Rocketship Rising Stars
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Rocketship Rising Stars
Street	3173 Senter Road
City, State, Zip	San Jose, CA, 95111
Phone Number	408-677-4879
Principal	Kylie Alsofrom
E-mail Address	kalsofrom@rsed.org
Web Site	http://www.rsed.org/risingstars/
CDS Code	43 10439 0133496

District Contact Information	
District Name	Rocketship Rising Stars
Phone Number	(408) 453-6511
Superintendent	Jon R. Gundy
E-mail Address	jon_gundry@sccoe.org
Web Site	www.sccoe.org

School Description and Mission Statement (School Year 2016-17)

Rocketship Education is reinventing the elementary school education model. At Rising Stars Academy we work day in and day out to become strong young advocates. We do this by ensuring that all students are receiving unique individual instruction daily to achieve their goals. We do this through a clear focus on guided reading within literacy classes, the use of centers and pullout groups in math, leveled reading and a focus on targeted online curriculum in the Learning Lab, and small group tutoring during Intervention/Flex Blocks and after school for students that are struggling to master various concepts. While we have a great focus on academic excellence, we also support our students daily to become their best selves through social emotional learning in class community meetings and in social skills tutoring groups. Through this individualized learning and support our students know that to be their best each and every day they need to approach everything with confidence and without fear of making a mistake.

The Rocketship model allows each school to implement a wide array of classes and skills and an individualized approach to learning. Rocketship utilizes a robust Response to Intervention program, which allows educators to address the special needs of every student achieving below grade level. As part of its Response to Intervention program Rocketship teachers and leaders focus a significant amount of time, instruction, planning, and professional development in regards to in-class individualized instruction. Through the use of targeted and individualized instruction and interventions, Rocketship teachers are able to meet the needs of specific students and realize the 1.5 years of academic growth that are necessary for them to lay the foundation for college and beyond.

Rocketship Rising Stars Academy also knows that parents are critical partners in the academic success of their student. Classroom teachers conduct at least one home visit in the first semester, three parent conferences throughout the year, and have academic or involvement events for each grade level each month. Additionally, Rocketship Rising Stars Academy conducts monthly Community Meetings which have over 70 percent parent attendance, and conducts multiple family activities throughout the year. We also hold twice monthly Parent Coffee meetings where parents get together with the Princiapl to share their ideas, feedback, and learn more about what is happening for the whole school. Through this significant outreach and community building, Rocketship not only provides an individualized classroom experience for students, but also creates a community and family that encourages and focuses on parent partnership and empowerment as a critical element of a Rocketeer's success.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	N/A	N/A	7	7
Without Full Credential	N/A	N/A	9	9
Teaching Outside Subject Area of Competence (with full credential)	N/A	N/A	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	N/A	N/A	0
Total Teacher Misassignments *	N/A	N/A	0
Vacant Teacher Positions	N/A	N/A	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Core Knowledge/2016, Words Their Way/2013, and Lucy Calkins Units of Study/2014	Yes	0%
Mathematics	Singapore Math - Primary Math Common Core Edition/2014	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Launchpad Development Company builds and leases brand new facilities to each Rocketship Charter School. Rocketship Rising Stars was built in July 2016. The school holds up to 650 students and all locations are similar in design. The school has 22,000 SF, 18 classrooms, a multi-purpose room, administrative offices, a parent and community room, staff room, playground, parking lot, recess and physical education area, as well as an outdoor courtyard for families to gather during dismissal.

All Rocketship schools are cleaned on a daily basis. Student bathrooms are swept and mopped during school hours and additionally in the evenings. All school areas are cleaned on a daily basis and deep cleaned twice annually. Quarterly the HVAC systems are serviced and checked for preventative maintenance.

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2016				
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces	X			No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Deep clean planned for winter break.
Electrical: Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems.

Overall Facility Rating (Most Recent Year)

	Exemplary	Good	Fair	Poor
Year and month of the most recent FIT report: December 2016				
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy						
Mathematics						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)									

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Rocketship believes that parents are critical participants in the academic success of their student. Classroom teachers conduct at least one home visit in the first semester, two parent conferences, and make formal contacts with each Rocketeer parent twice per month. Additionally, Rocketship holds monthly Community Meetings which have over 70 percent parent attendance, and conducts multiple family activities throughout the year. Parents also have the opportunity to participate in school governance by running for the School Site council. This allows parents to have a voice in the decision making within each Rocketship school. Rocketship also provides opportunities for parent leadership through harnessing power and civic engagement, allowing parents to be a voice to create more excellent schools and bring about positive changes in their communities. Parent leadership development involves training in community organizing, which includes opportunities for parents to learn about and engage in the political process through building relationships with elected officials, understanding the achievement gap, and executing public actions and forums to advocate on behalf of their schools and communities. Through this significant outreach and community building, Rocketship not only provides an individualized classroom experience for students, but also creates a community that encourages and focuses on parent participation and empowerment as a critical element of a Rocketeer's success.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate							11.40	11.50	10.70
Graduation Rate							80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions									
Expulsions									

School Safety Plan (School Year 2016-17)

Rocketship Education has a comprehensive school site safety plan, last updated August 30th, 2016 and available electronically to all full-time staff via our Box platform. This plan has been faithfully implemented at Rocketship Rising Stars since our opening in August. The plan was created in compliance with state and local requirements and is updated regularly. We also incorporated feedback from external safety experts into this Health/Safety Plan based on school walkthroughs completed in Winter 2014. A copy of this Health/Safety Plan and associated safety documentation is available in the Front Office and Business Operations Manager Office at Rocketship Rising Stars. Every classroom is equipped with a first aid kit, an evacuation map, and a safety clipboard with condensed versions of our emergency procedures and information on the location of safety equipment and evacuation areas. Our classroom clipboards also contain important walkie talkie and lockdown procedures for teachers as well as current rosters for all of their classes for use during an emergency. Additionally, all of our classrooms are equipped with earthquake survival resources, personal protective equipment, and spill cleanup equipment.

The Rocketship Health/Safety Plan contains detailed emergency procedures for fire, earthquake, severe weather, lockdowns, car accidents, terrorist attacks, threats against the school, safe facilities, communicable and contagious diseases, accidents and incidents, bloodborne pathogens, medication administration, medical conditions, and other topics related to student, staff, and campus safety. Rocketship also maintains explicit policies on Fingerprinting and Background Checks, Tuberculin Examinations, Safe Facilities, Immunizations and Physical Exams, First Aid and CPR Training, and Health Screening, among other areas. At Rocketship Rising Stars, we have practiced for emergency situations with monthly drills and by ensuring multiple members of our team are trained in CPR and first aid. Rocketship creates additional policies and procedures as the need occurs and works diligently to stay in compliance with changes to local, state and federal laws and regulations.

All school staff is trained in safety practices and procedures in the Health/Safety Plan every summer. Fire drills are conducted at school sites on a monthly basis, earthquake drills are conducted four times a year, and lockdown drills are also conducted every year. Safety checklists are regularly reviewed at every school site and safety teams are established at each school site at the beginning of the year. Rocketship's Operations team also conducts audits of each school site to make sure that every school is keeping updated documentation on safety training and practices at the school. These documents have most recently been checked at Rising Stars Academy on December 6, 2016.

Support staff who handle food are specially trained in food safety and food safety checklists are reviewed regularly in the school servery/cafeteria area. At RRS, all Operations team members have their required documentation stored in the Servery and a recent internal audit found our information and records to be highly organized and in strong working order.

Employees and contractors of each Rocketship school who are in the presence of our students are required to submit a criminal background check and furnish a criminal record summary. School volunteers who have not been subject to a criminal background check are always under the direct supervision of a credentialed employee, per the requirements of our Volunteer Policy. All visitors are required to sign in and sign out at the Front Office and to wear badges when on campus. The Front Office is monitored by a Rocketship staff during school hours at all times.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	N/A	N/A
Social Worker	N/A	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist	N/A	N/A
Other	N/A	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

School opened in 2016-2017.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Our approach to professional development is grounded in the following three central components: key levers that lead to successful schools, a highly-targeted implementation protocol, and differentiated sessions/content.

1) Key levers that lead to successful schools
Over the summer immediately preceding the start of each new school year, all instructional staff in our network engage in PD that is focused on the development of specific skills, mindsets, and understandings. These levers are research-based and have shown to function as important factors that strongly influence student achievement. The corresponding sessions are delivered by network staff, school leaders, and external trainers who are experts in a particular content area or curricula (i.e. GLAD, Kimochis & RULER for social-emotional learning, etc.). As the year progresses, we continue to work on these levers but in more individualized ways based on school need as demonstrated by school walkthrough data as well as student achievement data.

2) Targeted implementation protocol
Once teachers have been exposed to and given a chance to practice newly-learned skills, subsequent implementation is supported via different structures. Some of these structures include but are not limited to: weekly one-to-one meetings between the teacher and their coach, real-time coaching in the classroom while the new skill is being practiced, two planning meetings prior to the start of each unit of study, student achievement data analysis meetings, co-planning, co-teaching, & co-observation. Such practices lead to authentic internalization of not only the skill itself, but also an understanding why it is important as well as how it is most effectively employed in the classroom.

3) Differentiated content

Sessions are developed with the varying roles, needs, and skill proficiency levels of instructional staff at top of mind. Example: An upper grade math teacher may attend a session specifically geared towards building skill around how to deliver lessons on fractions with an emphasis on conceptual understanding, in response to the rigorous demands of the CCSS. Furthermore, opt-in sessions are offered for teachers who desire to deepen an existing understanding or strengthen an existing skill; the decision to attend an opt-in session is typically made by teachers in partnership with his or her coach.

2016-2017: 13 days over the summer for returner teachers, 20 days over the summer for new teachers; 14 days during the academic year; weekly PD held on Thursdays when students are released early.