$0	\$59	\$59	\$59	\$59	\$59
UI	3	General	\$0	\$59	\$59	\$59	\$59	\$59
UI	3	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	3	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	3	General	\$0	\$0	\$0	\$0	\$0	\$0
UI		Individualized Learning Specialist	\$0	\$59	\$59	\$59	\$59	\$59
UI	3	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	3	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	3	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	3	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	3	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	4	General	\$0	\$59	\$59	\$59	\$59	\$59
UI	4	General	\$0	\$59	\$59	\$59	\$59	\$59
UI	4	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	4	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	4	General	\$0	\$0	\$0	\$0	\$0	\$0
UI		Individualized Learning Specialist	\$0	\$59	\$59	\$59	\$59	\$59
UI	4	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	4	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	4	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	4	General	\$0	\$0	\$0	\$0	\$0	\$0
UI	4	General	\$0	\$0	\$0	\$0	\$0	\$0

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
UI	4	General	\$0	\$0	\$0	\$0	\$0
UI	4	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
UI	5	Math	\$59	\$59	\$59	\$59	\$59
UI	5	Reading	\$59	\$59	\$59	\$59	\$59
UI	5	Language Arts	\$0	\$0	\$0	\$0	\$0
UI	5	Science	\$0	\$0	\$0	\$0	\$0
UI	5	Social Studies	\$0	\$0	\$0	\$0	\$0
UI	5	General	\$0	\$0	\$0	\$0	\$0
UI	5	Math	\$59	\$59	\$59	\$59	\$59
UI	5	Reading	\$0	\$0	\$0	\$0	\$0
UI	5	Language Arts	\$0	\$0	\$0	\$0	\$0
UI	5	Science	\$0	\$0	\$0	\$0	\$0
UI	5	Social Studies	\$0	\$0	\$0	\$0	\$0
UI	7	Math	\$0	\$0	\$0	\$0	\$0
UI	7	Reading	\$0	\$0	\$0	\$0	\$0
UI	7	Language Arts	\$0	\$0	\$0	\$0	\$0
UI	7	Science	\$0	\$0	\$0	\$0	\$0
UI	7	Social Studies	\$0	\$0	\$0	\$0	\$0
UI	8	Math	\$0	\$0	\$0	\$0	\$0
UI	8	Reading	\$0	\$0	\$0	\$0	\$0
UI	8	Language Arts	\$0	\$0	\$0	\$0	\$0
UI	8	Science	\$0	\$0	\$0	\$0	\$0
UI	8	Social Studies	\$0	\$0	\$0	\$0	\$0
UI	9	General	\$0	\$0	\$0	\$0	\$0
UI	9	General	\$0	\$0	\$0	\$0	\$0
UI	9	General	\$0	\$0	\$0	\$0	\$0
UI	9	General	\$0	\$0	\$0	\$0	\$0
UI	10	General	\$0	\$0	\$0	\$0	\$0
UI	10	General	\$0	\$0	\$0	\$0	\$0
UI	10	General	\$0	\$0	\$0	\$0	\$0
UI	10	General	\$0	\$0	\$0	\$0	\$0
UI	11	General	\$0	\$0	\$0	\$0	\$0
UI	11	General	\$0	\$0	\$0	\$0	\$0
UI	11	General	\$0	\$0	\$0	\$0	\$0
UI	11	General	\$0	\$0	\$0	\$0	\$0
UI	12	General	\$0	\$0	\$0	\$0	\$0
UI	12	General	\$0	\$0	\$0	\$0	\$0
UI	12	General	\$0	\$0	\$0	\$0	\$0
UI	12	General	\$0	\$0	\$0	\$0	\$0
Total Grade Level Teacher Unemployment Insurance			\$0	\$1,062	\$1,062	\$1,062	\$1,062
Total Unemployment Insurance			\$30	\$1,534	\$1,534	\$1,534	\$1,534
TOTAL BENEFITS			\$9,013	\$436,884	\$463,897	\$477,522	\$491,524
<i>% of Salaries</i>			27.7%	29.6%	29.6%	29.6%	29.6%

PART-TIME EMPLOYEES
Input part-time employee

Rocketship Tennessee School

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Percentage of full-time FTE	0.00	0.50	0.50	0.50	0.50	0.50
Annualized salary	\$0	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
Input part-time employee						
Percentage of full-time FTE	0.00	0.50	0.50	0.50	0.50	0.50
Annualized salary	\$0	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
Input part-time employee						
Percentage of full-time FTE	0.00	0.50	0.50	0.50	0.50	0.50
Annualized salary	\$0	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
Input part-time employee						
Percentage of full-time FTE	0.00	0.50	0.50	0.50	0.50	0.50
Annualized salary	\$0	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
Input part-time employee						
Percentage of full-time FTE	0.00	0.50	0.50	0.50	0.50	0.50
Annualized salary	\$0	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883

PART TIME SALARIES	\$0	\$75,000	\$77,250	\$79,568	\$81,955	\$84,413
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PERFORMANCE BONUSES	\$0	\$0	\$0	\$0	\$0	\$0
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PAYROLL SERVICES	\$120	\$6,240	\$6,240	\$6,240	\$6,240	\$6,240
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GENERAL OPERATING EXPENSES

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Instruction						
Professional development	\$1,000	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000
Staff recruitment	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Student recruitment and marketing	\$20,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Textbooks - initial costs	\$250	\$150,000	\$0	\$0	\$0	\$0
Textbooks - repurchase of new books	\$	\$	\$	\$	\$	\$
Library books	\$25	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Charter application	\$5,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
Printing paper	\$30	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Assessment costs	\$50	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
Supplies for students	\$40	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500
Instructional supplies - Teachers (just teaching faculty)	\$500	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
General office supplies	\$500	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
School uniforms - new students	\$30	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
School uniforms - returning students	\$10	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
General building decorum	\$6	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
Health supplies	\$150	\$150	\$150	\$150	\$150	\$150
Bank fees	\$5	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Postage and shipping	\$5	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Gifts & awards - students	\$5	\$3,900	\$3,900	\$3,900	\$3,900	\$3,900
Gifts & awards - faculty and staff	\$150	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Field trips - local	\$5,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
Field trips - out of state	\$0	\$0	\$0	\$0	\$0	\$0
Student Information System	\$20	\$62,000	\$62,000	\$62,000	\$62,000	\$62,000
Substitutes	\$2,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Insurance	\$50	\$0	\$0	\$0	\$0	\$0
Authorizer Fee		\$799,459	\$799,459	\$799,459	\$799,459	\$799,459
Regional Fee		\$48,948	\$48,948	\$48,948	\$48,948	\$48,948
Contingencies		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Parent & staff meetings	\$375	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Saturday school (contractors for instruction)						
Total instructional supplies	\$56,875	\$1,302,558	\$1,157,558	\$1,157,558	\$1,157,558	\$1,157,558
Per student	\$2,171	\$1,929	\$1,929	\$1,929	\$1,929	\$1,929
<p>Contracted Services</p> <p>Annual audit <input type="checkbox"/> \$10,000 <input type="checkbox"/> Per year \$10,000 \$10,000 \$10,000 \$10,000 \$10,000</p> <p>Legal funds <input type="checkbox"/> \$10,000 <input type="checkbox"/> Per year \$10,000 \$10,000 \$10,000 \$10,000 \$10,000</p> <p>Total Contract Services \$10,000 \$20,000 \$20,000 \$20,000 \$20,000 \$20,000</p>						
<p>School Pays?</p> <p>Breakfast <input type="checkbox"/> No \$2.00 <input type="checkbox"/> Per student \$188,700 \$188,700 \$188,700 \$188,700 \$188,700</p> <p>Lunch program <input type="checkbox"/> No \$3.00 <input type="checkbox"/> Per student (not covered by Title I) \$283,050 \$283,050 \$283,050 \$283,050 \$283,050</p> <p>Snacks <input type="checkbox"/> No \$0.50 <input type="checkbox"/> Per student \$0 \$0 \$0 \$0 \$0</p> <p>Saturday food program <input type="checkbox"/> No \$2.00 <input type="checkbox"/> Input "yes" or "no" \$0 \$0 \$0 \$0 \$0</p> <p>Total Food Costs \$0 \$471,750 \$471,750 \$471,750 \$471,750 \$471,750</p>						
TOTAL GENERAL OPERATING EXPENSES	\$66,875	\$1,794,308	\$1,649,308	\$1,649,308	\$1,649,308	\$1,649,308

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
<p>TRANSPORTATION COSTS</p> <p>ASSUMPTIONS</p> <p>Percentage of students transported <input type="checkbox"/> 100%</p> <p>Students per bus <input type="checkbox"/> 100</p> <p>Bus purchase price (used bus) <input type="checkbox"/> \$0</p> <p>Miles driven per bus per day <input type="checkbox"/> 50</p> <p>Miles driven per bus per year <input type="checkbox"/> 9,250</p> <p>Miles per gallon <input type="checkbox"/> 10.00</p> <p>Gallons purchased per year <input type="checkbox"/> 925.00</p> <p>Price per gallon <input type="checkbox"/> \$5.00</p> <p>Annual fuel costs per bus <input type="checkbox"/> \$4,625.00</p> <p>Maintenance costs per bus <input type="checkbox"/> \$0.00</p> <p>Annual maintenance costs per bus <input type="checkbox"/> \$0</p> <p>Bus Contracting Costs <input type="checkbox"/> \$45,000 annual</p>						
Number of students participating	600	600	600	600	600	600
Number of buses required	6	6	6	6	6	6
Bus purchasing costs	\$0	\$0	\$0	\$0	\$0	\$0
Fuel costs	\$27,750	\$27,750	\$27,750	\$27,750	\$27,750	\$27,750
Maintenance costs	\$0	\$0	\$0	\$0	\$0	\$0
Bus Contracting Costs	\$270,000	\$270,000	\$270,000	\$270,000	\$270,000	\$270,000
TOTAL TRANSPORTATION COSTS	\$0	\$297,750	\$297,750	\$297,750	\$297,750	\$297,750
Per student	\$0	\$496.25	\$496.25	\$496.25	\$496.25	\$496.25

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
<p>Flag Football (8 home games; 8 away games)</p> <p>Head coach <input type="checkbox"/> \$1,000</p> <p>Assistant Coach <input type="checkbox"/> \$500</p> <p>Equipment <input type="checkbox"/> \$300</p> <p>Uniforms <input type="checkbox"/> \$100</p> <p>Footballs <input type="checkbox"/> \$100</p> <p>Flags/Misc Equipment <input type="checkbox"/> \$1,200</p> <p>Transportation <input type="checkbox"/> \$800</p> <p>Referees <input type="checkbox"/> \$4,300</p> <p>Total Costs</p>						
Number of students participating	600	600	600	600	600	600
Number of buses required	6	6	6	6	6	6
Bus purchasing costs	\$0	\$0	\$0	\$0	\$0	\$0
Fuel costs	\$27,750	\$27,750	\$27,750	\$27,750	\$27,750	\$27,750
Maintenance costs	\$0	\$0	\$0	\$0	\$0	\$0
Bus Contracting Costs	\$270,000	\$270,000	\$270,000	\$270,000	\$270,000	\$270,000
TOTAL TRANSPORTATION COSTS	\$0	\$297,750	\$297,750	\$297,750	\$297,750	\$297,750
Per student	\$0	\$496.25	\$496.25	\$496.25	\$496.25	\$496.25

	YR 1	YR 2	YR 3	YR 4	YR 5
Boys Basketball (12 home games; 12 away games)					
Head coach	\$1,000				
Assistant Coach	\$500				
Equipment					
Uniforms	\$500	Assumption?			
Basketballs	\$100				
Misc Equipment	\$200	per away game			
Transportation	\$1,800	\$150 per away game - bus rental			
Referees	\$1,200	2 refs per home game - \$50 ref			
Gym rental	\$0	\$35/hour? - could be up to \$6K			
Total Costs	\$5,300				
Girls Cheerleading (12 home games; 12 away games)					
Head coach	\$1,000				
Assistant Coach	\$500				
Equipment					
Uniforms	\$500	Assumption?			
Basketballs	\$0				
Misc Equipment	\$200	per away game			
Transportation	\$1,800	\$150 per away game - bus rental			
Referees	\$1,200	2 refs per home game - \$50 ref			
Gym rental	\$0	\$35/hour? - could be up to \$6K			
Total Costs	\$5,200				
Boys Soccer (8 home games; 8 away games)					
Head coach	\$1,000				
Assistant Coach	\$500				
Equipment					
Uniforms	\$400	Assumption?			
Soccer balls	\$150				
Shin guards, Misc Equipment	\$400	per away game			
Transportation	\$1,200	\$150 per away game - bus rental			
Referees	\$800	2 refs per home game - \$50 ref			
Total Costs	\$4,450				
Girls Soccer (8 home games; 8 away games)					
Head coach	\$1,000				
Assistant Coach	\$500				
Equipment					
Uniforms	\$400	Assumption?			
Soccer balls	\$150				
Shin guards, Misc Equipment	\$400	per away game			
Soccer goals	\$2,000	\$1,000 per goal - 2 goals			
Transportation	\$1,200	\$150 per away game - bus rental			
Referees	\$800	2 refs per home game - \$50 ref			
Total Costs	\$6,450				
Boys track and field (8 home games; 8 away games)					
Head coach	\$1,000				
Assistant Coach	\$500				
Equipment					
Uniforms	\$0				
Other Equipment	\$0	Possible grant?			
Transportation	\$1,200	\$150 per away game - bus rental			
Referees	\$800	2 refs per home game - \$50 ref			
Total Costs	\$3,500				
Girls track and field (8 home games; 8 away games)					
Head coach	\$1,000				
Assistant Coach	\$500				
Equipment					
Uniforms	\$0				
Other Equipment	\$0	Possible grant?			
Transportation	\$1,200	\$150 per away game - bus rental			
Referees	\$800	2 refs per home game - \$50 ref			
Total Costs	\$3,500				

PLANNING YR 1 YR 2 YR 3 YR 4 YR 5

	YR 1	YR 2	YR 3	YR 4	YR 5
Boyz Lacrosse (8 home games, 8 away games)					
Head coach	\$1,000				
Assistant Coach	\$500				
Equipment	\$0				
Uniforms	\$0				
Other Equipment	\$0				
Transportation	\$1,200	\$150 per away game - bus rental			
Referees	\$800	2 refs per home game - \$50 ref			
Total Costs	\$3,500				
Girls Lacrosse (8 home games, 8 away games)					
Head coach	\$1,000				
Assistant Coach	\$500				
Equipment	\$0				
Uniforms	\$0				
Other Equipment	\$0				
Transportation	\$1,200	\$150 per away game - bus rental			
Referees	\$800	2 refs per home game - \$50 ref			
Total Costs	\$3,500				

	YR 1	YR 2	YR 3	YR 4	YR 5
Football	\$0	\$0	\$0	\$0	\$0
Boyz basketball	\$0	\$0	\$0	\$0	\$0
Girls cheerleading	\$0	\$0	\$0	\$0	\$0
Boyz soccer	\$0	\$0	\$0	\$0	\$0
Girls soccer	\$0	\$0	\$0	\$0	\$0
Boyz track and field	\$0	\$0	\$0	\$0	\$0
Girls track and field	\$0	\$0	\$0	\$0	\$0
Boyz lacrosse	\$0	\$0	\$0	\$0	\$0
Girls lacrosse	\$0	\$0	\$0	\$0	\$0
TOTAL ATHLETIC COSTS	\$0	\$0	\$0	\$0	\$0

	YR 1	YR 2	YR 3	YR 4	YR 5
TOTAL EXPENSES	\$108,508	\$4,085,181	\$3,999,742	\$4,061,089	\$4,124,277
					\$4,189,360

FACILITIES, EQUIPMENT & TECHNOLOGY

FACILITIES
 INPUT "Purchase" or "Lease"
 Type

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
2013	2014	2015	2016	2017	2018

LEASE OPTION

Square feet leased: 40,000 (2014-2018)

Lease rate: \$666,667 (2014-2018) Per sq ft

Custodial: \$160,000 (2014-2018) Per sq ft

Utilities: \$160,000 (2014-2018) Per sq ft

Capital Outlay (building renovations): \$0.00 One-time cost

Total cost to lease: \$0 (2013), \$933,333 (2014-2018)

PURCHASE OPTION

Square feet purchased: Per sq ft

Purchase price per sq ft: Per sq ft

Purchase price: Per sq ft

Renovation cost per sq ft: Per sq ft

Total renovation costs: Per sq ft

Purchase price and renovation costs

Equity: % of purchase price

Amount Financed: Loan Term (years), Interest Rate

Monthly Debt Service: \$618,290 (2014-2018) Per sq ft

Annual Debt Service: \$90,000 (2014-2018) Per sq ft

Custodial Services: \$90,000 (2014-2018) Per sq ft

Utilities: \$90,000 (2014-2018) Per sq ft

Equity (down payment): \$810,000

Financing costs (6 months during planning year): \$109,145

Total costs to purchase

General liability insurance: \$20,000 (2014-2018) Annual cost

Total costs to purchase: \$1,119,145 (2013), \$798,290 (2014-2018)

TOTAL FACILITIES COSTS

\$0 (2013), \$933,333 (2014-2018)

TECHNOLOGY & EQUIPMENT COSTS ASSUMPTIONS

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
2013	2014	2015	2016	2017	2018

	\$1,000	Per month	600	600	600	600	600	600
Copier (monthly lease rate)	30	Students per copier						
Desktop computer costs (faculty and computers for carts)	\$500	Per laptop						
Desktop computers	\$0	Per grade level						
Cart costs	\$5,000	Per cart						
Student enrollment								
Number of copiers needed		Per student	6	6	6	6	6	6
Monthly copier lease	\$72,000	Per laptop	\$72,000	\$72,000	\$72,000	\$72,000	\$72,000	\$72,000
Copier - usage fee	\$30,000	Per laptop	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
New Laptop - faculty	\$25,500	Per grade level	\$0	\$0	\$0	\$0	\$0	\$0
Laptop replacement costs	\$500	Number of years use	\$0	\$0	\$0	\$25,500	\$0	\$0
Mobile lap cart - students	\$180,000	Per grade level	\$0	\$0	\$0	\$0	\$0	\$0
Mobile Laptop replacement costs	\$0	Number of years use	\$0	\$180,000	\$0	\$0	\$180,000	\$0
Administration cell phone handset	\$0	Per handset	\$0	\$0	\$0	\$0	\$0	\$0
Administration cell phones (monthly coverage)	\$100	Per month	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Internet setup	\$5,000	Setup fee	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Server	\$0	Per server	\$0	\$0	\$0	\$0	\$0	\$0
Educational software	\$100	Per student	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Internet and phone monthly service	\$750	Per month	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
Other Equipment (security system)	\$5,000	Setup cost	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Monthly equipment cost	\$50	Per month	\$600	\$600	\$600	\$600	\$600	\$600
Faculty furniture	\$1,000	Per FTE	\$0	\$0	\$0	\$0	\$0	\$0
Student furniture	\$150	Per new student	\$90,000	\$0	\$0	\$0	\$0	\$0
TOTAL TECHNOLOGY & EQUIPMENT COSTS			\$1,300	\$505,000	\$174,000	\$354,500	\$199,500	\$134,000

Would not include office staff

Hardware costs, setup fees

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
 Rocketship Tennessee

ACCOUNT NO.	ESTIMATED REVENUES AND OTHER SOURCES EXPENDITURES (APPROPRIATIONS) AND OTHER USES	Year 1	Year 2	Year 3	Year 4	Year 5
1	ESTIMATED REVENUES AND OTHER SOURCES					
2	Charges for Current Services	-	-	-	-	-
3	Other Local Revenues	125,000	-	-	-	-
4	State Education Funds	-	-	-	-	-
5	Other State Revenues	-	-	-	-	-
6	Federal Funds Received Thru State	103,680	103,680	103,680	103,680	103,680
7	Direct Federal Revenues	-	-	-	-	-
8	Other Sources	5,458,378	5,458,378	5,458,378	5,458,378	5,458,378
9						
10	TOTAL ESTIMATED REVENUES & OTHER SOURCES	5,687,058	5,562,058	5,562,058	5,562,058	5,562,058
11						
12	Reserves and/or Fund Balances	15,192	464,735	1,024,051	1,341,519	1,750,800
13						
14	TOTAL AVAILABLE FUNDS	5,702,250	6,026,793	6,586,109	6,903,577	7,312,858
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Rocketship Tennessee

ACCOUNT NO.	ESTIMATED REVENUES AND OTHER SOURCES	Year 1	Year 2	Year 3	Year 4	Year 5
EXPENDITURES (APPROPRIATIONS)						
1	Instruction					
2	Regular Instruction Program	1,821,066	1,484,034	1,669,396	1,587,387	1,754,641
3	Alternative Instruction Program	-	-	-	-	-
4	Special Education Program	220,619	130,001	169,789	142,589	177,404
5	Vocational Education Program	-	-	-	-	-
6	Student Body Education Program	-	-	-	-	-
7	Support Services	-	-	-	-	-
8	Attendance	-	-	-	-	-
9	Health Services	3,600	3,600	3,600	3,600	3,600
10	Other Student Support	66,000	71,000	71,000	71,000	71,000
11	Regular Instruction Program	90,059	91,322	92,623	93,964	95,343
12	Alternative Instruction Program	-	-	-	-	-
13	Special Education Program	-	-	-	-	-
14	Vocational Education Program	-	-	-	-	-
15	Board of Education	-	-	-	-	-
16	Office of Superintendent	-	-	-	-	-
17	Office of Principal	511,440	526,386	541,784	557,640	573,973
18	Fiscal Services	128,390	128,390	128,390	128,390	128,390
19	Operation of Plant	953,333	1,140,000	1,140,000	1,140,000	1,140,000
20	Maintenance of Plant	22,100	12,100	12,100	12,100	12,100
21	Transportation	297,750	297,750	297,750	297,750	297,750
22	Central and Other	15,000	15,000	15,000	15,000	15,000
23	Operation of Non-Instructional Services	-	-	-	-	-
24	Food Service	-	-	-	-	-
25	Community Services	-	-	-	-	-
26	Early Childhood Education	-	-	-	-	-
27	Regular Capital Outlay	-	-	-	-	-
28	Education Debt Services	-	-	-	-	-
29	Education Capital Projects	-	-	-	-	-
30	Other Uses (Transfers)	471,750	471,750	471,750	471,750	471,750
31						
32						
33	TOTAL EXPENDITURES (APPROPRIATIONS)	4,601,107	4,371,333	4,613,182	4,521,370	4,740,951
34	*Check should be 0	-	-	-	-	-
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
 Rocketship Tennessee

ACCOUNT NO.	ESTIMATED REVENUES	Year 1	Year 2	Year 3	Year 4	Year 5
1	Charges for Current Services					
2	43000 Education Charges					
3	43511 Tuition - Regular Day Students					
4	43513 Tuition - Summer School					
5	43515 Tuition - Other State Systems					
6	43516 Tuition - Out of State Systems					
7	43517 Tuition - Other					
8	43521 Lunch Payments - Children					
9	43522 Lunch Payments - Adults					
10	43523 Income from Breakfast					
11	43524 Special Milk Sales					
12	43525 Ala. Care Sales					
13	43541 Contract for Adm. Services With Other LEA's					
14	43542 Contract for Inst. Services With Other LEA's					
15	43543 Contract for Student Support Services with Other LEA's					
16	43544 Contract for Instructional Staff Support with Other LEA's					
17	43545 Contract for Operation & Maint. Services with Other LEA's					
18	43546 Contract for Food Services with Other LEA's					
19	43547 Contract for Non-Instructional Services with Other LEA's					
20	43551 School Based Health (FFS)					
21	43570 Receipts from Individual Schools					
22	43581 Community Service Fees - Children (Day Care)					
23	43583 TBI Criminal Background Fee					
24	43990 Other Charges for Services					
25						
26	43000 Total Charges for Current Services					
27						
28	44000 Other Local Revenues					
29	44100 Recurring Items					
30	44110 Investment Income					
31	44120 Lease/Rentals					
32	44130 Sale of Materials & Supplies					
33	44170 Miscellaneous Refunds					
34	44500 Nonrecurring Items					
35	44520 Insurance Recovery					
36	44530 Sale of Equipment					
37	44540 Sale of Property					
38	44560 Damages Recovered from Individuals					
39	44570 Contributions & Gifts	125,000				
40	44990 Other Local Revenue					
41						
42	44000 Total Other Local Revenues	125,000				

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Rocketship Tennessee
ESTIMATED REVENUES

ACCOUNT NO.		Year 1	Year 2	Year 3	Year 4	Year 5
1	46000					
2	46500					
3	46511					
4	46515					
5	46520					
6	46550					
7	46590					
8	46610					
9	46612					
10	46790					
11						
12	46800					
13						
14	46800					
15	46980					
16	46990					
17						
18	46800					
19						
20	47000					
21	47100					
22	47111					
23	47113					
24	47114					
25	47131					
26	47139					
27	47141					
28	47142					
29	47143					
30	47145					
31	47189					
32	47590					
33						
34	47100					
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Rocketship Tennessee
ESTIMATED REVENUES

ACCOUNT NO.	Year 1	Year 2	Year 3	Year 4	Year 5
1					
2					
3					
4					
5					
6					
7					
8					
9	103,680	103,680	103,680	103,680	103,680
10					
11	228,680	103,680	103,680	103,680	103,680
12					
13					
14					
15					
16					
17					
18					
19	5,458,378	5,458,378	5,458,378	5,458,378	5,458,378
20					
21					
22	5,458,378	5,458,378	5,458,378	5,458,378	5,458,378
23					
24					
25	5,687,058	5,562,058	5,562,058	5,562,058	5,562,058
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TOTAL ESTIMATED REVENUES

TOTAL ESTIMATED REVENUES AND OTHER SOURCES

* Payments from LEA for Charter School support

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
 Rocketship Tennessee

ACCOUNT NO.	ESTIMATED REVENUES	Year 1	Year 2	Year 3	Year 4	Year 5
1						
2						
3						
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SCHEDULE OF TRANSFERS

FUND #	PURPOSE	FROM FUND	TO FUND	AMOUNT
6	Basic Education Program (BEP)			-
7	Title I Reimbursements			-
8	Federal Lunch Program			-
9				-
10				-
11				-
12				-
13				-
14				-
15				-
16				-
17				-
18				-
19				-
20				-
21				-
22				-
23				-

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
 Rocketship Tennessee

ACCOUNT NO.	RESERVES AND/OR FUND BALANCES BEGINNING-OF-YEAR	Year 1	Year 2	Year 3	Year 4	Year 5
1	34000 RESERVES AND/OR FUND BALANCE BEGINNING OF YEAR					
2						
3	LOCAL RESERVES					
4	34210 Reserved for Unemployment Compensation	-	-	-	-	-
5	34230 Reserved for Food Service	-	-	-	-	-
6	34290 Other Local Education Reserves	-	-	-	-	-
7						
8	STATE RESERVES					
9	34340 Reserved for Driver Education	-	-	-	-	-
10	34379 Reserved for Career Ladder Extended Contract	-	-	-	-	-
11	34380 Reserved for Career Ladder Program	-	-	-	-	-
12	34385 Reserved for Early Childhood Education	-	-	-	-	-
13	34386 Reserved for Basic Education Program	-	-	-	-	-
14	34390 Other State Education Reserves	-	-	-	-	-
15						
16	FEDERAL RESERVES					
17	34410 Reserved for Title I - Grants to Local Education Agencies	-	-	-	-	-
18	34420 Reserved for Title VI - Innovative Ed Program Strategies	-	-	-	-	-
19	34430 Reserved for Special Education-Grants to States - IDEA	-	-	-	-	-
20	34440 Other Federal Reserves	-	-	-	-	-
21						
22	DESIGNATED FUND BALANCE					
23	35110 Designated for Purpose #1	-	-	-	-	-
24	35120 Designated for Purpose #2	-	-	-	-	-
25	35130 Designated for Purpose #3	-	-	-	-	-
26	35140 Designated for Purpose #4	-	-	-	-	-
27	35150 Designated for Purpose #5	-	-	-	-	-
28						
29	39000 Undesignated Fund Balance	15,192	464,735	1,024,051	1,341,519	1,750,800
30						
31	30000 TOTAL RESERVES AND/OR FUND BALANCES END OF YEAR	15,192	464,735	1,024,051	1,341,519	1,750,800
32						
33	TOTAL AVAILABLE FUNDS	5,702,250	6,026,793	6,886,109	6,903,577	7,312,858
34						
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
 Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	INSTRUCTION - 71000					
2	REGULAR INSTRUCTION PROGRAM (71100)					
3	Teachers	960,000	988,800	1,018,464	1,049,018	1,080,488
4	Career Ladder Program	-	-	-	-	-
5	Career Ladder Extended Contracts	-	-	-	-	-
6	Homebound Teachers	-	-	-	-	-
7	Clerical Personnel	-	-	-	-	-
8	Educational Assistants	-	-	-	-	-
9	Other Salaries & Wages	-	-	-	-	-
10	Certified Substitute Teachers	-	-	-	-	-
11	Non-Certified Substitute Teachers	-	-	-	-	-
12	Social Security	73,440	75,043	77,912	80,250	82,657
13	State Retirement	86,880	89,486	92,171	94,956	97,784
14	Life Insurance	6,086	6,269	6,457	6,651	6,850
15	Medical Insurance	124,198	127,924	131,762	135,715	139,786
16	Dental Insurance	-	-	-	-	-
17	Unemployment Compensation	1,062	1,062	1,062	1,062	1,062
18	Employer Medicare	-	-	-	-	-
19	Other Fringe Benefits	-	-	-	-	-
20	Contracts with Other School Systems	-	-	-	-	-
21	Operating Lease Payments	-	-	-	-	-
22	Maintenance & Repair Services - Equipment	-	-	-	-	-
23	Tuition	-	-	-	-	-
24	Contracts for Substitute Teachers - Certified	-	-	-	-	-
25	Contracts for Substitute Teachers - Non-Certified	75,000	77,250	79,568	81,955	84,413
26	Other Contracted Services	27,600	27,600	27,600	27,600	27,600
27	Instructional Supplies & Materials	120,000	-	-	-	-
28	Textbooks	60,000	60,000	60,000	60,000	60,000
29	Other Supplies & Materials	-	-	-	-	-
30	Fee Waivers	-	-	-	-	-
31	Other Charges	30,000	30,000	30,000	30,000	30,000
32	Regular Instruction Equipment	256,800	-	144,400	20,400	144,000
33						
34						
35	TOTAL REGULAR INSTRUCTION PROGRAM	1,821,066	1,484,034	1,669,396	1,587,587	1,754,641
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	INSTRUCTION - 71000					
2	ALTERNATIVE INSTRUCTION PROGRAM (71150)					
3	71150 116 Teachers	-	-	-	-	-
4	71150 117 Career Ladder Program	-	-	-	-	-
5	71150 127 Career Ladder Extended Contracts	-	-	-	-	-
6	71150 128 Homebound Teachers	-	-	-	-	-
7	71150 162 Clerical Personnel	-	-	-	-	-
8	71150 163 Educational Assistants	-	-	-	-	-
9	71150 189 Other Salaries & Wages	-	-	-	-	-
10	71150 195 Certified Substitute Teachers	-	-	-	-	-
11	71150 198 Non-Certified Substitute Teachers	-	-	-	-	-
12	71150 201 Social Security	-	-	-	-	-
13	71150 204 State Retirement	-	-	-	-	-
14	71150 206 Life Insurance	-	-	-	-	-
15	71150 207 Medical Insurance	-	-	-	-	-
16	71150 208 Dental Insurance	-	-	-	-	-
17	71150 210 Unemployment Compensation	-	-	-	-	-
18	71150 212 Employer Medicare	-	-	-	-	-
19	71150 299 Other Fringe Benefits	-	-	-	-	-
20	71150 311 Contracts with Other School Systems	-	-	-	-	-
21	71150 330 Operating Lease Payments	-	-	-	-	-
22	71150 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
23	71150 356 Tuition	-	-	-	-	-
24	71150 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-
25	71150 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-
26	71150 399 Other Contracted Services	-	-	-	-	-
27	71150 429 Instructional Supplies & Materials	-	-	-	-	-
28	71150 449 Textbooks	-	-	-	-	-
29	71150 499 Other Supplies & Materials	-	-	-	-	-
30	71150 535 Fee Waivers	-	-	-	-	-
31	71150 599 Other Charges	-	-	-	-	-
32	71150 790 Other Equipment	-	-	-	-	-
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35	71150 TOTAL ALTERNATIVE INSTRUCTION PROGRAM	-	-	-	-	-
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
 Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	INSTRUCTION - 71000					
2	SPECIAL EDUCATION PROGRAM (71200)					
3	Teachers	90,000	92,700	95,481	98,345	101,296
4	Career Ladder Program	-	-	-	-	-
5	Career Ladder Extended Contracts	-	-	-	-	-
6	Homebound Teachers	-	-	-	-	-
7	Clerical Personnel	-	-	-	-	-
8	Educational Assistants	-	-	-	-	-
9	Other Salaries & Wages	-	-	-	-	-
10	Certified Substitute Teachers	-	-	-	-	-
11	Non-Certified Substitute Teachers	-	-	-	-	-
12	Social Security	6,885	7,082	7,304	7,523	7,749
13	State Retirement	8,145	8,389	8,641	8,900	9,167
14	Life Insurance	571	588	605	624	642
15	Medical Insurance	13,800	14,214	14,640	15,079	15,532
16	Dental Insurance	-	-	-	-	-
17	Unemployment Compensation	118	118	118	118	118
18	Employer Medicare	-	-	-	-	-
19	Other Fringe Benefits	-	-	-	-	-
20	Contracts W/Other Public Agencies	-	-	-	-	-
21	Contracts W/Other School Systems	-	-	-	-	-
22	Contracts W/Private Agencies	-	-	-	-	-
23	Evaluation & Testing	-	-	-	-	-
24	Operating Lease Payments	-	-	-	-	-
25	Maintenance & Repair Services - Equipment	-	-	-	-	-
26	Tuition	-	-	-	-	-
27	Contracts for Substitute Teachers - Certified	-	-	-	-	-
28	Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-
29	Other Contracted Services	-	-	-	-	-
30	Instructional Supplies & Materials	6,900	6,900	6,900	6,900	6,900
31	Textbooks	30,000	-	-	-	-
32	Other Supplies & Materials	-	-	-	-	-
33	Fee Waivers	-	-	-	-	-
34	Other Charges	-	-	-	-	-
35	Special Education Equipment	64,200	-	36,100	5,100	36,000
36						
37	TOTAL SPECIAL EDUCATION PROGRAM	220,619	130,001	169,789	142,589	177,404
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	INSTRUCTION - 71000					
2	VOCATIONAL EDUCATION PROGRAM (71300)					
3	71300 116 Teachers	-	-	-	-	-
4	71300 117 Career Ladder Program	-	-	-	-	-
5	71300 127 Career Ladder Extended Contracts	-	-	-	-	-
6	71300 162 Clerical Personnel	-	-	-	-	-
7	71300 163 Educational Assistants	-	-	-	-	-
8	71300 189 Other Salaries & Wages	-	-	-	-	-
9	71300 195 Certified Substitute Teachers	-	-	-	-	-
10	71300 198 Non-Certified Substitute Teachers	-	-	-	-	-
11	71300 201 Social Security	-	-	-	-	-
12	71300 204 State Retirement	-	-	-	-	-
13	71300 206 Life Insurance	-	-	-	-	-
14	71300 207 Medical Insurance	-	-	-	-	-
15	71300 208 Dental Insurance	-	-	-	-	-
16	71300 210 Unemployment Compensation	-	-	-	-	-
17	71300 212 Employer Medicare	-	-	-	-	-
18	71300 299 Other Fringe Benefits	-	-	-	-	-
19	71300 311 Contracts W/Other School Systems	-	-	-	-	-
20	71300 330 Operating Lease Payments	-	-	-	-	-
21	71300 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
22	71300 356 Tuition	-	-	-	-	-
23	71300 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-
24	71300 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-
25	71300 399 Other Contracted Services	-	-	-	-	-
26	71300 429 Instructional Supplies & Materials	-	-	-	-	-
27	71300 448 T & I Construction Materials	-	-	-	-	-
28	71300 449 Textbooks	-	-	-	-	-
29	71300 499 Other Supplies & Materials	-	-	-	-	-
30	71300 535 Fee Waivers	-	-	-	-	-
31	71300 599 Other Charges	-	-	-	-	-
32	71300 730 Vocational Instruction Equipment	-	-	-	-	-
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35	71300 TOTAL VOCATIONAL EDUCATION PROGRAM	-	-	-	-	-
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	INSTRUCTION - 71000					
2	STUDENT BODY EDUCATION PROGRAM (71400)					
3						
4	71400 189 Other Salaries & Wages	-	-	-	-	-
5	71400 201 Social Security	-	-	-	-	-
6	71400 204 State Retirement	-	-	-	-	-
7	71400 206 Life Insurance	-	-	-	-	-
8	71400 207 Medical Insurance	-	-	-	-	-
9	71400 208 Dental Insurance	-	-	-	-	-
10	71400 210 Unemployment Compensation	-	-	-	-	-
11	71400 212 Employer Medicare	-	-	-	-	-
12	71400 299 Other Fringe Benefits	-	-	-	-	-
13	71400 399 Other Contracted Services	-	-	-	-	-
14	71400 429 Instructional Supplies and Materials	-	-	-	-	-
15	71400 449 Textbooks	-	-	-	-	-
16	71400 499 Other Supplies & Materials	-	-	-	-	-
17	71400 599 Other Charges	-	-	-	-	-
18	71400 790 Other Equipment	-	-	-	-	-
19						
20	71400 TOTAL STUDENT BODY EDUCATION PROGRAM	-	-	-	-	-
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Rocketship Tennessee

ACCOUNT NO.		EXPENDITURES (APPROPRIATIONS)				
		Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	STUDENTS (72100)					
3	ATTENDANCE (72110)					
4						
5	72110 105 Supervisor/Director	-	-	-	-	-
6	72110 117 Career Ladder Program	-	-	-	-	-
7	72110 127 Career Ladder Extended Contracts	-	-	-	-	-
8	72110 130 Social Workers	-	-	-	-	-
9	72110 162 Clerical Personnel	-	-	-	-	-
10	72110 189 Other Salaries & Wages	-	-	-	-	-
11	72110 201 Social Security	-	-	-	-	-
12	72110 204 State Retirement	-	-	-	-	-
13	72110 206 Life Insurance	-	-	-	-	-
14	72110 207 Medical Insurance	-	-	-	-	-
15	72110 208 Dental Insurance	-	-	-	-	-
16	72110 210 Unemployment Compensation	-	-	-	-	-
17	72110 212 Employer Medicare	-	-	-	-	-
18	72110 299 Other Fringe Benefits	-	-	-	-	-
19	72110 317 Data Processing Services	-	-	-	-	-
20	72110 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
21	72110 355 Travel	-	-	-	-	-
22	72110 399 Other Contracted Services	-	-	-	-	-
23	72110 499 Other Supplies & Materials	-	-	-	-	-
24	72110 524 In-Service/Staff Development	-	-	-	-	-
25	72110 599 Other Charges	-	-	-	-	-
26	72110 704 Attendance Equipment	-	-	-	-	-
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29	72110 TOTAL ATTENDANCE	-	-	-	-	-
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	STUDENTS (72100)					
3	HEALTH SERVICES (72120)					
4						
5	72120 131 Medical Personnel	-	-	-	-	-
6	72120 189 Other Salaries & Wages	-	-	-	-	-
7	72120 201 Social Security	-	-	-	-	-
8	72120 204 State Retirement	-	-	-	-	-
9	72120 206 Life Insurance	-	-	-	-	-
10	72120 207 Medical Insurance	-	-	-	-	-
11	72120 208 Dental Insurance	-	-	-	-	-
12	72120 210 Unemployment Compensation	-	-	-	-	-
13	72120 212 Employer Medicare	-	-	-	-	-
14	72120 299 Other Fringe Benefits	-	-	-	-	-
15	72120 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
16	72120 355 Travel	-	-	-	-	-
17	72120 399 Other Contracted Services	-	-	-	-	-
18	72120 413 Drugs & Medical Supplies	-	-	-	-	-
19	72120 499 Other Supplies & Materials	3,600	3,600	3,600	3,600	3,600
20	72120 524 In-Service/Staff Development	-	-	-	-	-
21	72120 599 Other Charges	-	-	-	-	-
22	72120 735 Health Equipment	-	-	-	-	-
23						
24						
25	72120 TOTAL HEALTH SERVICES	3,600	3,600	3,600	3,600	3,600
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Rocketship Tennessee

EXPENDITURES (APPROPRIATIONS)

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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	INSTRUCTIONAL STAFF (72200)					
3	REGULAR INSTRUCTION PROGRAM (72210)					
4	Supervisor/Director	-	-	-	-	-
5	Career Ladder Program	-	-	-	-	-
6	Career Ladder Extended Contracts	-	-	-	-	-
7	Librarian(s)	-	-	-	-	-
8	Material Supervisor(s)	-	-	-	-	-
9	Audiovisual Personnel	-	-	-	-	-
10	Education Media Personnel	-	-	-	-	-
11	Instructional Computer Personnel	-	-	-	-	-
12	Secretary(s)	-	-	-	-	-
13	Clerical Personnel	-	-	-	-	-
14	Educational Assistants	-	-	-	-	-
15	Other Salaries & Wages	30,000	30,900	31,827	32,782	33,765
16	Certified Substitute Teachers	-	-	-	-	-
17	In-Service Training	-	-	-	-	-
18	Non-Certified Substitute Teachers	-	-	-	-	-
19	Social Security	2,295	2,364	2,435	2,508	2,585
20	State Retirement	2,715	2,796	2,880	2,967	3,056
21	Life Insurance	190	196	202	208	214
22	Medical Insurance	6,900	7,107	7,320	7,540	7,766
23	Dental Insurance	-	-	-	-	-
24	Unemployment Compensation	59	59	59	59	59
25	Employer Medicare	-	-	-	-	-
26	Other Fringe Benefits	-	-	-	-	-
27	Consultants	-	-	-	-	-
28	Maintenance & Repair Services - Equipment	-	-	-	-	-
29	Travel	-	-	-	-	-
30	Contracts for Substitute Teachers - Certified	-	-	-	-	-
31	Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-
32	Other Contracted Services	15,000	15,000	15,000	15,000	15,000
33	Library Books/Media	-	-	-	-	-
34	Periodicals	-	-	-	-	-
35	Other Supplies & Materials	6,900	6,900	6,900	6,900	6,900
36	In Service/Staff Development	26,000	26,000	26,000	26,000	26,000
37	Other Charges	-	-	-	-	-
38	Other Equipment	-	-	-	-	-
39						
40	TOTAL REGULAR INSTRUCTION PROGRAM	90,059	91,322	92,623	93,964	95,343

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
 Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000	-	-	-	-	-
2	INSTRUCTIONAL STAFF (72200)	-	-	-	-	-
3	ALTERNATIVE INSTRUCTION PROGRAM (72215)	-	-	-	-	-
4		-	-	-	-	-
5	72215 105 Supervisor/Director	-	-	-	-	-
6	72215 117 Career Ladder Program	-	-	-	-	-
7	72215 123 Guidance Personnel	-	-	-	-	-
8	72215 127 Career Ladder Extended Contracts	-	-	-	-	-
9	72215 129 Librarian(s)	-	-	-	-	-
10	72215 138 Instructional Computer Personnel	-	-	-	-	-
11	72215 161 Secretary(s)	-	-	-	-	-
12	72215 162 Clerical Personnel	-	-	-	-	-
13	72215 163 Educational Assistants	-	-	-	-	-
14	72215 189 Other Salaries & Wages	-	-	-	-	-
15	72215 196 In-Service Training	-	-	-	-	-
16	72215 201 Social Security	-	-	-	-	-
17	72215 204 State Retirement	-	-	-	-	-
18	72215 206 Life Insurance	-	-	-	-	-
19	72215 207 Medical Insurance	-	-	-	-	-
20	72215 208 Dental Insurance	-	-	-	-	-
21	72215 210 Unemployment Compensation	-	-	-	-	-
22	72215 212 Employer Medicare	-	-	-	-	-
23	72215 299 Other Fringe Benefits	-	-	-	-	-
24	72215 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
25	72215 355 Travel	-	-	-	-	-
26	72215 399 Other Contracted Services	-	-	-	-	-
27	72215 432 Library Books/Media	-	-	-	-	-
28	72215 499 Other Supplies & Materials	-	-	-	-	-
29	72215 524 In Service/Staff Development	-	-	-	-	-
30	72215 599 Other Charges	-	-	-	-	-
31	72215 790 Other Equipment	-	-	-	-	-
32		-	-	-	-	-
33	72215 TOTAL ALTERNATIVE INSTRUCTION PROGRAM	-	-	-	-	-
34		-	-	-	-	-
35		-	-	-	-	-
36		-	-	-	-	-
37		-	-	-	-	-
38		-	-	-	-	-
39		-	-	-	-	-
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
 Reekstap, Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	INSTRUCTIONAL STAFF (72200)					
3	SPECIAL EDUCATION PROGRAM (72220)					
4						
5	72220 105 Supervisor/Director	-	-	-	-	-
6	72220 117 Career Ladder Program	-	-	-	-	-
7	72220 124 Psychological Personnel	-	-	-	-	-
8	72220 127 Career Ladder Extended Contracts	-	-	-	-	-
9	72220 135 Assessment Personnel	-	-	-	-	-
10	72220 161 Secretary(s)	-	-	-	-	-
11	72220 162 Clerical Personnel	-	-	-	-	-
12	72220 171 Speech Pathologist	-	-	-	-	-
13	72220 189 Other Salaries & Wages	-	-	-	-	-
14	72220 196 In-Service Training	-	-	-	-	-
15	72220 201 Social Security	-	-	-	-	-
16	72220 204 State Retirement	-	-	-	-	-
17	72220 206 Life Insurance	-	-	-	-	-
18	72220 207 Medical Insurance	-	-	-	-	-
19	72220 208 Dental Insurance	-	-	-	-	-
20	72220 210 Unemployment Compensation	-	-	-	-	-
21	72220 212 Employer Medicare	-	-	-	-	-
22	72220 299 Other Fringe Benefits	-	-	-	-	-
23	72220 308 Consultants	-	-	-	-	-
24	72220 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
25	72220 355 Travel	-	-	-	-	-
26	72220 399 Other Contracted Services	-	-	-	-	-
27	72220 499 Other Supplies & Materials	-	-	-	-	-
28	72220 524 In Service/Staff Development	-	-	-	-	-
29	72220 599 Other Charges	-	-	-	-	-
30	72220 790 Other Equipment	-	-	-	-	-
31						
32	72220 TOTAL SPECIAL EDUCATION PROGRAM	-	-	-	-	-
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
 Rockship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	INSTRUCTIONAL STAFF (72200)					
3	VOCATIONAL EDUCATION PROGRAM (72230)					
4						
5	72230 105 Supervisor/Director	-	-	-	-	-
6	72230 117 Career Ladder Program	-	-	-	-	-
7	72230 127 Career Ladder Extended Contracts	-	-	-	-	-
8	72230 138 Instructional Computer Personnel	-	-	-	-	-
9	72230 161 Secretary(s)	-	-	-	-	-
10	72230 162 Clerical Personnel	-	-	-	-	-
11	72230 189 Other Salaries & Wages	-	-	-	-	-
12	72230 196 In-Service Training	-	-	-	-	-
13	72230 201 Social Security	-	-	-	-	-
14	72230 204 State Retirement	-	-	-	-	-
15	72230 206 Life Insurance	-	-	-	-	-
16	72230 207 Medical Insurance	-	-	-	-	-
17	72230 208 Dental Insurance	-	-	-	-	-
18	72230 210 Unemployment Compensation	-	-	-	-	-
19	72230 212 Employer Medicare	-	-	-	-	-
20	72230 299 Other Fringe Benefits	-	-	-	-	-
21	72230 308 Consultants	-	-	-	-	-
22	72230 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
23	72230 355 Travel	-	-	-	-	-
24	72230 399 Other Contracted Services	-	-	-	-	-
25	72230 499 Other Supplies & Materials	-	-	-	-	-
26	72230 524 In Service/Staff Development	-	-	-	-	-
27	72230 599 Other Charges	-	-	-	-	-
28	72230 790 Other Equipment	-	-	-	-	-
29						
30	72230 TOTAL VOCATIONAL EDUCATION PROGRAM	-	-	-	-	-
31						
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	GENERAL ADMINISTRATION (72300)					
3	BOARD OF EDUCATION (72310)					
4	72310 118 Secretary to Board	-	-	-	-	-
5	72310 189 Other Salaries & Wages	-	-	-	-	-
6	72310 191 Board and Committee Member Fees	-	-	-	-	-
7	72310 196 In-Service Training	-	-	-	-	-
8	72310 201 Social Security	-	-	-	-	-
9	72310 204 State Retirement	-	-	-	-	-
10	72310 206 Life Insurance	-	-	-	-	-
11	72310 207 Medical Insurance	-	-	-	-	-
12	72310 208 Dental Insurance	-	-	-	-	-
13	72310 210 Unemployment Compensation	-	-	-	-	-
14	72310 212 Employer Medicare	-	-	-	-	-
15	72310 299 Other Fringe Benefits	-	-	-	-	-
16	72310 305 Audit Services	-	-	-	-	-
17	72310 320 Dues & Memberships	-	-	-	-	-
18	72310 331 Legal Services	-	-	-	-	-
19	72310 348 Postal Charges	-	-	-	-	-
20	72310 355 Travel	-	-	-	-	-
21	72310 367 Maintenance & Repair Services - Records	-	-	-	-	-
22	72310 399 Other Contracted Services	-	-	-	-	-
23	72310 499 Other Supplies & Materials	-	-	-	-	-
24	72310 505 Judgments	-	-	-	-	-
25	72310 506 Liability Insurance	-	-	-	-	-
26	72310 508 Premium on Corporate Surety Bonds	-	-	-	-	-
27	72310 513 Worker's Compensation Insurance	-	-	-	-	-
28	72310 524 In Service/Staff Development	-	-	-	-	-
29	72310 533 Criminal Investigation of Applicants TBI	-	-	-	-	-
30	72310 534 Refund to Applicant for Criminal Investigation	-	-	-	-	-
31	72310 599 Other Charges	-	-	-	-	-
32						
33	72310 TOTAL BOARD OF EDUCATION	-	-	-	-	-
34						
35						
36						
37						
38						
39						
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
 Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000	-	-	-	-	-
2	GENERAL ADMINISTRATION (72300)	-	-	-	-	-
3	OFFICE OF THE SUPERINTENDENT (72320)	-	-	-	-	-
4		-	-	-	-	-
5	72320 101 County Official/Administrative Officer	-	-	-	-	-
6	72320 103 Assistant(s)	-	-	-	-	-
7	72320 117 Career Ladder Program	-	-	-	-	-
8	72320 161 Secretary(s)	-	-	-	-	-
9	72320 162 Clerical Personnel	-	-	-	-	-
10	72320 189 Other Salaries & Wages	-	-	-	-	-
11	72320 196 In-Service Training	-	-	-	-	-
12	72320 201 Social Security	-	-	-	-	-
13	72320 204 State Retirement	-	-	-	-	-
14	72320 206 Life Insurance	-	-	-	-	-
15	72320 207 Medical Insurance	-	-	-	-	-
16	72320 208 Dental Insurance	-	-	-	-	-
17	72320 210 Unemployment Compensation	-	-	-	-	-
18	72320 212 Employer Medicare	-	-	-	-	-
19	72320 299 Other Fringe Benefits	-	-	-	-	-
20	72320 307 Communication	-	-	-	-	-
21	72320 320 Dues & Memberships	-	-	-	-	-
22	72320 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
23	72320 348 Postal Charges	-	-	-	-	-
24	72320 355 Travel	-	-	-	-	-
25	72320 399 Other Contracted Services	-	-	-	-	-
26	72320 435 Office Supplies	-	-	-	-	-
27	72320 499 Other Supplies & Materials	-	-	-	-	-
28	72320 524 In-Service/Staff Development	-	-	-	-	-
29	72320 599 Other Charges	-	-	-	-	-
30	72320 701 Administration Equipment	-	-	-	-	-
31		-	-	-	-	-
32	72320 TOTAL OFFICE OF THE SUPERINTENDENT	-	-	-	-	-
33		-	-	-	-	-
34		-	-	-	-	-
35		-	-	-	-	-
36		-	-	-	-	-
37		-	-	-	-	-
38		-	-	-	-	-
39		-	-	-	-	-
40		-	-	-	-	-

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	SCHOOL ADMINISTRATION (72400)					
3	OFFICE OF THE PRINCIPAL (72410)					
4						
5	72410 104 Principals	120,000	123,600	127,308	131,127	135,061
6	72410 117 Career Ladder Program	-	-	-	-	-
7	72410 119 Accountants/Bookkeepers	65,000	66,950	68,959	71,027	73,158
8	72410 127 Career Ladder Extended Contracts	-	-	-	-	-
9	72410 139 Assistant Principal(s)	85,000	87,550	90,177	92,882	95,668
10	72410 161 Secretary(s)	40,000	41,200	42,436	43,709	45,020
11	72410 162 Clerical Personnel	-	-	-	-	-
12	72410 189 Other Salaries & Wages	85,000	87,550	90,177	92,882	95,668
13	72410 196 In-Service Training	-	-	-	-	-
14	72410 201 Social Security	30,218	31,124	32,058	33,019	34,010
15	72410 204 State Retirement	36,024	37,104	38,217	39,364	40,545
16	72410 206 Life Insurance	2,504	2,579	2,657	2,737	2,819
17	72410 207 Medical Insurance	34,499	35,534	36,600	37,698	38,829
18	72410 208 Dental Insurance	-	-	-	-	-
19	72410 210 Unemployment Compensation	295	295	295	295	295
20	72410 212 Employer Medicare	-	-	-	-	-
21	72410 299 Other Fringe Benefits	-	-	-	-	-
22	72410 307 Communication	2,400	2,400	2,400	2,400	2,400
23	72410 317 Data Processing Services	-	-	-	-	-
24	72410 320 Dues & Memberships	-	-	-	-	-
25	72410 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
26	72410 348 Postal Charges	3,000	3,000	3,000	3,000	3,000
27	72410 355 Travel	-	-	-	-	-
28	72410 399 Other Contracted Services	-	-	-	-	-
29	72410 411 Data Processing Supplies	-	-	-	-	-
30	72410 435 Office Supplies	6,000	6,000	6,000	6,000	6,000
31	72410 499 Other Supplies & Materials	-	-	-	-	-
32	72410 524 In Service/Staff Development	-	-	-	-	-
33	72410 599 Other Charges	1,500	1,500	1,500	1,500	1,500
34	72410 701 Administration Equipment	-	-	-	-	-
35						
36	72410 TOTAL OFFICE OF THE PRINCIPAL	511,440	526,386	541,784	557,640	573,973
37						
38						
39						
40						

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
 Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	BUSINESS ADMINISTRATION (72500)					
3	FISCAL SERVICES (72510)					
4						
5	72510 105 Supervisor/Director	-	-	-	-	-
6	72510 113 Internal Audit Personnel	-	-	-	-	-
7	72510 119 Accountants/Bookkeepers	-	-	-	-	-
8	72510 122 Purchasing Personnel	-	-	-	-	-
9	72510 161 Secretary(s)	-	-	-	-	-
10	72510 162 Clerical Personnel	-	-	-	-	-
11	72510 189 Other Salaries & Wages	-	-	-	-	-
12	72510 196 In-Service Training	-	-	-	-	-
13	72510 201 Social Security	-	-	-	-	-
14	72510 204 State Retirement	-	-	-	-	-
15	72510 206 Life Insurance	-	-	-	-	-
16	72510 207 Medical Insurance	-	-	-	-	-
17	72510 208 Dental Insurance	-	-	-	-	-
18	72510 210 Unemployment Compensation	-	-	-	-	-
19	72510 212 Employer Medicare	-	-	-	-	-
20	72510 299 Other Fringe Benefits	-	-	-	-	-
21	72510 317 Data Processing Services	6,240	6,240	6,240	6,240	6,240
22	72510 320 Dues & Memberships	-	-	-	-	-
23	72510 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
24	72510 355 Travel	-	-	-	-	-
25	72510 399 Other Contracted Services	20,000	20,000	20,000	20,000	20,000
26	72510 411 Data Processing Supplies	-	-	-	-	-
27	72510 435 Office Supplies	-	-	-	-	-
28	72510 499 Other Supplies & Materials	-	-	-	-	-
29	72510 524 In-Service/Staff Development	-	-	-	-	-
30	72510 599 Other Charges	150	150	150	150	150
31	72510 701 Administration Equipment	102,000	102,000	102,000	102,000	102,000
32						
33	72510 TOTAL FISCAL SERVICES	128,390	128,390	128,390	128,390	128,390
34						
35						
36						
37						
38						
39						
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
 Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	OPERATION & MAINTENANCE OF PLANT (72600)					
3	OPERATION OF PLANT (72610)					
4						
5	72610 105 Supervisor/Director	-	-	-	-	-
6	72610 160 Guards	-	-	-	-	-
7	72610 161 Secretary(s)	-	-	-	-	-
8	72610 166 Custodial Personnel	-	-	-	-	-
9	72610 189 Other Salaries & Wages	-	-	-	-	-
10	72610 201 Social Security	-	-	-	-	-
11	72610 204 State Retirement	-	-	-	-	-
12	72610 206 Life Insurance	-	-	-	-	-
13	72610 207 Medical Insurance	-	-	-	-	-
14	72610 208 Dental Insurance	-	-	-	-	-
15	72610 210 Unemployment Compensation	-	-	-	-	-
16	72610 212 Employer Medicare	-	-	-	-	-
17	72610 299 Other Fringe Benefits	-	-	-	-	-
18	72610 328 Janitorial Services	133,333	160,000	160,000	160,000	160,000
19	72610 329 Laundry Service	-	-	-	-	-
20	72610 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
21	72610 351 Rentals	666,667	800,000	800,000	800,000	800,000
22	72610 355 Travel	-	-	-	-	-
23	72610 359 Disposal Fees	-	-	-	-	-
24	72610 399 Other Contracted Services	-	-	-	-	-
25	72610 407 Coal	-	-	-	-	-
26	72610 410 Custodial Supplies	-	-	-	-	-
27	72610 415 Electricity	133,333	160,000	160,000	160,000	160,000
28	72610 423 Fuel Oil	-	-	-	-	-
29	72610 434 Natural Gas	-	-	-	-	-
30	72610 454 Water & Sewer	-	-	-	-	-
31	72610 499 Other Supplies & Materials	-	-	-	-	-
32	72610 501 Boiler Insurance	-	-	-	-	-
33	72610 502 Building & Content Insurance	20,000	20,000	20,000	20,000	20,000
34	72610 524 In-Service/Staff Development	-	-	-	-	-
35	72610 599 Other Charges	-	-	-	-	-
36	72610 720 Plant Operation Equipment	-	-	-	-	-
37						
38	72610 TOTAL OPERATION OF PLANT	953,333	1,140,000	1,140,000	1,140,000	1,140,000
39						
40						

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Rocketship Tennessee

EXPENDITURES (APPROPRIATIONS)		Year 1	Year 2	Year 3	Year 4	Year 5
ACCOUNT NO.						
1	SUPPORT SERVICES - 72000					
2	OPERATION & MAINTENANCE OF PLANT (72600)					
3	MAINTENANCE OF PLANT (72620)					
4						
5	Supervisor/Director	-	-	-	-	-
6	Secretary(s)	-	-	-	-	-
7	Maintenance Personnel	-	-	-	-	-
8	Other Salaries & Wages	-	-	-	-	-
9	Social Security	-	-	-	-	-
10	State Retirement	-	-	-	-	-
11	Life Insurance	-	-	-	-	-
12	Medical Insurance	-	-	-	-	-
13	Dental Insurance	-	-	-	-	-
14	Unemployment Compensation	-	-	-	-	-
15	Employer Medicare	-	-	-	-	-
16	Other Fringe Benefits	-	-	-	-	-
17	Communication	14,000	9,000	9,000	9,000	9,000
18	Laundry Service	-	-	-	-	-
19	Maintenance & Repair Services - Building	-	-	-	-	-
20	Maintenance & Repair Services - Equipment	-	-	-	-	-
21	Maintenance & Repair Services - Vehicles	-	-	-	-	-
22	Travel	-	-	-	-	-
23	Other Contracted Services	-	-	-	-	-
24	Equipment & Machinery Parts	-	-	-	-	-
25	Gasoline	-	-	-	-	-
26	General Construction Materials	-	-	-	-	-
27	Other Supplies & Materials	2,500	2,500	2,500	2,500	2,500
28	Vehicle and Equipment Insurance	-	-	-	-	-
29	In-Service/Staff Development	-	-	-	-	-
30	Other Charges	5,600	600	600	600	600
31	Administration Equipment	-	-	-	-	-
32	Maintenance Equipment	-	-	-	-	-
33						
34	TOTAL MAINTENANCE OF PLANT	22,100	12,100	12,100	12,100	12,100
35						
36						
37						
38						
39						
40						

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	STUDENT TRANSPORTATION (72700)					
3	TRANSPORTATION (72710)					
4	72710 105 Supervisor/Director	-	-	-	-	-
5	72710 142 Mechanic(s)	-	-	-	-	-
6	72710 146 Bus Drivers	-	-	-	-	-
7	72710 162 Clerical Personnel	-	-	-	-	-
8	72710 189 Other Salaries & Wages	-	-	-	-	-
9	72710 196 In-Service Training	-	-	-	-	-
10	72710 201 Social Security	-	-	-	-	-
11	72710 204 State Retirement	-	-	-	-	-
12	72710 206 Life Insurance	-	-	-	-	-
13	72710 207 Medical Insurance	-	-	-	-	-
14	72710 208 Dental Insurance	-	-	-	-	-
15	72710 210 Unemployment Compensation	-	-	-	-	-
16	72710 212 Employer Medicare	-	-	-	-	-
17	72710 299 Other Fringe Benefits	-	-	-	-	-
18	72710 307 Communication	-	-	-	-	-
19	72710 311 Contracts with Other School Systems	-	-	-	-	-
20	72710 312 Contracts with Private Agencies	-	-	-	-	-
21	72710 313 Contracts with Parents	-	-	-	-	-
22	72710 314 Contracts with Public Carriers	-	-	-	-	-
23	72710 315 Contracts with Vehicle Owners	297,750	297,750	297,750	297,750	297,750
24	72710 329 Laundry Service	-	-	-	-	-
25	72710 338 Maintenance & Repair Service-Vehicles	-	-	-	-	-
26	72710 340 Medical and Dental Services	-	-	-	-	-
27	72710 351 Rentals	-	-	-	-	-
28	72710 355 Travel	-	-	-	-	-
29	72710 399 Other Contracted Services	-	-	-	-	-
30	72710 412 Diesel Fuel	-	-	-	-	-
31	72710 418 Equipment & Machinery Parts	-	-	-	-	-
32	72710 424 Garage Supplies	-	-	-	-	-
33	72710 425 Gasoline	-	-	-	-	-
34	72710 433 Lubricants	-	-	-	-	-
35	72710 450 Tires & Tubes	-	-	-	-	-
36	72710 453 Vehicle Parts	-	-	-	-	-
37	72710 499 Other Supplies & Materials	-	-	-	-	-
38	72710 511 Vehicle & Equipment Insurance	-	-	-	-	-
39	72710 524 In-Service/Staff Development	-	-	-	-	-
40	72710 599 Other Charges	-	-	-	-	-
41	72710 701 Administration Equipment	-	-	-	-	-
42	72710 729 Transportation Equipment	-	-	-	-	-
43	72710 TOTAL TRANSPORTATION	297,750	297,750	297,750	297,750	297,750

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
 Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	OTHER SUPPORT SERVICES (72800)					
3	CENTRAL AND OTHER (72810)					
4						
5	Supervisor/Director	-	-	-	-	-
6	Computer Programmer(s)	-	-	-	-	-
7	Data Processing Personnel	-	-	-	-	-
8	Clerical Personnel	-	-	-	-	-
9	Other Salaries & Wages	-	-	-	-	-
10	In-Service Training	-	-	-	-	-
11	Social Security	-	-	-	-	-
12	State Retirement	-	-	-	-	-
13	Life Insurance	-	-	-	-	-
14	Medical Insurance	-	-	-	-	-
15	Dental Insurance	-	-	-	-	-
16	Unemployment Compensation	-	-	-	-	-
17	Employer Medicare	-	-	-	-	-
18	Other Fringe Benefits	-	-	-	-	-
19	Consultants	-	-	-	-	-
20	Data Processing Services	-	-	-	-	-
21	Operating Lease Payments	-	-	-	-	-
22	Maintenance & Repair Service Equipment	-	-	-	-	-
23	Travel	-	-	-	-	-
24	Other Contracted Services	-	-	-	-	-
25	Data Processing Supplies	-	-	-	-	-
26	Office Supplies	-	-	-	-	-
27	Other Supplies & Materials	-	-	-	-	-
28	In Service/Staff Development	-	-	-	-	-
29	Other Charges	15,000	15,000	15,000	15,000	15,000
30	Administration Equipment	-	-	-	-	-
31	Data Processing Equipment	-	-	-	-	-
32	Other Equipment	-	-	-	-	-
33						
34	TOTAL CENTRAL AND OTHER	15,000	15,000	15,000	15,000	15,000
35						
36	TOTAL SUPPORT SERVICES EXPENDITURES	2,087,672	2,283,548	2,302,247	2,319,444	2,337,156
37						
38						
39						
40						

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	OPERATION OF NON-INSTRUCTIONAL SERV. (73000)					
2	FOOD SERVICE (73100)					
3	73100.105 Supervisor/Director	-	-	-	-	-
4	73100.117 Career Ladder Program	-	-	-	-	-
5	73100.119 Accountants/Bookkeepers	-	-	-	-	-
6	73100.162 Clerical Personnel	-	-	-	-	-
7	73100.165 Cafeteria Personnel	-	-	-	-	-
8	73100.189 Other Salaries & Wages	-	-	-	-	-
9	73100.196 In-Service Training	-	-	-	-	-
10	73100.201 Social Security	-	-	-	-	-
11	73100.204 State Retirement	-	-	-	-	-
12	73100.206 Life Insurance	-	-	-	-	-
13	73100.207 Medical Insurance	-	-	-	-	-
14	73100.208 Dental Insurance	-	-	-	-	-
15	73100.210 Unemployment Compensation	-	-	-	-	-
16	73100.212 Employer Medicare	-	-	-	-	-
17	73100.299 Other Fringe Benefits	-	-	-	-	-
18	73100.307 Communication	-	-	-	-	-
19	73100.329 Laundry Service	-	-	-	-	-
20	73100.330 Operating Lease Payments	-	-	-	-	-
21	73100.336 Maintenance & Repair Service Equipment	-	-	-	-	-
22	73100.342 Payments to Schools-Breakfast	-	-	-	-	-
23	73100.343 Payments to Schools-Lunch	-	-	-	-	-
24	73100.344 Payments to Schools-Other	-	-	-	-	-
25	73100.345 Payments to Schools-Other USDA	-	-	-	-	-
26	73100.348 Postal Charges	-	-	-	-	-
27	73100.354 Transportation - Other Than Students	-	-	-	-	-
28	73100.355 Travel	-	-	-	-	-
29	73100.399 Other Contracted Services	-	-	-	-	-
30	73100.421 Food Preparation Supplies	-	-	-	-	-
31	73100.422 Food Supplies	-	-	-	-	-
32	73100.435 Office Supplies	-	-	-	-	-
33	73100.451 Uniforms	-	-	-	-	-
34	73100.452 Utilities	-	-	-	-	-
35	73100.499 Other Supplies & Materials	-	-	-	-	-
36	73100.524 In-Service/Staff Development	-	-	-	-	-
37	73100.599 Other Charges	-	-	-	-	-
38	73100.710 Food Service Equipment	-	-	-	-	-
39						
40	73100 TOTAL FOOD SERVICE	-	-	-	-	-

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Rocketship Tennessee

EXPENDITURES (APPROPRIATIONS)

ACCOUNT NO.		Year 1	Year 2	Year 3	Year 4	Year 5
1	OPERATION OF NON-INSTRUCTIONAL SERV (73300)					
2	COMMUNITY SERVICES (73300)					
3	Supervisor/Director	-	-	-	-	-
4	Teachers	-	-	-	-	-
5	Career Ladder Program	-	-	-	-	-
6	Clerical Personnel	-	-	-	-	-
7	Educational Assistant(s)	-	-	-	-	-
8	Part-time Personnel	-	-	-	-	-
9	Other Salaries & Wages	-	-	-	-	-
10	Certified Substitute Teachers	-	-	-	-	-
11	Non-Certified Substitute Teachers	-	-	-	-	-
12	Social Security	-	-	-	-	-
13	State Retirement	-	-	-	-	-
14	Life Insurance	-	-	-	-	-
15	Medical Insurance	-	-	-	-	-
16	Dental Insurance	-	-	-	-	-
17	Unemployment Compensation	-	-	-	-	-
18	Employer Medicare	-	-	-	-	-
19	Other Fringe Benefits	-	-	-	-	-
20	Maintenance & Repair Services - Equipment	-	-	-	-	-
21	Travel	-	-	-	-	-
22	Contracts for Substitute Teachers - Certified	-	-	-	-	-
23	Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-
24	Other Contracted Services	-	-	-	-	-
25	Food Supplies	-	-	-	-	-
26	Instructional Supplies & Materials	-	-	-	-	-
27	Other Supplies & Materials	-	-	-	-	-
28	Refunds	-	-	-	-	-
29	In Service/Staff Development	-	-	-	-	-
30	Other Charges	-	-	-	-	-
31	Other Equipment	-	-	-	-	-
32	TOTAL COMMUNITY SERVICES	-	-	-	-	-
33						
34						
35						
36						
37						
38						
39						
40						

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Rocketship Tennessee
EXPENDITURES (APPROPRIATIONS)

ACCOUNT NO.		Year 1	Year 2	Year 3	Year 4	Year 5
1	OPERATION OF NON-INSTRUCTIONAL SERV (73000)					
2	EARLY CHILDHOOD EDUCATION (73400)					
3						
4	73400 105 Supervisor/Director	-	-	-	-	-
5	73400 116 Teachers	-	-	-	-	-
6	73400 117 Career Ladder Program	-	-	-	-	-
7	73400 162 Clerical Personnel	-	-	-	-	-
8	73400 163 Educational Assistant(s)	-	-	-	-	-
9	73400 189 Other Salaries & Wages	-	-	-	-	-
10	73400 195 Certified Substitute Teachers	-	-	-	-	-
11	73400 198 Non-Certified Substitute Teachers	-	-	-	-	-
12	73400 201 Social Security	-	-	-	-	-
13	73400 204 State Retirement	-	-	-	-	-
14	73400 206 Life Insurance	-	-	-	-	-
15	73400 207 Medical Insurance	-	-	-	-	-
16	73400 208 Dental Insurance	-	-	-	-	-
17	73400 210 Unemployment Compensation	-	-	-	-	-
18	73400 212 Employer Medicare	-	-	-	-	-
19	73400 299 Other Fringe Benefits	-	-	-	-	-
20	73400 310 Contracts W/Other Public Agencies	-	-	-	-	-
21	73400 311 Contracts W/Other School Systems	-	-	-	-	-
22	73400 312 Contracts W/Private Agencies	-	-	-	-	-
23	73400 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
24	73400 355 Travel	-	-	-	-	-
25	73400 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-
26	73400 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-
27	73400 399 Other Contracted Services	-	-	-	-	-
28	73400 422 Food Supplies	-	-	-	-	-
29	73400 429 Instructional Supplies & Materials	-	-	-	-	-
30	73400 499 Other Supplies & Materials	-	-	-	-	-
31	73400 509 Refunds	-	-	-	-	-
32	73400 524 In Service/Staff Development	-	-	-	-	-
33	73400 599 Other Charges	-	-	-	-	-
34	73400 790 Other Equipment	-	-	-	-	-
35						
36	73400 TOTAL EARLY CHILDHOOD EDUCATION	-	-	-	-	-
37						
38						
39						
40						

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	CAPITAL OUTLAY (76000)					
2	REGULAR CAPITAL OUTLAY (76100)					
3						
4	76100 189 Other Salaries and Wages	-	-	-	-	-
5	76100 201 Social Security	-	-	-	-	-
6	76100 204 State Retirement	-	-	-	-	-
7	76100 206 Life Insurance	-	-	-	-	-
8	76100 207 Medical Insurance	-	-	-	-	-
9	76100 208 Dental Insurance	-	-	-	-	-
10	76100 210 Unemployment Compensation	-	-	-	-	-
11	76100 212 Employer Medicare	-	-	-	-	-
12	76100 299 Other Fringe Benefits	-	-	-	-	-
13	76100 304 Architects	-	-	-	-	-
14	76100 308 Consultants	-	-	-	-	-
15	76100 321 Engineering Services	-	-	-	-	-
16	76100 331 Legal Services	-	-	-	-	-
17	76100 399 Other Contracted Services	-	-	-	-	-
18	76100 706 Building Construction	-	-	-	-	-
19	76100 707 Building Improvements	-	-	-	-	-
20	76100 715 Land	-	-	-	-	-
21	76100 724 Site Development	-	-	-	-	-
22	76100 799 Other Capital Outlay	-	-	-	-	-
23						
24	76100 TOTAL REGULAR CAPITAL OUTLAY	-	-	-	-	-
25						
26	DEBT SERVICE (80000)					
27	EDUCATION DEBT SERVICE (80000)					
28	PRINCIPAL (\$2130)					
29	82130 601 Principal on Bonds	-	-	-	-	-
30	82130 602 Principal on Notes	-	-	-	-	-
31	82130 610 Principal on Capitalized Leases	-	-	-	-	-
32	82130 612 Principal on Other Loans Payable	-	-	-	-	-
33	82130 620 Principal on Debt Service Contribution to Primary Government	-	-	-	-	-
34	INTEREST (82230)					
35	82230 603 Interest on Bonds	-	-	-	-	-
36	82230 604 Interest on Notes	-	-	-	-	-
37	82330 611 Interest on Capitalized Leases	-	-	-	-	-
38	82330 613 Interest on Other Loans Payable	-	-	-	-	-
39	82130 620 Interest on Debt Service Contribution to Primary Government	-	-	-	-	-
40	OTHER DEBT SERVICE (82330)					
41	82330 699 Other Debt Service	-	-	-	-	-
42						
43	80000 TOTAL EDUCATION DEBT SERVICE	-	-	-	-	-

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
 Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	CAPITAL PROJECTS (90000)					
2	EDUCATION CAPITAL PROJECTS (91300)					
3						
4	91300 189 Other Salaries & Wages	-	-	-	-	-
5	91300 201 Social Security	-	-	-	-	-
6	91300 204 State Retirement	-	-	-	-	-
7	91300 206 Life Insurance	-	-	-	-	-
8	91300 207 Medical Insurance	-	-	-	-	-
9	91300 208 Dental Insurance	-	-	-	-	-
10	91300 210 Unemployment Compensation	-	-	-	-	-
11	91300 212 Employer Medicare	-	-	-	-	-
12	91300 304 Architects	-	-	-	-	-
13	91300 308 Consultants	-	-	-	-	-
14	91300 321 Engineering Services	-	-	-	-	-
15	91300 325 Fiscal Agent Charges	-	-	-	-	-
16	91300 331 Legal Services	-	-	-	-	-
17	91300 399 Other Contracted Services	-	-	-	-	-
18	91300 701 Administration Equipment	-	-	-	-	-
19	91300 704 Attendance Equipment	-	-	-	-	-
20	91300 706 Building Construction	-	-	-	-	-
21	91300 707 Building Improvements	-	-	-	-	-
22	91300 709 Data Processing Equipment	-	-	-	-	-
23	91300 710 Food Service Equipment	-	-	-	-	-
24	91300 711 Furniture & Fixtures	-	-	-	-	-
25	91300 715 Land	-	-	-	-	-
26	91300 717 Maintenance Equipment	-	-	-	-	-
27	91300 720 Plant Operation Equipment	-	-	-	-	-
28	91300 722 Regular Instruction Equipment	-	-	-	-	-
29	91300 724 Site Development	-	-	-	-	-
30	91300 725 Special Education Equipment	-	-	-	-	-
31	91300 730 Vocational Instr Equipment	-	-	-	-	-
32	91300 735 Health Equipment	-	-	-	-	-
33	91300 790 Other Equipment	-	-	-	-	-
34	91300 799 Other Capital Outlay	-	-	-	-	-
35						
36	91300 TOTAL EDUCATION CAPITAL PROJECTS	-	-	-	-	-
37						
38						
39						
40						

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Rocketship Tennessee

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	OTHER USES (99000)					
2	TRANSFERS (99100)					
3						
4	99100 590 Transfers Out (complete schedule below)	471,750	471,750	471,750	471,750	471,750
5						
6						
7						
8	99000 TOTAL OTHER USES	471,750	471,750	471,750	471,750	471,750
9						
10						
11						
12	730000 GRAND TOTAL EXPENDITURES (APPROPRIATIONS)	4,601,107	4,371,333	4,613,182	4,521,370	4,740,951
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
SCHEDULE OF TRANSFERS						
25	FUND #	PURPOSE	FROM FUND	TO FUND	AMOUNT	
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						

Total food costs under lunch program (Title I reimbursements for Federal Lunch Program included in the revenue section)

Attachment 10

Budget Narrative

RSTN

Summary

The financial projections attached in Attachment 9 are based upon conservative estimates of Rocketship Education’s proven operating model.

The following is a summary narrative of the school budgets and regional budgets with insight into the primary assumptions. Every assumption is also detailed in Attachment 9 as well should there be any unanswered questions from this document.

School Budget Narrative

Students: Enrollment, Demographics and Average Daily Attendance

These financials assume that [RSTN] starts the school with 100 students in each grade of Kindergarten through 5th grade. Revenues for the school depend on the number of students enrolled and their demographics. Prior to each school year, RSTN plans to have waitlists in place of at least 10% of each class size to mitigate against uncertainty.

BEP funds are distributed primarily based on Average Daily Membership, an estimate of enrollment. RSTN has conservatively assumed that ADM will be 96% of projected enrollment.

This is a primary example of the conservatism of the attached budget. RSTN is budgeting funding levels based on fewer students (ADM of 576) than it is budgeting expenses for (expected enrollment of 600).

REVENUE ASSUMPTIONS	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	2013	2014	2015	2016	2017	2018
Number of grade levels		6	6	6	6	6
K		100	100	100	100	100
1st		100	100	100	100	100
2nd		100	100	100	100	100
3rd		100	100	100	100	100
4th		100	100	100	100	100
5th		100	100	100	100	100
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Total Student Enrollment	0	600	600	600	600	600
ADM	0	576	576	576	576	576

96.0%

This budget assumes 85% Free and Reduced Lunch (FRL) students. The number of FRL students will determine the amount of Title I funding the school receives, as well as the amount of revenue to offset costs of meal programs.

Revenue Projections

Revenue sources for charter schools come from federal and state governments and local private funding sources. A summary of projected school revenues is shown below:

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Students	0	600	600	600	600	600
Number of Employees	1	31	31	31	31	31
REVENUE						
Basic Education Program	\$0	\$4,894,848	\$4,894,848	\$4,894,848	\$4,894,848	\$4,894,848
Title I	\$0	\$146,880	\$146,880	\$146,880	\$146,880	\$146,880
Federal Breakfast Program	\$0	\$163,037	\$163,037	\$163,037	\$163,037	\$163,037
Federal Lunch Program	\$0	\$253,613	\$253,613	\$253,613	\$253,613	\$253,613
IDEA	\$0	\$103,680	\$103,680	\$103,680	\$103,680	\$103,680
Transportation	\$0	\$288,000	\$288,000	\$288,000	\$288,000	\$288,000
Charter start-up funds	\$0	\$0	\$0	\$0	\$0	\$0
Walton start-up funds	\$125,000	\$125,000	\$0	\$0	\$0	\$0
Student fees	\$0	\$18,000	\$23,000	\$23,000	\$23,000	\$23,000
Investment Income	\$0	\$0	\$0	\$0	\$0	\$0
School level fundraising	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (foundations, corporate)	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (individuals)	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$125,000	\$5,993,058	\$5,873,058	\$5,873,058	\$5,873,058	\$5,873,058

State Revenues

State funding through the BEP is the largest source of funding for charter schools. The BEP is an all-inclusive funding metric that includes allocations for programs such as lunch and Special Education. Because of RSTN's heavy reliance on this revenue source, we will consistently and constantly monitor all components associated with BEP revenue throughout the year.

Rocketship Education Tennessee's projections have used the BEP per pupil funding projections provided by the Tennessee Department of Education for Davidson County. RSTN is projecting revenues of \$8,998 per pupil, which is inclusive of funds RSTN will receive for providing transportation of \$500 per pupil in addition to the base rate of \$8,498 per pupil.

State revenues are determined by multiplying the BEP by the school's ADM. As previously mentioned, RSTN is being conservative in assuming a lower ADM for revenue funding than the enrollment for expenditure budgeting. RSTN has also conservatively assumed no growth in the BEP per pupil funding level through FY 2018-19.

Federal Revenues

RSTN will apply for federal funds directly through the Consolidated Application process. Federal revenues will be updated when a Federal entitlement notification is received. RSTN is aware that there are significant compliance features associated with federal funding. RSTN is conservatively projecting no increases in the federal funding rates through FY 2019.

Title I

Title I funding is based upon a formula for students qualifying for free and/or reduced meals. RSTN is projecting \$300 per qualified (FRPL) pupil in Nashville with zero growth in the per qualified pupil rate over the projected period.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program (NSLP) provides reimbursement for student meals at levels based on parent/guardian income levels. For this budget, we assume that 85% of our students will be eligible to for Free and Reduced Price meals, with reimbursement levels of \$1.80 for breakfast and \$2.80 for lunch. Please note that we conservatively estimate that these meals will cost RSTN \$2.00 and \$3.00 respectively, leading to an annual loss on the lunch program of greater than \$50,000. We plan to manage the program significantly better than this, but have conservatively included this loss into our assumptions. RSTN currently does not plan on offering afternoon snack service, but may decide do to so in the future based on the needs of the students we serve.

Grants

RSTN schools are operated to be sustainable on public funds alone. RSTN is projecting no ongoing fundraising revenues at the schools.

Each RSTN school has included a \$250,000 startup grant from the Walton Family Foundation to be received by the school in equal \$125,000 payments in Year 0 and Year 1 of operations. While these funds have not yet been committed, each Rocketship school to date has received the grant and Rocketship Education’s National office maintains a close relationship with the Charter School Growth Fund, who distributes the Walton grants.

RSTN is projecting no Title V(b) startup grants.

Other

RSTN is projecting a small portion of revenues to come from students for purchasing their uniforms, which we will sell at cost.

Expenditures

A summary of RSTN’s expected per school expenditures are shown below. Please note that Personnel includes Salary and Benefits.

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Students	0	600	600	600	600	600
Number of Employees	1	26	26	26	26	26
EXPENSES						
Personnel	\$41,633	\$1,993,124	\$2,052,684	\$2,114,032	\$2,177,219	\$2,242,303
General Operating Expenses	\$66,875	\$1,794,308	\$1,649,308	\$1,649,308	\$1,649,308	\$1,649,308
Transportation	\$0	\$297,750	\$297,750	\$297,750	\$297,750	\$297,750
Athletic Program	\$0	\$0	\$0	\$0	\$0	\$0
Facilities		\$953,333	\$1,140,000	\$1,140,000	\$1,140,000	\$1,140,000
Technology & Equipment	\$1,300	\$505,000	\$174,000	\$354,500	\$199,500	\$354,000
TOTAL EXPENSES	\$109,808	\$5,543,515	\$5,313,742	\$5,555,589	\$5,463,777	\$5,683,360

Personnel

Salary

RSTN teacher staffing levels are based upon enrollment projections. In a traditional elementary school, if a teacher’s homeroom class is receiving services from another teacher, the homeroom teacher does not instruct another class of students. Because RSTN teachers are specialized in a subject area, they are able to teach more than one class of students each day, similar to middle and high school teachers. With students spending approximately 75% of their day in a classroom and 25% in Individualized Learning time, a school with a total enrollment of 600 students will be staffed with 12 teachers.

Teachers at RSTN will be supported by a Principal, Assistant Principal, and Academic Dean. Additionally, schools will have support staff to assist with operations and individualized learning within the Individualized Learning time. Operations at the school will be managed by both a Business Operations Director and an Office Manager. There will be two staff members dedicated to Special Education, one Teacher and one Assistant. There will be one Enrichment Center Coordinator to lead non-classroom based activities. We have also assumed Part Time staff at the equivalent of 2.5 FTE of support staff at \$30,000 of annualized salaries.

The staffing table and average salaries associated with our financial projections are shown below. We have assumed 3% wage increases per year.

Title	FTE	Average Base Salary	Total Salary					
			2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
School Director	1	\$120,000	-	\$120,000	\$123,600	\$127,308	\$131,127	\$135,061
AP/Director of Curriculum and Instruction	1	\$85,000	-	\$85,000	\$87,550	\$90,177	\$92,882	\$95,668
Business Operations Director	1	\$65,000	\$32,500	\$65,000	\$66,950	\$68,959	\$71,027	\$73,158
Dean of Students	1	\$85,000	-	\$85,000	\$87,550	\$90,177	\$92,882	\$95,668
Office Manager	1	\$40,000	-	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
Special Education Teacher	1	\$60,000	-	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
Special Education Assistant	1	\$30,000	-	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765
Enrichment Center Coordinator	1	\$30,000	-	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765
Grade Level Teacher	12	\$62,500	-	\$750,000	\$772,500	\$795,675	\$819,545	\$844,132
Individualized Learning Specialist	6	\$35,000	-	\$210,000	\$216,300	\$222,789	\$229,473	\$236,357
Part Time	2.50	\$30,000	-	\$75,000	\$77,250	\$79,568	\$81,955	\$84,413
Benefits and Payroll Services			\$9,133	\$443,124	\$456,184	\$469,637	\$483,492	\$497,764
Total Comp			\$41,633	\$1,993,124	\$2,052,684	\$2,114,032	\$2,177,219	\$2,242,303

Bonus & Benefits & Payroll Services

RSTN does not include annual bonuses in staff compensation packages. RSTN has assumed the same benefit cost structures outlined in the budget template, with the on exception of conservatively assuming 95% of staff elect coverage. This includes the assumptions below.

Payroll Tax and Benefits

Medical

Single Coverage	\$4,096	Per year
Family Coverage	\$10,007	Per year
School's percentage of coverage	95%	
Assumed percentage of employees choosing single coverage	50%	
Weighted avg. cost for medical	\$7,052	Per year
FICA	7.65%	of Salary
State Retirement - Certified	9.05%	of Salary
State Retirement - Non-certified	9.74%	of Salary
Life Insurance	0.63%	of Salary
GASB 45	\$0	Per employee
Unemployment Insurance	\$59	Per employee
Payroll Services	\$20	Per employee per month
Bonus Pool	0.00%	Based on % of salary

General Operating Expenses & Transportation

GENERAL OPERATING EXPENSES

Instruction	
Professional development	
Staff recruitment	
Student recruitment and marketing	
Textbooks - initial costs	
Textbooks - repurchase of new books	
Library books	
Charter application	
Printing paper	
Assessment costs	
Supplies for students	
Instructional supplies - Teachers (just teaching faculty)	
General office supplies	
School uniforms - new students	
School uniforms - returning students	
General building decorum	
Health supplies	
Bank fees	
Postage and shipping	
Gifts & awards - students	
Gifts & awards - faculty and staff	
Field trips - local	
Field trips - out of state	
Student Information System	
Substitutes	
Insurance	
Authorizer Fee	
Regional Fee	
Contingencies	
Parent & staff meetings	
Saturday School (contractors for instruction)	

Assumptions	
\$1,000	Per FTE
\$10,000	Per Year
\$5,000	Annual expense
\$250	Per student
5	Number of years use
\$25	Per student
\$5,000	
\$30	Per student
\$50	Per student
\$40	Per student
\$500	Per Instructional FTE
\$500	Per month
\$30	Per new student
\$10	Per returning student
\$2,500	Annual Exp
\$6	Per student per year
\$150	Annual Exp
\$5	Per student
\$5	Per student
\$150	Per FTE
\$5,000	Per grade level
\$0	Per grade level
\$20	Per student
\$2,000	Per Teacher
\$50	Per Student
-	Per-pupil BEP
15%	Per-pupil Revenue
1%	Per-pupil BEP
\$1,500	Annual Exp
No	Input "yes" or "no"

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
2013	2014	2015	2016	2017	2018
	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000
\$30,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
\$20,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	\$150,000	\$0	\$0	\$0	\$0
	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
\$5,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
\$1,500	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500
	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
	\$150	\$150	\$150	\$150	\$150
	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	\$3,900	\$3,900	\$3,900	\$3,900	\$3,900
	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	\$0	\$0	\$0	\$0	\$0
	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000
	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	\$0	\$0	\$0	\$0	\$0
	\$799,459	\$799,459	\$799,459	\$799,459	\$799,459
	\$48,948	\$48,948	\$48,948	\$48,948	\$48,948
\$375	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	\$0	\$0	\$0	\$0	\$0
\$56,875	\$1,302,558	\$1,157,558	\$1,157,558	\$1,157,558	\$1,157,558
	\$2,171	\$1,929	\$1,929	\$1,929	\$1,929
	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
\$10,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	\$188,700	\$188,700	\$188,700	\$188,700	\$188,700
	\$283,050	\$283,050	\$283,050	\$283,050	\$283,050
	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
\$0	\$471,750	\$471,750	\$471,750	\$471,750	\$471,750
	\$55,100	\$55,100	\$55,100	\$55,100	\$55,100
\$66,875	\$1,794,308	\$1,649,308	\$1,649,308	\$1,649,308	\$1,649,308

Rocketship Education Tennessee has developed the projections for General Operating Expenses based on the historical results of Rocketship Education's existing schools and research into the Tennessee landscape. We have assumed many of the same categories provided in the budget template (fixing some formulas) as well as added some new ones that were not included in the template. Some of the primary assumptions are laid out in more detail below.

Professional Development: RSTN is budgeting \$1,000 per teacher per year, including grade level assistants.

Staff Recruitment: RSTN is budgeting \$10,000 per year, except the first year where we are assuming \$30,000 to do the initial recruiting of the school.

Student Recruitment: RSTN is budgeting \$5,000 per year, except the first year where we are assuming \$20,000 to do the initial recruiting of the school.

Assessment Costs: RSTN is budgeting \$50 per student, which is inclusive of both the assessments (i.e. NWEA) and the contracted staff necessary to administer them.

Student Information System: RSTN is budgeting \$20 per student, which is a conservative estimate of per student costs for the student information system we plan to use, PowerSchool.

Textbooks: RSTN is budgeting \$250 per student in the first year.

Substitutes: Ten days per year per FTE are projected for all forms of leave. For each day of leave per FTE, \$200 has been assumed for Teacher Substitute costs that will likely be provided by a substitute agency.

Contingencies: RSTN is budgeting 1% of BEP funds as a contingency for any expenses that might be incurred unexpectedly. This is a conservative projection that will help RSTN manage any uncertainty.

Insurance: RSTN is budgeting \$50 per student for insurance costs.

Transportation: RSTN is conservatively projecting that every student will participate in transportation. This would require 6 buses costing \$45,000 per year with gas conservatively estimated at \$5.00 per gallon on the assumptions of 10 miles per gallon and 50 miles per day per bus.

Food Costs: RSTN is assuming costs of \$0.20 more per meal than our federal reimbursement level. This conservatively projects a loss of \$50,000 per year on the food program, which is higher than other operators in the region are experiencing.

Regional Fees: As discussed in the charter application, this is the management fee paid to the Regional Staff Office (RSO) to provide necessary operational and academic services to the schools. The RSO also provides community development and parent engagement support to the schools. The RSO also coordinates the delivery of Rocketship Education's Public School Model and its ongoing research and development, which is actualized through the National Fee, outlined below. The regional fees are calculated as 15% of non-reimbursable revenue.

Facilities

RSTN is planning to lease a facility, either from a third party or from Launchpad Development Company, a partner of Rocketship Education that has provided several facilities to Rocketship schools before. RSTN is assuming conservatively 40,000 sq. ft. at a rate of \$20.00 per square foot, with custodial and

utilities at \$4.00 per square foot. This leads to annualized costs of \$1,120,000, with the exception of the first year, where RSTN will negotiate to begin the lease in August to coincide with revenue projections. This has historically been possible as a way of mitigating cash flow concerns. Based on conversations with other operators in Nashville, we believe facility costs of over \$1,000,000 per year are unlikely though we have budgeted conservatively.

Technology & Equipment Costs

TECHNOLOGY & EQUIPMENT COSTS			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
			2013-14	2014-15	2015-16	2015-7	2017-18	2018-19
			2013	2014	2015	2016	2017	2018
ASSUMPTIONS								
Copier (monthly lease rate)	\$1,000	Per month						
	90	Students per copier						
Desktop computer costs (faculty and computers for carts)	\$500	Per laptop						
Desktop computers	50	Per grade level						
Cart costs	\$5,000	Per cart						
Student enrollment			600	600	600	600	600	600
Number of copiers needed			6	6	6	6	6	6
Monthly copier lease			\$72,000	\$72,000	\$72,000	\$72,000	\$72,000	\$72,000
Copier - usage fee	\$50	Per student	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
New Laptops - faculty	\$1,000	Per laptop	\$500	\$25,500	\$0	\$0	\$0	\$0
Laptop replacement costs	3	Number of years use			\$0	\$500	\$25,500	\$0
Mobile lap top cart - students	1	Per grade level	\$180,000	\$0	\$0	\$0	\$0	\$0
Mobile Laptop replacement costs	2	Number of years use			\$0	\$180,000	\$0	\$180,000
Administration cell phone handset	\$0	Per handset	\$0	\$0	\$0	\$0	\$0	\$0
Administration cell phones (monthly coverage)	\$50	Per month	\$300	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Internet setup	\$5,000	Setup fee		\$5,000				
Server	\$0	Per server		\$0				
Educational software	\$100	Per student		\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Internet and phone monthly service	\$750	Per month		\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
Other Equipment (security system)	\$5,000	Setup cost		\$5,000				
Monthly equipment cost	\$50	Per month		\$600	\$600	\$600	\$600	\$600
Faculty furniture	\$1,000	Per FTE	\$500	\$25,500	\$0	\$0	\$0	\$0
Student furniture	\$150	Per new student		\$90,000	\$0	\$0	\$0	\$0
TOTAL TECHNOLOGY & EQUIPMENT COSTS			\$1,300	\$505,000	\$174,000	\$354,500	\$199,500	\$354,000

RSTN has assumed most of the same cost categories as the budget template with slight alterations detailed below.

Student Laptops: RSTN’s academic model relies heavily on the use of laptops. RSTN is budgeting for one laptop for every two students at \$500 per laptop replaced every two years.

Educational Software: RSTN’s academic model, as described in the charter application, relies heavily on online learning programs. RSTN will be able to purchase a suite of learning programs for \$100 per student. This is consistent with our historical averages.

Copier: RSTN is conservatively projecting large copier costs of over \$100,000 per year. This includes \$72,000 in monthly lease costs and \$30,000 in annual usage costs.

Student Furniture: RSTN is projecting \$90,000 of startup furniture costs, equivalent to our historical averages at other schools for a 600 student school.

Summary of Income Statement Projections

As shown below, RSTN projects to have a positive surplus each year of operations, culminating in nearly \$2,000,000 of total reserves by Year 5 of operations.

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Students	0	600	600	600	600	600
Number of Employees	1	26	26	26	26	26
REVENUE						
Basic Education Program	\$0	\$4,894,848	\$4,894,848	\$4,894,848	\$4,894,848	\$4,894,848
Title I	\$0	\$146,880	\$146,880	\$146,880	\$146,880	\$146,880
Federal Breakfast Program	\$0	\$163,037	\$163,037	\$163,037	\$163,037	\$163,037
Federal Lunch Program	\$0	\$253,613	\$253,613	\$253,613	\$253,613	\$253,613
IDEA	\$0	\$103,680	\$103,680	\$103,680	\$103,680	\$103,680
Transportation	\$0	\$288,000	\$288,000	\$288,000	\$288,000	\$288,000
Charter start-up funds	\$0	\$0	\$0	\$0	\$0	\$0
Walton start-up funds	\$125,000	\$125,000	\$0	\$0	\$0	\$0
Student fees	\$0	\$18,000	\$23,000	\$23,000	\$23,000	\$23,000
Investment income	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$125,000	\$5,993,058	\$5,873,058	\$5,873,058	\$5,873,058	\$5,873,058
EXPENSES						
Personnel	\$41,633	\$1,993,124	\$2,052,684	\$2,114,032	\$2,177,219	\$2,242,303
General Operating Expenses	\$66,875	\$1,794,308	\$1,649,308	\$1,649,308	\$1,649,308	\$1,649,308
Transportation	\$0	\$297,750	\$297,750	\$297,750	\$297,750	\$297,750
Athletic Program	\$0	\$0	\$0	\$0	\$0	\$0
Facilities		\$953,333	\$1,140,000	\$1,140,000	\$1,140,000	\$1,140,000
Technology & Equipment	\$1,300	\$505,000	\$174,000	\$354,500	\$199,500	\$354,000
TOTAL EXPENSES	\$109,808	\$5,543,515	\$5,313,742	\$5,555,589	\$5,463,777	\$5,683,360
SURPLUS/(DEFICIT)	\$15,192	\$449,543	\$559,316	\$317,468	\$409,281	\$189,697
<i>Per student</i>		\$749	\$932	\$529	\$682	\$316
Ending Fund Balance	\$15,192	\$464,735	\$1,024,051	\$1,341,519	\$1,750,800	\$1,940,498

The Accounting System

The school has established accounting methods to identify, assemble, classify, record and report transactions. The methods are set up to: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period. The fiscal year is from July 1st to June 30th. The organization's audited financial statements must be approved by the Board and provided to the appropriate oversight entities according to all applicable requirements and deadlines. Furthermore, the Board of Trustees approves the school's budgets prior to the beginning of each fiscal year. The budgets are drafted for Board review and approval following the third quarter and prior to the close of the fiscal year.

The Accounting Cycle

The school's accounting system is designed to accurately process, record, summarize, and report transactions of the organizations. The component bookkeeping cycles fall into one of four primary functions:

Revenue and cash receipts

Key steps in this area include:

- Processing cash receipts
- Depositing Funds
- Recording cash receipts in the general ledger and subsidiary records
- Performing month-end reconciliation procedures for all account balances
- Processing general ledger integration for private donations/revenue

Purchases and cash disbursements

Key steps in this area include:

- Processing purchases (credit card, check, and reimbursement)
- Processing invoices
- Issuing checks
- Recording checks in the general ledger and in cash disbursement journals
- Performing month-end reconciliation procedures

Payroll

An outside service provider will perform the payroll process. The Regional Director of Business will coordinate with the payroll processor to ensure that payroll is processed accurately and in accordance with state and federal rules and regulations. Key steps in this area include:

- Obtaining and gathering payroll information
- Submitting information to the vendor for processing
- Performing semi-monthly reconciliation
- Preparing W-2s, the W-3, and other annual payroll tax returns

General Ledger and Financial Statements

The general ledger process consists of posting the period's transactions to accounting software, which produces the financial statements. RSTN's Director of Regional Business will reconcile bank and credit card accounts, payroll, review general ledger and prepare for the annual audit. Key steps in this area include:

- Preparing monthly journal entries
- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusting journal entries
- Producing monthly and annual financial statements
- Producing the annual budget

Property and Equipment

RSTN Regional Director Business is responsible for maintaining an inventory of all school equipment and furniture inventory and will account for depreciation based on the School's inventories. Depreciation associated with the fixed assets will be calculated based on its useful life and using a straight-line depreciation method. The Regional Director of Business and each school's principal are responsible for ensuring that accurate inventories are maintained. For example, school laptops are maintained in this inventory list and each employee gets a company-issued laptop for work use. Upon receiving any property that qualifies as a fixed asset, the following is recorded:

- Name and description
- Serial number, model number, or other identification

- Vendor name and acquisition date
- Location of the equipment
- Purchase Date
- Vendor
- Disposal Date
- Disposal Reason

Civil Liability and Insurance

Rocketship Education has partnered with Archway Clayton Insurance Company to provide insurance coverage for its current schools. We intend to partner with Archway Clayton Insurance Company for our RSTN school as well. While exact levels of coverage will not be determined until post-approval, Rocketship will meet all minimum requirements and a letter is included in Attachment 11.

Provision for Audit

Budget Creation and Annual Reports

The Rocketship Education Finance Team has reviewed and discussed the budget to make sure it accurately reflects the school design of RSTN. This budget capitalizes on available information from individuals who have already been through the process of chartering and opening a school and validated against the historical performance of schools currently in operation.

On an annual basis, the RSTN Regional Director of Business will conduct the budgeting process which begins in March. In March, the Regional Director of Business will analyze the year-to-date and projected performance of the school relative to the budget for the year focusing on anticipated variances especially if they are detrimental to overall financial performance. The Regional Director of Business will then update the 5 year financial projection model for the school using current projections on state and federal revenue levels, enrollment, compensation and other expenses adjustments and variances in working capital. This budget will then be distilled into a one-year budget which will be presented to the Principal(s) and Regional Managing Director. The Regional Director of Business will collaborate with the Regional Managing and Principal(s) to align resource allocations with the strategic priorities of the school while ensuring the long-term financial health of the school.

By mid-April of each year, the Regional Director of Business presents a preliminary budget to the Board Business Committee for their feedback and review. The final budget is presented to the full Board of Trustees approximately three weeks later after incorporating feedback from the Business Committee and other school constituencies (parents, teachers, etc.).

Each month, the Regional Director of Business will review the year to date financial performance, projected financial performance and variances with the Principal(s) and Regional Managing Director. Additionally, the Regional Director of Business will meet to discuss financial performance with the Board of Trustees Business Committee. The Annual Financial Report will be compiled by the Regional Director of Business by August of each year and sent to the Board for approval. The approved Annual Financial Report will be submitted to the authorizer as required, on an annual basis.

Annual Audit

The RSTN Regional Support Office and all schools will engage in an annual audit of financial and administrative operations. The organization will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nashville.

Attachment 11

Insurance

RSTN



March 7, 2013

Metropolitan Nashville Public Schools
Office of Innovation
2601 Bransford Ave.
Nashville, TN 37204

Re: Rocketship Education Tennessee
Business Insurance

To Whom It May Concern:

Let this document serve as notice that Archway Clayton Insurance Agency Inc, will be providing all property and casualty coverage's for the above referenced entity in the state of Tennessee as needed and required by state law.

We understand the minimum requirements of Nashville to be:

Charter schools must have appropriate insurance coverage. This includes workers compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers) and sexual abuse. Applicants should check with their local districts to determine the necessary coverage amounts and if the local entity has additional insurance requirements

If you have any questions, please do not hesitate to contact our office.

Sincerely,

Robert Garza, President
Archway Clayton Insurance Agency Inc.

cc: HOU

ARCHWAY INSURANCE BROKERS, LLC • LICENSE NUMBER DD63171
1731 TECHNOLOGY DRIVE, SUITE 250, SAN JOSE, CA 95110 • PHONE 408 441 2000 • FAX 408 441 1982

CLAYTON • MICOR • RSI • VALLEY GENERAL
WWW.ARCHWAYINSURANCE.COM

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Attachment 12

Waivers

RSTN

State Statute	Description of Statute	Proposed Replacement Policy or Practice	How will waiver of this statute help student achievement?
T.C.A. 49-1-104	Establishes maximum class size limits based on grade	No class size limits	Because RSTN will utilize a blended learning model in which students will have multiple teachers and learning will be individualized based on needs of each student, traditional class ratios are not applicable as educators will share and dynamically group students according to their academic needs.
T.C.A 49-6-2202	Textbooks must align to state standards	No restrictions on textbooks that can be used	Because RSTN will align to Common Core State Standards, as well as the fact that RSTN intends to primarily use the same instructional materials at all Rocketship Education affiliated schools nationwide, it is in the best interests of students for RSTN to use the same textbooks at all schools, without having to align to a specific state's standards.
T.C.A. 49-1-302(e)	All teachers are guaranteed a duty-free lunch	Teachers are not guaranteed a duty-free	Occasionally teachers may have to assist with lunch,

		lunch	recess, or planning during their lunch time in service of student achievement.
T.C.A 49-5-5603	All teachers are required to be certified	Amended to allow for teachers working toward credentialing to be allowed to teach core subjects	Because RSTN will conduct teacher training internally and relies heavily on TFA teachers, RSTN will allow non-certified teachers to teach core subjects temporarily as long as they are working towards a valid credential.
T.C.A 0520-2-4-.02(1)(j)(k)	Candidates for a five year initial license must obtain a master's degree, complete an approved program in school administration and supervision that includes an internship and pass a state approved assessment/test for principals or other school administrators	Principals will not have to possess a master's degree, or complete an approved program in school administration or pass a state assessment for principals	Because RSTN will have an internal leadership development program and trains principals nationally, it will not adhere to state-specific standards to for principal training

State Board Rule	Description of Rule	Proposed Replacement Rule or Practice	How will waiver of this rule help student achievement?
0520-02-01	Teacher and Principal Evaluations	Rocketship will not adhere to Tennessee rules regarding teacher and evaluation principals	Rocketship already has in place teacher and principal evaluation rubrics that are applicable to all Rocketship schools across the country. For the purpose of ensuring

			consistent school outcomes, Rocketship will continue to use their current methods of evaluation and will not adhere to state-specific evaluation rules.
Rule 0520-01-02-.13,	Statewide Management Information System	Rocketship will instead use PowerSchool for student information reporting	Rocketship seeks to use the same student information system across all its schools to ensure consistency in student reporting and compliance.

Attachment 13

Community Partnerships

RSTN

Community Partnerships

Please see “Community Partnerships” above in the “Community Involvement and Parent Engagement” section. As noted, RSTN will extensively begin community outreach and explore community partnerships upon approval, with this work being led by the Regional Director of Community Development. Please see Attachment 14 below that includes letters of support from key community members who support the establishment of RSTN in Nashville. Rocketship has already developed relationships and partnerships with these individuals and will further leverage these relationships to aid in the work of community development upon approval.

Attachment 14

Letters of Support

RSTN

METROPOLITAN GOVERNMENT OF NASHVILLE AND DAVIDSON COUNTY

KARL F. DEAN
MAYOR



March 25, 2013

OFFICE OF THE MAYOR
METROPOLITAN COURTHOUSE
NASHVILLE, TENNESSEE 37201
PHONE: (615) 862-6000
FAX: (615) 862-6040

Board of Education
Metropolitan Nashville Public Schools
2601 Bransford Ave
Nashville, TN 37204

Dear Members of the Board:

I am writing to express my support for Rocketship Education's application to open and operate a high-performing K-5 charter school in Metro Nashville Public Schools. As Mayor, my top priority continues to be ensuring that every Nashville student has access to a quality education, regardless of zip code or family circumstance. I firmly believe that Rocketship Education will help our city realize that goal.

I had the pleasure of visiting a Rocketship school several years ago, and I was impressed with their work. Rocketship's innovative model will be a welcome addition to our district's portfolio of high performing schools, and their intentional parent engagement strategy will change the way parents participate in and advocate for their child's education.

Our district has been working hard to improve the educational experience of students, and I applaud those efforts. Granting a charter to Rocketship Education would be another step in the right direction, and I encourage you to approve their pending charter application.

Very Truly Yours,

A handwritten signature in black ink, appearing to read "K.F. Dean", with a long horizontal flourish extending to the right.

Karl F. Dean
Mayor

WILLIAM R. DELOACHE, JR.

3022 VANDERBILT PLACE
NASHVILLE, TENNESSEE 37212

615-352-2082

bdeloache@gmail.com

March 19, 2013

Board of Education
Metropolitan Nashville Public Schools
2601 Bransford Ave
Nashville, TN 37204

Dear Members of the Board:

I am writing to express my strong support of Rocketship Education's application to MNPS to open and operate a high-performing K-5 charter school in Nashville. I have visited Mosaic Elementary, the Rocketship school in California that is overseen by Principal Adam Nadeau. If Rocketship is approved, Adam is expected to move to Nashville to oversee the opening of Rocketship's school here. Under his leadership, Mosaic has obviously become an outstanding school, the sort of high-performing elementary school we all want for Nashville. I was particularly struck by the high level of parent engagement. For example, on the day I was there, a very large group of parents gathered for a school-wide morning ritual led by Adam. In addition, I met separately with an individual parent who described an exceptional level of parent engagement generally at the school. Furthermore, I visited several classrooms, and found the culture to be outstanding. In one classroom, an academic dean was videotaping a teacher and taking notes so as to provide feedback later in the day; the students hardly noticed, as it was clearly a routine activity.

I am just one of many, many admirers of Rocketship. It has a proven track record of academic success recognized widely within the national charter school community. Rocketship has been supported by a who's who of education reform, including the Charter School Growth Fund, the New Schools Venture Fund, the Walton Family Foundation, the Gates Foundation, and many others.

As an active participant in Tennessee's educational reform movement over the past 20 years and as a board member of the Tennessee Charter School Incubator, I firmly believe that Rocketship Schools will be an excellent addition to the city's growing portfolio of achievement-oriented schools. Rocketship Education will be part of the solution to eliminating the achievement gap in Nashville, and look forward to having them join our efforts.

Sincerely,



William R. DeLoache, Jr.

Attachment 15

Enrollment Policy

RSTN

Student Enrollment

Outreach

Rocketship schools strive to achieve a student population reflective of the surrounding geographic area, and particularly of the neighborhoods in which the schools are located. To this end, extensive outreach is conducted by Rocketship Principals, Office Managers, Parent Ambassadors, and other staff and volunteers. This outreach takes place in a wide variety of community venues, from houses of worship to Head Start programs to local libraries to local stores.

Application and Enrollment Procedures

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

The school shall be nonsectarian in its programs, admission policies, employment practices, and all operation, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics such as actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with an individual who has any of the aforementioned characteristics). Admission to the Charter School shall be determined by residence, as required by state law. The application process is comprised of the following:

- Completion of a student enrollment application

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

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

Rocketship feels strongly that success for students requires a commitment from both students and parents, to the mission and vision of Rocketship as set forth in the Charter. During the registration process, all parents or guardians shall be asked to sign a Commitment Letter indicating they understand Rocketship philosophy, program, and volunteer policy. Students will not be denied admission or disenrolled for failing to sign the Commitment Letter.

Each new-start Rocketship school shall admit all pupils who wish to attend the school subject only to capacity. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. In the case of a phase-in or takeover school, Rocketship will follow MNPS enrollment protocol. Following the open application period each year applications shall be counted to determine whether any grade level has received more applications than availability. In this event that this occurs, each Rocketship school will follow MNPS enrollment protocol.

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

1) Siblings of currently enrolled students

2) Students whose parents are RSTN staff

Students qualifying for more than one preference group will be considered part of the highest preference in which they qualify. At the conclusion of the MNPS compliant enrollment process, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year.

Timeline

Specific enrollment timelines will be established by the Managing Director following green-lighting by our national board. Below is an overview of our general enrollment timelines, starting 12 months prior to school opening:

- ***October***-Community outreach begins. Making connections with local head-start programs and other community organizations. Gaining an understanding of local recruitment norms and best practices.
- ***December***-Student recruitment begins. Presenting at local organizations and handing out flyers at community events.
- ***March***- Goal to have approximately 50% of capacity accounted for with student interest and applications.
- ***June***-Goal to have 100% of capacity accounted for with student applications.
- ***July-August***-Pre-enrollment activities and family orientation workshops.

Attachment 16

Personnel Policy

RSTN

Below is an existing Rocketship Personnel Policy that will be adapted by RSTN post-approval.

Introduction

This Handbook is designed to help employees get acquainted with Rocketship Education (hereinafter referred to as "Rocketship.") It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an official policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at Rocketship. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of Rocketship or its employees. In no way does the Handbook replace the official plan documents (i.e., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases.

Because Rocketship is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Rocketship also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate. Rocketship also reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

No individual other than the Chief Executive Officer, the Board of Directors, or authorized designated employee has the authority to enter into any employment or other agreement that modifies Rocketship policy. Any such modification *must* be in writing.

This Handbook is the property of Rocketship, and it is intended for personal use and reference by employees of Rocketship. Circulation of this Handbook outside of Rocketship requires the prior written approval of the Director of Human Resources. The purpose of this handbook is to assist you in becoming familiar with policies, procedures, and operations of Rocketship. The handbook does not constitute a contract between you and Rocketship, nor does it provide a guarantee of employment.

The policies, procedures, and benefits described herein are subject to modification, additions, deletions, suspension, or termination by Rocketship at any time. Further, Rocketship has the exclusive authority and discretion to interpret the policies, procedures and benefits descriptors and determine whether to apply these in any given situation. It will be the responsibility of all employees to review and abide by all policies and procedures, as well as any updates to the handbook as they are distributed. All questions regarding policies, procedures and benefits should be directed to your supervisor and/or the Rocketship National Human Resources Department.

Equal Employment Opportunity Policy

Rocketship is an equal opportunity employer. It is the policy of Rocketship to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Rocketship will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a Rocketship representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Rocketship then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Rocketship will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Rocketship will make the accommodation.

Policy on At-Will Employment

Except if stated expressly otherwise by employment contract, it is the policy of Rocketship that all employees are considered "at-will" employees of Rocketship. Accordingly, either Rocketship or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, Rocketship memoranda or other materials provided to employees in connection with their employment shall require Rocketship to have "cause" to terminate an employee or otherwise restrict Rocketship Education's right to release an employee from their at-will employment with Rocketship. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict Rocketship right to terminate at-will. No Rocketship representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with Rocketship that are not consistent with Rocketship's policy regarding "at will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, Rocketship memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Payroll, Benefits & Time Off
Employee Classifications

For salary & administration purposes & to determine eligibility for certain employee benefits, Rocketship assigns employees to one or more of the following employee classifications. Change in employment status may result from a job change, promotion, a change in working hours, or a change in job description.

Exempt Employees: Exempt employees include professional staff, teachers, supervisors, executive staff and others whose duties & responsibilities allow them to be exempt from overtime pay provisions. Exempt employees are generally paid on a salary basis, and their salary already takes into account that long hours are necessary at times.

Non-Exempt Employees: Under federal & state law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day, forty (40) hours per workweek or for working seven consecutive days during the work week. These employees are referred to as 'non-exempt' at Rocketship. This means they are not exempt from (and therefore should receive) overtime pay. Non-exempt employees are required to keep a record of their time & submit that record to Rocketship payroll each payroll cycle.

Part Time Employees: Employees working less than 32 hours a week are considered part-time staff and are not eligible for Rocketship health benefits or sick/vacation.

Full Time Employees: Employees working 32 hours or more a week are considered Full Time employees and are eligible for Rocketship employee benefit and sick/vacation programs.

School Year Employees: School Year employees typically work during all days of instruction and select professional development/training days as designated by Rocketship and/or the school Principal. School Year employees generally include Individualized Learning Specialists and Food Service Coordinators.

Year Round Employees: Year Round employees typically work at 12 month work year. Rocketship Year Round Employees consist of: Year Round Administrative Employees and Year Round Instructional Employees.

☐ **Year Round Administrative Employees:** Year Round Administrative employees typically work a 12 month work year and generally include: all Rocketship National Staff, school Principals, Assistant Principals, and School Office Managers.

☐ **Year Round Instructional Employees:** Year Round Instructional Employees are those employees hired by Rocketship for the primary purpose of instructing Rocketeers, which generally includes Teachers. Year Round Instructional Employees are 12 month employees who work during all days of instruction, during professional development & training days designated by Rocketship and/or the school Principal.

Work Schedule

Business hours are normally 7:30 a.m. – 6:00 p.m. Monday through Friday. The regular workday schedule for non-exempt employees is eight (8) hours; the regular workweek schedule for such employees is forty (40) hours. There are some employees whose specific job requirements demand their presence at other times. Part Time Employees may have other hours, as determined by their supervisor. Occasionally, there will be events that require attendance at other times of the day or week, and employees are expected to be present. Exempt employees are generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Payroll Information

Paydays are scheduled semi-monthly, once on the 15th of the month and again on the last day of the month. If the 15th or the last day of the month lands on a weekend or a holiday, payday will be on the prior business day. Your paycheck or pay stub will include an itemization of the various deductions required by law or authorized in writing by you. You should keep these statements for your personal records. Paychecks will be presented only to the named employee. If you observe any error in your check, please report it immediately to your Supervisor. Requests for special handling of your check in certain cases must be arranged in writing in advance of payroll.

Time Cards / Records

By law, Rocketship is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize Rocketship's time card system. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday. Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed.

Time cards should be submitted to your supervisor for approval every two weeks in accordance with the payroll cycle. Your supervisor will forward your approved time card to the Rocketship Payroll department for processing. You are responsible for accurately recording your time card. Falsification of any time records is cause for disciplinary action, up to & including termination. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact his/her Supervisor to make the correction and such correction must be initialed by both the employee and the Supervisor. No one may record hours worked on another's worksheet.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. RSED will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by your Supervisor. Rocketship provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Meal Periods

Non-exempt employees are provided with at least a thirty (30) minute meal period, to be taken approximately in the middle of the workday. Your Supervisor should be aware of and approve your scheduled meal and rest periods.

You are expected to observe your assigned working hours and the time allowed for meal and rest periods. Do not leave the premises during your rest period and do not take more than ten (10) minutes for each rest period. You may leave the premises during the meal period.

Payroll Withholdings

Rocketship is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and, of course, the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by Rocketship. FICA does not apply to those employees participating in STRS.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
5. State Teacher Retirement System (STRS): This is only applicable to certificated employees.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to your Supervisor and to fill out a new W-4 form. Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask your Supervisor to explain them to you. You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to your Supervisor. The office maintains a supply of these forms.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, retirement information, taxes withheld and total wages.

New Hire Referral Bonus

Current Year Round full-time and part-time employees (excluding Directors, Executives, and Principals) who refer qualified candidates for Year Round certificated or classified job openings at Rocketship can earn a \$1,000 referral bonus upon the successful hire of the candidate and satisfactory completion of a 90-day evaluation period. The New Hire Referral bonus is paid 90 days after the school year starts for certificated positions and 90 days after the start date for classified positions. The employee must notify Rocketship National Human Resources Department of the referred candidate prior to the first interviews of the potential new hire candidate and must be named on the candidate’s new hire forms as the referring employee to qualify for this bonus.

Benefits

Rocketship is committed to providing competitive benefits. You are eligible for medical coverage if you are a full-time regular employee working for Rocketship or if you are a part time employee who works a minimum of thirty (32) hours per week. Part-time employees will be responsible to pay a pro-rated share of the costs for medical coverage.

Given the rising cost of health care, employee contributions and benefits offered are likely to change from year to year. Please refer to the separate Rocketship benefits summary for more information. Health benefits eligibility begins the first of the month following hire date. You are responsible for completing the necessary paperwork in a timely manner to ensure activation of your benefits. If you have questions regarding any of the Rocketship benefits, please contact the Rocketship National Human Resources Department.

Health, Dental & Vision Insurance: A variety of HMO and PPO options are offered. Employee contributions vary based on the plan selected, demographics and whether the employee’s spouse, domestic partner and/or dependents are covered. You may elect deductions from your paycheck for these premiums on a pre-tax basis. Please refer to the separate Rocketship benefits summary for more information.

Workers Compensation Insurance: Rocketship provides workers compensation insurance program to protect eligible employees who are injured on the job. Any employee injured while performing work for Rocketship should report the incident to their supervisor and to the Rocketship National Human Resources Department immediately. You are required to go to the Rocketship designated medical clinic to receive medical attention. Consistent with applicable law, this insurance provides medical, surgical and hospital treatment in addition to payment for loss of earnings that result from qualifying work related injuries. Please refer to the separate Rocketship benefits summary for more information.

Other Legally Mandated Benefits: Other legally mandated benefit programs (such as Social Security, State Disability & Unemployment Insurance) cover all employees in the manner prescribed by law. Please contact the Rocketship National Human Resources Department with any questions you may have regarding these benefits.

Retirement Benefits: Rocketship provides retirement benefits for eligible employees. Please refer to the separate Rocketship benefits summary for more information.

Time Off

Holidays

All Full-time employees are eligible for the following paid holidays each year:

Martin Luther King, Jr., Birthday
President's Day
Memorial Day
Independence Day
Labor Day
Thanksgiving Break (Wednesday – Friday)
Winter Break (December 24 – January 1)

When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or the following Monday. However, Rocketship may close on another day or grant alternative time off instead of closing. Holiday observance will be announced in advance. Employees on any leave of absence or who are inactive during the holiday do not earn holiday pay.

Religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their manager. The employee will be paid if the religious holiday is taken as an earned vacation day. The employee will not be paid if the religious holiday is taken as a personal leave of absence day.

Paid Time Off, Sick Days & Vacation days

Employees must arrive to work on time every day. We ask employees to avoid absences on days preceding or following vacations or long weekends. Planned absences for medical appointments are expected to be arranged, as much as possible, during non-school hours. Employees have a responsibility to make sure their responsibilities are covered, including arranging substitutes if they need to be out (either during an agreed upon absence, approved professional development day, approved personal day, or sick day.)

All employees must submit a time off report on the 15th of each month detailing the number of paid & unpaid days taken. Exempt staff must report time off in full day increments. Non-exempt staff must report time off in hourly increments.

Paid Time Off (Full Time Year-Round Administrative Employees only): Year Round Administrative Employees who have worked at Rocketship up to 3 years are entitled to 15 days of Paid Time Off (PTO), 20 days of PTO for employees who have worked at Rocketship between 4 and 7 years and 25 days of PTO for employees who have worked at Rocketship for any period of time greater than 7 years. Year Round Administrative Employees do not receive separate allowances for sick leave or personal necessity days. Year Round Administrative Employees accrue PTO on a monthly basis. PTO accrues while on certain medical leaves but not during other unpaid leaves (see Leave Policies section for more details).

Active service commences with an employee's first day of work and continues thereafter unless broken by an absence without pay, a leave of absence or a termination. PTO can accrue up to a maximum of one and a half times the annual allotment. Once this cap is reached, no further PTO will accrue until some PTO is used. When some PTO is used, PTO accrual will begin again. We encourage Year Round Administrative Employees to take PTO annually.

Employees may not take or borrow PTO before it is accrued, except with the express, written approval of the Rocketship National Human Resources Department. The employee will be required to sign a written agreement, authorizing deduction from the final paycheck if termination occurs with negative PTO balance.

Employees must notify their supervisors as early as possible of their intention to use PTO days. Normal PTO requests (e.g. for vacations) should be made at least three weeks in advance and must be approved by your supervisor. No PTO time may be taken during the last two (2) weeks of August unless specifically authorized by your supervisor.

Sick Leave & Vacation (Full Time Year Round Instructional and School Year Employees only)

Sick Leave Rocketship provides paid sick leave to Full Time Year Round Instructional Employees in order to help prevent employees' loss of earnings that may be caused by accident, illness or for the purpose of securing necessary medical treatment. All Full Time Year Round Instructional Employees are entitled to eight (8) days of paid sick leave per year, granted at the beginning of the academic year. Full Time Year Round Instructional Employees hired within the academic year are eligible for pro-rated sick leave. Temporary and part time employees are not entitled to sick leave benefits. Employees must notify their immediate supervisor of their need to take sick leave as soon as practical and no later than midnight before their scheduled starting time. Rocketship reserves the right to request verification from a health care provider for all absences due to illness or disability. Eligible employees will receive pay at their normal base rate for any sick leave taken. However, no employee will receive pay in lieu of sick leave for any accrued but unused sick leave at the close of any calendar year or at the time of termination.

Vacation Year Round Instructional Employees are entitled to two (2) vacation days per year, granted at the beginning of the academic year. Full Time Year Round Instructional Employees hired within the academic year are eligible for pro-rated vacation days. Vacation days are capped at one and a half times the annual rate and once this cap is reached, employees will not earn additional vacation days until vacation days are used. Only when an employee terminates his/or employment will unused vacation days be paid, at the rate of pay in effect on the date of termination. Vacation dates must be requested at least 48 hours in advance and must be approved by the employee's supervisor. Approval is subject to Rocketship and/or school needs (i.e. substitute availability, number of staff out, etc.). Approval is limited to two requests for a particular day at each school site, and then may be approved only after all other classes are covered and if the requesting teacher secures coverage of his/her classes and submits the plan for coverage along with his/her substitute plans. Vacation days will not be approved for the day before or after vacations (including the day before or after a three day weekend).

Leave Policies

Unpaid Leave of Absence

Rocketship recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, Rocketship may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by Rocketship. The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. **No vacation time is accrued during any type of unpaid leave of absence.**

Family Care and Medical Leave

This policy explains how Rocketship complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require Rocketship to permit each eligible employee to take up to 12 workweeks of FMLA leave in any 12-month period for the birth/adoption of a child, the employee's own serious illness or to care for certain family members who have a serious illness. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- **Employee Eligibility Criteria**

To be eligible for FMLA leave, the employee must have been employed by Rocketship for the last twelve (12) months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

- **Events That May Entitle An Employee To FMLA Leave**

The 12-week FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care.

Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by Rocketship, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by Rocketship's separate pregnancy disability policy).

3. To care for a spouse, domestic partner, child, or parent with a serious health condition.

4. A “serious health condition” is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

- Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one or more periods, but may not exceed twelve (12) workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve of the employee’s normally scheduled workweeks. For a full-time employee who works five eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight-hour days.

2. The “12 month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA Leave.

- Pay During FMLA Leave

1. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave and may use any or all accrued paid vacation time at the beginning of any otherwise unpaid FMLA leave period.

2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued paid vacation at the beginning of any otherwise unpaid FMLA leave.

3. All other FMLA leaves are unpaid leaves.

4. The receipt of vacation pay, sick leave pay, or State Disability Insurance benefits will not extend the length of the FMLA leave. Vacation pay and sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of Rocketship’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by Rocketship during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, Rocketship will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he or she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his or her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by Rocketship. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in denial of the leave request until such certification is provided.

2. If Rocketship has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, Rocketship may request a second opinion by a health care provider of its choice (paid for by Rocketship). If the second opinion differs from the first one, Rocketship will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

3. Recertification is required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Director of Human Resources. An employee asking for a Request for Leave form will be given a copy of Rocketship's then-current FMLA leave policy.

2. Employees should provide not less than thirty (30) day's notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Rocketship's operations.

4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two weeks, except that Rocketship will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. In most cases, Rocketship will respond to a FMLA leave request within two days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within ten (10) days of receiving the request. If an FMLA leave request is granted, Rocketship will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to Rocketship's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

2. When a request for FMLA leave is granted to an employee (other than a "key" employee), Rocketship will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.

4. If an employee can return to work with limitations, Rocketship will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from Rocketship.

- Limitations on Reinstatement

1. Rocketship may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to Rocketship's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of Rocketship's employees within 75 miles of the employee's worksite.

2. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if Rocketship determines that substantial and grievous injury to Rocketship’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, Rocketship will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause Rocketship to suffer substantial and grievous injury. If Rocketship realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- **Employment During Leave**

An employee on FMLA leave may not accept employment with any other employer without Rocketship’s written permission. An employee who accepts such employment will be deemed to have resigned from employment at Rocketship.

Pregnancy Disability Leave

This policy explains how Rocketship complies with the California Pregnancy Disability Act, which requires Rocketship to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle An Employee to Pregnancy Disability Leave**

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

- **Duration Of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four (4) months total. “Four months” means the number of days the employee would

normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- Pay During Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

The provisions of Rocketship's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, Rocketship will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

- Seniority

An employee on pregnancy disability leave remains an employee of Rocketship and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by Rocketship Education. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertification is required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertification can result in termination of the leave.

- Requesting And Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Director of Human Resources. An employee asking for a Request for Leave form will be referred to Rocketship's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days or as short of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Rocketship's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. In most cases, Rocketship will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, Rocketship will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return To Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine Rocketship's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, Rocketship will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, Rocketship will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from Rocketship.

- Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without Rocketship's written permission. An employee who accepts such employment will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

Rocketship, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
 - Cash benefits, tax-free to replace lost wages; and
 - Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Director of Human Resources;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Director of Human Resources; and
- Provide Rocketship with a certification from your health care provider regarding the need for worker's compensation disability leave as well as your eventual ability to return to work from the leave.

It is Rocketship's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. Rocketship, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the Rocketship operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Director of Human Resources and to the individual responsible for reporting to Rocketship's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for

the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to Rocketship approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Worker's Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from Rocketship's approved medical facility before returning to work.
- Any time there is a job-related injury; Rocketship's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Paid Maternity & Paternity Leave

Full Time Year Round Administrative and Instructional Rocketship Employees are entitled to ten (10) days of paid time off to care for the employee's newborn child or a child placed with the employee for adoption or foster care. Paternity and Maternity pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both paternity/maternity leave and scheduled days off.

Bereavement Leave

Salaried employees are entitled to a leave of up to three (3) work days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, and grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

Jury Duty or Witness Leave

For all exempt employees, Rocketship will pay for time off if you are called to serve on a jury. For all non-exempt employees, Rocketship will pay for up to three (3) days if you are called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give Rocketship National Human Resources Department at least two (2) day's notice.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Director of Human Resources 30 day's notice before returning from leave. Whenever Rocketship is notified of an employee's intention to return from a leave, Rocketship will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be

guaranteed. If you need further information regarding Leaves of Absence, be sure to consult your Supervisor.

Employment Policies

Personnel Files and Record Keeping Policies

At the time of your employment, a personnel file is established for you. Please keep your Supervisor advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable Rocketship to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a Rocketship representative, at a mutually convenient time. You may add your comments to any disputed item in the file. Rocketship will restrict disclosure of your personnel file to authorized individuals within Rocketship. A request for information contained in the personnel file must be directed to your Supervisor. Only the Director of Human Resources or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, Rocketship will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Policy Against Sexual Harassment

All employees should be able to work in an atmosphere free of sexual harassment. Rocketship Education will not condone or tolerate sexual harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. Rocketship Education will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, if warranted.

Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually suggestive nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of employment.
2. Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination.
3. Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile or offensive working environment.

The Chief Executive Officer has the responsibility to maintain a work place free from any form of sexual harassment. Consequently, should the Chief Executive Officer become aware of any conduct which may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct.

Employees are expected to act in a positive and professional manner and to contribute to a productive work environment that is free from harassing or disruptive activity.

Prohibited conduct by anyone includes but is not limited to:

- Sexual flirtations, touching, advances or propositions;
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body;
- Sexually degrading words;
- The display in the workplace of sexually suggestive or offensive objects or pictures.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Any employee who has experienced or is aware of a situation, which is believed to be sexually harassing, has a responsibility to report the situation immediately to the individual's supervisor and/or to the appropriate Rocketship representative. A Sexual Harassment Complaint Form may be obtained from your supervisor or the Rocketship National Human Resources representative. The Rocketship representative and the individual's supervisor will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A written report, including findings related to the allegations, will be completed. In all cases, when the allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the Chief Executive Officer, or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of the Board of Directors.

All complaints of sexual harassment will be investigated promptly, objectively and as confidentially as possible. Employees are required to cooperate in any investigation. Retaliation against any employee for filing a complaint or participating in an investigation is strictly prohibited and shall be cause for termination.

All matters regarding this policy will be treated with confidentiality and on a need-to-know basis.

Drug-Free Workplace

Rocketship is committed to providing a smoke, drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any Rocketship premises is prohibited and will result in disciplinary action up to and including termination.

Attendance and Tardiness

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects Rocketship's ability to implement its educational program and disrupts consistency in students' learning.

If you find it necessary to be absent or late, you are expected to telephone your Supervisor as soon as possible but no later than one-half hour before the start of the workday. If you are absent from work longer than one day, you are expected to keep your Supervisor sufficiently informed of your situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with Rocketship. Absence for more than three (3) consecutive days without notifying your Supervisor will be considered a voluntary resignation from employment.

Use of Email, Voicemail and Internet Access

Rocketship will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file of E-mail or voicemail messages without the latter's express permission.
4. Rocketship staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. Rocketship retains a copy of all passwords; passwords unknown to Rocketship may not be used. System security features, including passwords and delete functions, do not neutralize Rocketship's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

Personal Business

Rocketship's facilities for handling mail and telephone calls are designed to accommodate Rocketship business. Please have your personal mail directed to your home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside your immediate dialing area. Do not use Rocketship material, time or equipment for personal projects.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to his/her Supervisor and/or the Director of Human Resources, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, Rocketship may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Personal Appearance / Standards of Dress for Faculty Members

Rocketship believes that employees serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Rocketship encourages employees, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process.

This is a general overview of appropriate business casual attire. Items that are not appropriate for the schools are listed, too. Neither list is all-inclusive and both are open to change. The lists tell you what is generally acceptable as business casual attire and what is generally not acceptable as business casual attire.

No dress code can cover all contingencies so employees must exert a certain amount of judgment in their choice of clothing to wear to work. If you experience uncertainty about what is acceptable, professional business casual attire for work, please ask your supervisor or someone on the Human Resources staff.

Slacks, Pants, and Suit Pants

Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, and nice looking dress synthetic pants are acceptable. Inappropriate slacks or pants include jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants such as people wear for biking.

Skirts, Dresses, and Skirted Suits

Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public. Short, tight skirts that ride halfway up the thigh are inappropriate for work. Mini-skirts, skorts, sundresses, beach dresses, and spaghetti-strap dresses are inappropriate for the school campus.

Shirts, Tops, Blouses, and Jackets

Casual shirts, dress shirts, sweaters, tops, golf-type shirts, and turtlenecks are acceptable attire for work. Most suit jackets or sport jackets are also acceptable attire for the office, if they violate none of the listed guidelines. Inappropriate attire for work includes tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress.

Shoes and Footwear

Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable for work. Flashy athletic shoes, thongs, flip-flops, slippers, and any shoe with an open toe are not acceptable on the campus.

Jewelry, Makeup, Perfume, and Cologne

Should be in good taste, with limited visible body piercing. Remember, that some employees and students are allergic to the chemicals in perfumes and make-up, so wear these substances with restraint.

Hats and Head Covering

Hats are not appropriate on campus. Head Covers that are required for religious purposes or to honor cultural tradition are allowed.

Conclusion

Clothing that reveals too much cleavage, your back, your chest, your feet, your stomach or your underwear is not appropriate for a place of business, even in a business casual setting.

Certain days can be declared dress down days, generally Fridays. On these days, jeans and other more casual clothing, although never clothing potentially offensive to others, are allowed.

If clothing fails to meet these standards, as determined by the employee's supervisor and Human Resources staff, the employee will be asked not to wear the inappropriate item to work again. If the problem persists, the employee may be sent home to change clothes and will receive a verbal warning for the first offense. Progressive disciplinary action may be applied if dress code violations continue, up to and including termination.

Nepotism & Relationships

There may be occasions when members of the same family are employed by Rocketship. Rocketship does not discriminate in its employment and personnel actions with respect to its employees and applicants on the basis of marital or familial status. Notwithstanding, Rocketship retains the right to refuse to appoint a person to a position in the same department, division or facility so as to avoid any potential conflict of interest. The Manager or Administrator shall have the authority and

responsibility for determining if such a potential for adverse impact exists or does not exist.

This applies to individuals who are related in the following manner: spouse, child or stepchild, parent or stepparent, grandparent or grandchild, brother or sister, uncle or aunt, nephew or niece, or in-laws including father, mother, daughter, son brother or sister.

At times, consensual romantic and/or sexual relationships or platonic living relationships between co-workers may occur. Such relationships between a supervisor and an employee in which the supervisor has the ability to impact the progress or assignments of another employee are prohibited.

Therefore, if such relationships arise between a supervisor and an employee, the supervisor is required to disclose the relationship to the Human Resources Department so that a change in the responsibilities of the individuals involved or transfer of location within Rocketship can occur.

We recognize that co-workers often times engage in platonic living arrangements and promotions into supervisory positions occur with individuals in this arrangement. Rocketship will work closely with the supervisor's and supervisory employee's management to determine the appropriate action. At a minimum, the supervisor must withdraw from participation in activities or decisions that may reward or disadvantage the employee, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments and discipline. Rocketship will work closely with the individuals involved so that alternate living arrangements can be found within 60 days of the change in position.

Employees are not permitted to be in working relationships that could create situations that, in the Company's sole discretion, unduly influence their job performance or the performance of others.

Whether or not the relationship has been disclosed, if you believe that you were penalized in terms of employment because of such a relationship, you should contact the Human Resources department immediately.

For purposes of these provisions, "supervisory employee" or "supervisor" means any employee, regardless of job description or title, having authority in the interest of the employer to hire, transfer, suspend, promote, discharge, assign, reward or discipline other employees using independent judgment.

Smoking

All Rocketship facilities are non-smoking facilities.

Health and Safety Policy

Rocketship is committed to providing and maintaining a healthy and safe work environment for all employees.

You are required to know and comply with Rocketship's General Safety Rules and to follow safe and healthy work practices at all times. You are required to report immediately to your Supervisor,

Director of Operations, and/or the Director of Human Resources any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, Rocketship will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

Rocketship has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to your Supervisor. Secure your desk, classroom or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your work station that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify your Supervisor when keys are missing or if security access codes or passes have been breached.

Occupational Safety

Rocketship is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every Rocketship supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of Rocketship that accident prevention shall be considered of primary importance in all phases of operation and administration. Rocketship's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce Rocketship safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on Rocketship Education premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

Internal Complaint Review Policy

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the Rocketship the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Chief Executive Officer or Board of Directors to express their work-related concerns.

Filing of Complaint

If complaints cannot be resolved informally, employees may file a written complaint with the Chief Executive Officer as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the basis for the employee's complaint.

Investigation

An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.

Rocketship will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

Upon completion of the investigation, the Chief Executive Officer shall report the finding(s) to the employee in writing.

Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the Chief Executive Officer.

Discipline & Termination of Employment

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by your Supervisor. Performance evaluations will be conducted annually, on or about the anniversary date of your employment with Rocketship or more frequently depending on your position at Rocketship. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of Rocketship and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your Supervisor, and that you are aware of its contents.

Your salary and your potential for advancement will be based largely upon your job performance. On a periodic basis, your Supervisor will review your job performance with you in order to establish goals for future performance and to discuss your current performance. Rocketship's evaluation system will in no way alter the employment at-will relationship.

Failure by Rocketship to conduct employee reviews and/or evaluations in accordance with this policy shall in no way impair its ability to discipline or release employees as provided herein.

Rules of Conduct

The following conduct is prohibited and will not be tolerated by Rocketship. This list of prohibited conduct is illustrative only and applies to all employees of Rocketship; other types of conduct that threaten security, personal safety, employee welfare and Rocketship operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of Rocketship. If an employee is working under a contract with Rocketship, which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on Rocketship property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.

4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of Rocketship property.
5. Fighting or instigating a fight on Rocketship premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on Education premises.

8. Gambling on Rocketship premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on Rocketship premises without prior written approval of management, unless posting is on a Rocketship bulletin board designated for employee postings.

15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or Rocketship's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While Rocketship does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with Rocketship legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect Rocketship or its own integrity, reputation, or credibility. Illegal or immoral off-

duty conduct by an employee that adversely affects Rocketship's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by Rocketship, employees are expected to devote their energies to their jobs with Rocketship. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at Rocketship.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with Rocketship.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Rocketship.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using Rocketship's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of Rocketship.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to Rocketship explaining the details of the additional employment. If the additional employment is authorized, Rocketship assumes no responsibility for it. Rocketship shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for you to terminate your at-will employment with Rocketship, please notify your Supervisor regarding your intention as far in advance as possible. At least two (2) week's notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned but unused vacation pay. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA. When your coverage under Rocketship's medical and/or dental plans ends, you or your dependents can continue coverage for 18 or 36 months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and Rocketship's previous contribution plus a possible administrative charge.

APPENDIX A: SEXUAL HARASSMENT COMPLAINT FORM

It is the policy of Rocketship that all of its employees be free from sexual harassment. This form is provided for you to report what you believe to be sexual harassment, so that Rocketship may investigate and take appropriate disciplinary or other action when the facts show that there has been sexual harassment.

If you are an employee of Rocketship, you may file this form with your Supervisor, the Director of Human Resources, or the Chief Executive Officer.

Please review Rocketship's policies concerning sexual harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be sexual harassment.

Rocketship will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, Rocketship will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, Rocketship will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize Rocketship to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that Rocketship will be able to address your complaint to your satisfaction.

Charges of sexual harassment are taken very seriously by Rocketship Education both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize Rocketship Education to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date:
Signature of Complainant

Print Name

Received by: _____ Date: _____