STAFF ANALYSIS, RECOMMENDATIONS, AND PROPOSED FINDINGS OF FACT REGARDING REVIEW OF ROCKETSHIP Sí SE PUEDE ACADEMY CHARTER SCHOOL RENEWAL PETITION AND REQUEST FOR MATERIAL REVISIONS

NOVEMBER 6, 2024, posted OCTOBER 22, 2024

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Rocketship Sí Se Puede Academy Charter School (RSSP) seeks approval of the renewal of its Santa Clara County independent, direct funded, district appeal charter school serving students in grades TK-5. RSSP was initially approved in September 2008, for a three-year term to serve grades K-5 and opened in August of 2009. RSSP was renewed in 2011 and 2016. Its governance structure was also materially revised in 2013 to bring all Rocketship schools under one governing board. RSSP's current term expires June 30, 2025, as its current term was extended by operation of law by two years in 2021 and an additional year in 2023. RSSP has requested renewal for a term of five years from July 2025 through June 2030, due to its designation by the California Department of Education (CDE) as a school in the middle performing category. RSSP, located within the Alum Rock Union School District (ARUSD) boundaries, currently serves approximately 300 students.

PROCEDURAL STATUS

The Charter Schools Department of the Santa Clara County Office of Education (County Office of Education or SCCOE) received a renewal charter petition (Renewal Petition or Charter), from RSSP on August 20, 2024. RSSP is operated and governed by Rocketship Education (RSED) doing business as Rocketship Public Schools (RPS).[1] *Education Code (EC)* Sections 47607 and 47607.2 determine the length of charter renewal based on a charter school's placement in the high, middle, or low performance categories established by *AB* 1505. Pursuant to criterion in *EC* Sections 47607(c) and 47607.2, RSSP is in the middle performing category, and the school qualifies for a five-year renewal term (see further analysis below). If the charter is renewed by the Santa Clara County Board of Education (SCCBOE or County Board of Education[2]), the new term of the Charter would begin on July 1, 2025, and run through and including June 30, 2030. Renewals and material revisions of district appeal charters are governed by the standards and criteria set forth in *EC* Sections 47605, 47607 and 47607.2.

On September 18, 2024, the SCCBOE held a public hearing on the RSSP Renewal Petition in accordance with the requirement to do so within 60 days of receipt of submission of the Renewal Petition. On September 23, 2024, SCCOE Staff conducted a renewal site visit and held renewal interviews with RSSP parents, students, staff, board members, and representatives of RPS leadership as the charter management organization or network.

Pursuant to *EC* Sections 47607, 47607.2 and 47605, the County Board of Education has 90 days from receipt of the renewal application and request for material revisions to act, which may be extended by an additional 30 days

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[1] Throughout this document, Rocketship Public Schools may be referred to for purposes of convenience as "RPS," "RSED," "CMO," or "Network," but the Rocketship Sí Se Puede Academy charter school, Rocketship Public Schools and Rocketship Education may be referred to collectively, separately, or interchangeably as "RSSP" or "Charter School" or "school."

[2] Throughout this document, references to "SCCBOE" or the "County Board of Education" are specifically to the Santa Clara County Board of Education. However, for purposes of convenience, the Santa Clara County Board of Education, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education may be collectively or separately referred to herein as "SCCOE."

by mutual agreement. SCCBOE will hold the decision hearing November 6, 2024, to act on the RSSP request for renewal and request for material revisions.

In accordance with Board Policy 0420.4, SCCOE, RSSP, and RSED/RPS, developed a Memorandum of Understanding in 2017 (2017 MOU). By its terms, this 2017 MOU "shall continue in full force and effect during the period of any renewal granted by the SCCBOE or during the pendency of an appeal of a denial of a renewal request unless and until such time as the Parties enter into a replacement MOU or specifically agree in writing that the MOU is terminated." The 2017 MOU governs the respective fiscal, operational, administrative responsibilities, legal relationships, and other matters not otherwise fully addressed or resolved by the terms of the current charter or the Renewal Petition, pending any further direction or recommendations by the SCCBOE, including SCCBOE's adoption of the SCCOE's recommendations and recommended findings and entry into a replacement or supplementing MOU and/or addendum. By its terms, the 2017 MOU is incorporated into the Renewal Petition by reference, therefore, its terms supplement the Renewal Petition submitted by RSSP and were considered as part of SCCOE's analysis of the Renewal Petition and informed this analysis, including the assessment of whether the Renewal Petition includes reasonably comprehensive descriptions of each of the required Charter elements, whether or not any specific provision of the 2017 MOU is referenced in this analysis, and it continues to bind the Parties unless and until revised or replaced by mutual agreement of the Parties, and if the parties enter into a new MOU and/or addendum, as recommended herein, provisions from the 2017 MOU may need to be incorporated therein or the 2017 MOU remain in effect.

SCCOE has provided RSSP an updated memorandum of understanding (2024 MOU) that is consistent with changes to law since entering into the 2017 MOU and reflects SCCOE's current best practices. RSSP has expressed its intent to enter into an updated memorandum of understanding and has met with SCCOE to discuss the terms of the 2024 MOU. RSSP may sign the updated 2024 MOU prior to SCCBOE action on the Renewal Petition, but if the 2024 MOU is not signed by RSSP prior to SCCBOE action, SCCOE will continue to work with RSSP on finalizing the updated 2024 MOU or an addendum to the current 2017 MOU as necessary to reflect current law and best practices and recommends that this be a condition of any renewal of RSSP's Charter.

The complete Renewal Petition on which the SCCBOE is acting is attached to the agenda item in BoardDocs and is also available for review at the following location: https://www.sccoe.org/supoffice/charter-schools-office/Pending/Rocketship_Si_Se_Puede_Renewal_Petition.pdf

CRITERIA FOR RENEWAL OF A CHARTER PETITION
Effective July 1, 2020, the legal standards for determining whether a charter petition should be renewed were updated. *EC* Section 47607(b) specifies that charter renewals and material revisions "are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed."

Pursuant to *EC* Section 47605, a renewal charter petition and/or a request for material revisions may be denied on the basis of written factual findings that support one or more of the following:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain an affirmation of each of the conditions required by statute.
4. The petition does not contain a reasonably comprehensive description of all the required elements.

5. The petition does not contain a declaration of whether the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of the Educational Employment Relations Act (EERA).

There are additional bases on which a material revision may be denied, which are not pertinent to the current Charter.

As an "additional criterion" for determining whether a charter should be renewed, the chartering authority is required to consider the charter school's performance on the state and local indicators included in the California School Dashboard. For this purpose, charter schools are now divided into high, middle, and low performance categories, plus Dashboard Alternative Status Schools ("DASS"), based on their performance during the two consecutive years immediately preceding the renewal decision. The pertinent renewal standards and the available length of the renewal term are dependent on this categorization. (*EC* Section 47607 and 47607.2.)

The CDE annually creates a list of all charter schools and ranks their academic performance indicators from the California School Dashboard, specifying whether each school is in the high, middle, or low performing category, or is a DASS program school. This list was intended to relieve the burden on chartering authorities and provide a starting place for the renewal process. The CDE has designated RSSP as a "middle" performing charter school for purposes of this renewal request.

As defined in EC Section 47607.2, "middle" performing charter schools are any charter school not deemed as "high" or "low" performing and are eligible to be considered for a five-year renewal term.

In determining whether to renew a middle performing charter, the chartering authority is to consider the following:

i. *The schoolwide and subgroup performance on the state and local indicators on the Dashboard, giving greater weight to measurements of academic performance.*
ii. *Clear and convincing evidence based on verified data showing either:*
   a) *The school achieved measurable increases in academic achievement, defined by at least one year of growth for each year of school, OR*
   b) *Strong post-secondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

The chartering authority may deny a "middle" performing school on these bases only by making written factual findings, setting forth specific facts to support the findings, that the school:

i. *Failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school;*
ii. *Closure of the school is in the best interest of pupils; AND*
iii. *If applicable, that the decision provided greater weight to performance on measurements of academic performance.*

Also, a chartering authority may deny renewal of a charter school in any of the performance categories if it finds the school is demonstrably unlikely to successfully implement the program due to any of the following:

a. *Substantial fiscal factors,*

b. *Substantial governance factors, or*

c. *The charter school is not serving all pupils who wish to attend.*

In such cases, the chartering authority must provide the charter school at least 30 days' notice of the alleged violation(s) and provide the charter school with a reasonable opportunity to cure the violation(s), including a corrective action plan proposed by the charter school. Pursuant to *EC* Section 47607(e), the County Board of Education may then deny renewal on these bases only if it makes either of the following findings:

   a.   *The corrective action proposed by the charter school has been unsuccessful*

   b.   *The violations are sufficiently severe and pervasive as to render a corrective action plan unviable*

DETERMINATION CRITERIA FOR RENEWAL OF RSSP

As stated above, CDE has designated RSSP as a school in the middle performance category for purposes of this renewal. In its Renewal Petition, RSSP states it meets the minimum required academic performance standards, and its academic performance supports Charter renewal. To assess its academic performance against the criteria for middle-performing charter schools, RSSP submitted its data from the California Assessment of Student Performance and Progress ("CAASPP") as well as comparison data for the local district and local district schools RSSP students would otherwise have attended. RSSP states the data submitted on pages 12 through 27 of the Renewal Petition establishes RSSP as a school in the middle performing category, meeting the criteria for charter renewal. Staff has not reproduced all the information provided by RSSP in this Staff Analysis and Proposed Findings of Fact but incorporates it and the CAASPP data herein by this reference.

The SCCBOE requested from RSSP additional data and information in response to questions asked during the September 18, 2024, public hearing on the Charter renewal. At the time of publication of this report, RSSP had not yet submitted the data and information requested.

The data below represents key data provided by RSSP and/or available for consideration of RSSP's academic performance.

School Academics

California School Dashboard Data

In 2017, the State of California instituted the California School Dashboard (https://www.caschooldashboard.org/) to help parents and educators identify strengths and areas for improvement. The Dashboard reports how districts, schools (including charter and DASS schools), and student groups are performing across state and local measures. For state measures, performance is based on two factors: (1) current year results, or Status; and (2) whether results improved or declined from the prior year, or Change. Performance on state measures, using comparable statewide data, is represented by one of five colors with Red being lowest and Blue being highest (see Object 1 below). A performance level, or color is not provided on the Dashboard when a student group has fewer than 30 students. However, the Status and Change data will be displayed. Further, when a student group has fewer than 11 students, the group does not receive a performance level (color) and the group's Status and Change are not displayed to protect the anonymity of the students. This information is represented by using a grey color gauge with the words "No Performance Color."

Object 1: California Dashboard Performance Color Chart

Red	Orange	Yellow	Green	Blue
LOWEST PERFORMANCE				HIGHEST PERFORMANCE

There was no data in 2019-20 or 2020-21 due to the cancelation of statewide testing as a result of COVID-19. The 2022 Dashboard (based on 2021-22 data) did not have any prior year data for comparison and, therefore, only included Status levels, which was represented by purple "cell phone bars." No Change was included. The 2023 Dashboard (based on 2022-23 data) had prior year data for comparison. Thus, Change was reinstated. The following data is based on 2022 and 2023 Dashboard data which shows the performance level colors, or the Status from 2022-23, and the Change, or the difference (growth or decline), from 2021-22.

Object 2: RSSP Performance on 2023 California School Dashboard

	2023 CALIFORNIA SCHOOL DASHBOARD									
	ELA		Math		ELPI		Chronic Absenteeism		Suspension	
	DFS	Level	DFS	Level	Rate	Level	Rate	Level	Rate	Level
All Students	-48.1	ORANGE	-51.2	ORANGE	47.3	GREEN	34.1%	YELLOW	0%	BLUE
Hispanic/Latino	-52.0	ORANGE	-58.3	ORANGE			34.5%	YELLOW	0%	BLUE
English Learners (EL)	-69.2	ORANGE	-64.2	ORANGE			32.0%	YELLOW	0%	BLUE
Students with Disabilities (SWD)	-128.0	NPC	-135.5	NPC			43.9%	ORANGE	0%	BLUE
Socioeconomically Disadvantaged (SED)	-53.9	ORANGE	-57.8	ORANGE			36.0%	YELLOW	0%	BLUE

In 2022-23, RSSP received a Distance from Standard (DFS) score of -48.1 in ELA and declined -6.6 points from the prior year, making the performance level for all students Orange. RSSP received a DFS score of -51.2 in Math and declined -4.8 points from the prior year, making the performance level for all students Orange. RSSP also increased 8 percentage points from the prior year and received Green on the English Learner Progress Indicator (ELPI).

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Object 3: 2022 and 2023 California School Dashboard Student Group Report for RSSP

	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	2022	**2023**	**2022**	**2023**	**2022**	**2023**	**2022**	**2023**	**2022**	**2023**
All	VERY LOW 0%	BLUE 0%	VERY HIGH 48.4%	YELLOW 34.1%	LOW -41.5 DFS	ORANGE -48.1 DFS	LOW -46.4 DFS	ORANGE -51.2 DFS	LOW 39.3%	GREEN 47.3%
EL	VERY LOW 0%	BLUE 0%	VERY HIGH 47.7%	YELLOW 32.0%	LOW -53.2 DFS	ORANGE -69.2 DFS	LOW -57.2 DFS	GREEN -64.2 DFS		
SED	VERY LOW 0%	BLUE 0%	VERY HIGH 49.7%	YELLOW 36.0%	LOW -52.7 DFS	ORANGE -53.9 DFS	LOW -57.2 DFS	ORANGE -57.8 DFS		
SWD	VERY LOW 0%	BLUE 0%	VERY HIGH 54.2%	ORANGE 43.9%	NPL -109.3 DFS	NPC	NPL -132.2 DFS	NPC		
Asian	NPL 0%	BLUE 0%	NPL 23.1%	NPC 8.3%	NPL 20 DFS	NPC	NPL 30.8 DFS	NPC		
Hispanic/ Latino	VERY LOW 0%	BLUE 0%	VERY HIGH 50.3%	YELLOW 34.5%	LOW -47.3 DFS	ORANGE -52.0 DFS	LOW -53.5 DFS	ORANGE -58.3 DFS		
White	NPL 0%	NPC 0%	NPL 41.7%	NPC	NPL	NPC	NPL	NPC		
African American	NPL	NPC	NPL	NPC	NPL	NPC	NPL	NPC		
Filipino	NPL	NPC	NPL	NPC	NPL	NPC	NPL	NPC		
Pacific Islander	NPL	NPC	NPL	NPC	NPL	NPC	NPL	NPC		
Two or More Races	NPL		NPL							
Foster	NPL		NPL		NPL	NPC	NPL	NPC		
Homeless	NPL 0%		NPL 47.1%	NPC 29.4%	NPL	NPC	NPL	NPC		

*No performance level (NPL) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.
**No performance color (NPC) given for groups of less than 30 students.

Many areas of the RSSP Dashboard have no performance color ("NPC") or no performance level ("NPL") due to the small size of the student group. Object 3 above shows RSSP's status for both the 2022 and 2023 Dashboard indicators for all students and all numerically significant student groups.

Object 4 below shows the Status and Change information from the 2022 and 2023 Dashboard indicators. For most of the Dashboard measures, the desired outcome is a high number or percent in the current year as well as an

increase from the prior year. A distinguishing feature of the suspension and chronic absenteeism measures is the desired outcome for low suspension and chronic absenteeism rates, which means a low percent in the current year and a decline from the prior year rate. At RSSP, both suspensions and chronic absenteeism rates maintained or decreased for all students and for all numerically significant student groups.

Object 4: 2023 California School Dashboard Student Status and Change Report for RSSP

	Suspension Rate	Chronic Absenteeism	English Language Arts	Mathematics	English Learner Progress
All	Maintained 0%	Declined 14.3%	Declined 6.6 points	Declined 4.8 points	Increased 8%
EL	Maintained 0%	Declined 15.7%	Declined 16.0 points	Declined 7.0 points	
SED	Maintained 0%	Declined 13.6%	Increased 0.7 points	Declined 0.6 points	
SWD	Maintained 0%	Declined 10.3%	NPC Declined 18.7 points	NPC Declined 3.2 points	
Asian	NPC Maintained 0%	NPC Declined 14.7%	NPC	NPC	
Hispanic/ Latino	Maintained 0%	Declined 15.8%	Declined 6.6 points	Declined 4.8 points	
White	NPC Maintained 0%	NPC	NPC	NPC	
Homeless	NPC Maintained 0%	NPC Declined 29.4%	NPC	NPC	

*No performance color (NPC) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.
Suspension Rate and Chronic Absenteeism are reverse metrics, therefore increasing in score is not desired.

Objects 5 and 6, below, show data comparing the Dashboard indicators for all students and by student group for RSSP and the State in 2021-22 and 2022-23. On the 2021-22 Dashboard, RSSP outperforms the State in ELA with the EL group and in Math for all students and EL, SED, and Hispanic populations. On the 2022-23 Dashboard, RSSP outperforms the State in Math with its EL, SED, and Hispanic populations. Notably, RSSP students outperform the State in multiple areas on both the 2021 and 2022 Dashboards in both ELA and Math, causing RSSP to be in the middle performance category.
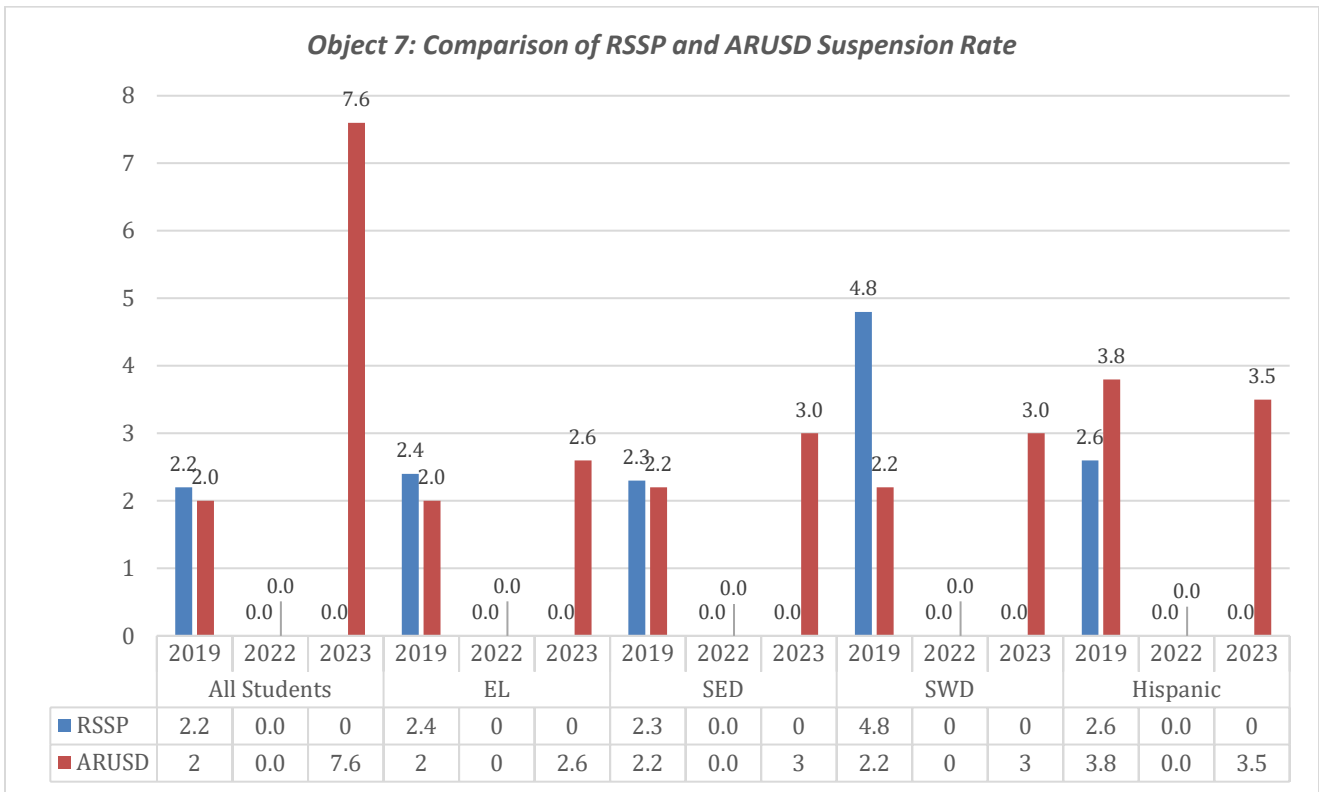
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Object 5: 2022 California School Dashboard Student Group Data for RSSP and the State

	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	RSSP	State	RSSP	State	RSSP	State	RSSP	State	RSSP	State
All	VERY LOW 0%	MEDIUM 3.1%	VERY HIGH 48.4%	VERY HIGH 30.0%	LOW -41.5 DFS	LOW -12.2 DFS	LOW -46.4 DFS	LOW -51.7 DFS	LOW 39.3%	MEDIUM 51.7%
EL	VERY LOW 0%	MEDIUM 3.2%	VERY HIGH 47.7%	VERY HIGH 33.6%	LOW -53.2 DFS	LOW -61.2 DFS	LOW -57.2 DFS	LOW -92.0 DFS		
SED	VERY LOW 0%	MEDIUM 4.0%	VERY HIGH 49.7%	VERY HIGH 37.4%	LOW -52.7 DFS	LOW -41.4 DFS	LOW -57.2 DFS	LOW -84.0 DFS		
SWD	VERY LOW 0%	HIGH 5.4%	VERY HIGH 54.2%	VERY HIGH 39.6%	NPL -109.3 DFS	VERY LOW -97.3 DFS	NPL -132.2 DFS	VERY LOW -130 DFS		
Hispanic/ Latino	VERY LOW 0%	MEDIUM 3.3%	VERY HIGH 50.3%	VERY HIGH 35.8%	LOW -47.3 DFS	LOW -38.6 DFS	LOW -53.5 DFS	LOW -83.4 DFS		

Object 6: 2023 California School Dashboard Student Group Data for RSSP and the State

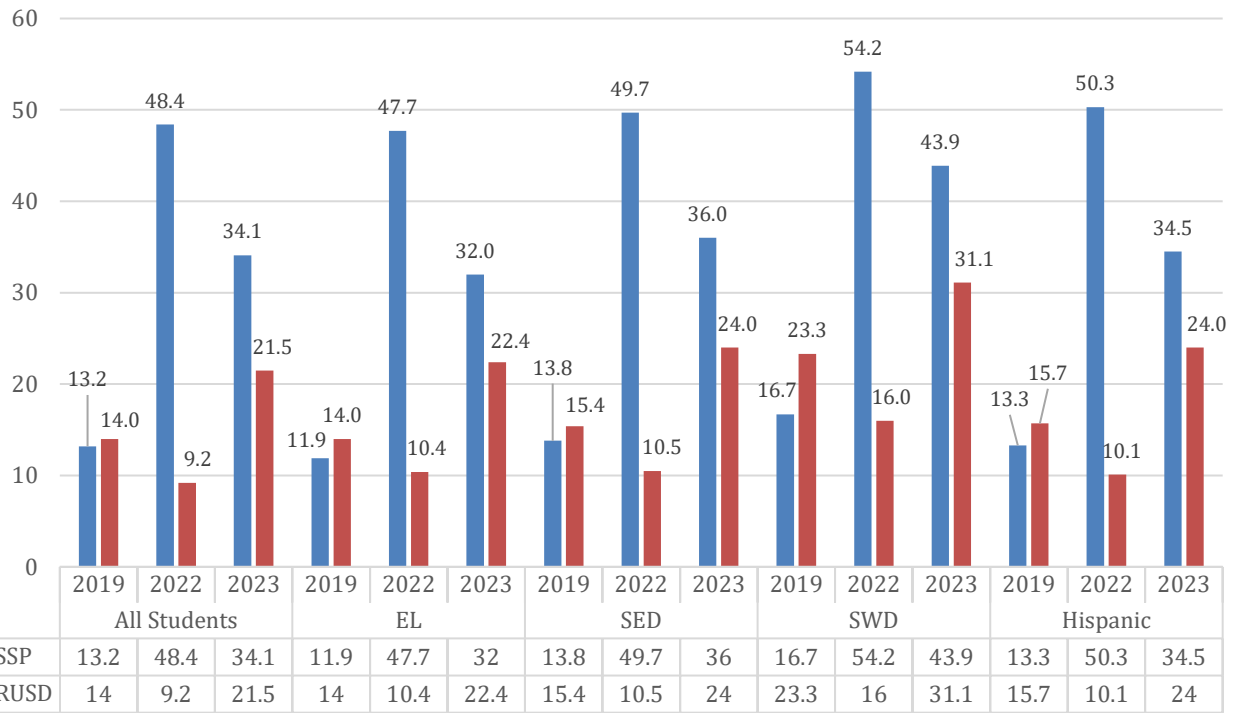|	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	RSSP	State	RSSP	State	RSSP	State	RSSP	State	RSSP	State
All	BLUE 0%	ORANGE 3.5%	YELLOW 34.1%	YELLOW 24.3%	ORANGE -48.1 DFS	ORANGE -13.6 DFS	ORANGE -51.2 DFS	ORANGE -49.1 DFS	GREEN 47.3%	YELLOW 48.7%
EL	BLUE 0%	ORANGE 3.7%	YELLOW 32.0%	YELLOW 26.3%	ORANGE -69.2 DFS	ORANGE -67.7 DFS	ORANGE -64.2 DFS	ORANGE -93.4 DFS		
SED	BLUE 0%	ORANGE 4.5%	YELLOW 36.0%	YELLOW 29.9%	ORANGE -52.0 DFS	ORANGE -42.6 DFS	ORANGE -57.8 DFS	YELLOW -80.8 DFS		
SWD	BLUE 0%	ORANGE 5.9%	ORANGE 43.9%	YELLOW 33.1%	NPC -128 DFS	RED -96.3 DFS	NPC -135.5 DFS	ORANGE -127.3 DFS		
Hispanic / Latino	BLUE 0%	ORANGE 3.8%	YELLOW 34.5%	YELLOW 28.4%	ORANGE -53.9 DFS	ORANGE -40.2 DFS	ORANGE -58.3 DFS	ORANGE -80.8 DFS		

Object 7, below, shows data comparing the suspension indicator by student group for RSSP and ARUSD in 2018-19, 2019-20, and 2020-21. For most Dashboard indicators, the desired outcome is a high number or percent in the current year as well as an increase from the prior year. As noted above, for the suspension measure, the desired outcome is a low suspension rate, which means a low percent in the current year and a decline from the prior year rate. While ARUSD showed mixed results schoolwide and for each student group year over year, RSSP showed decreases for all students and each targeted student group from 2018-19 to 2022-23. No student group of focus had any suspensions at RSSP in the 2021-22 or 2022-23 school year.

Object 7: Comparison of RSSP and ARUSD Suspension Rate

	All Students			EL			SED			SWD			Hispanic		
	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
RSSP	2.2	0.0	0	2.4	0	0	2.3	0.0	0	4.8	0	0	2.6	0.0	0
ARUSD	2	0.0	7.6	2	0	2.6	2.2	0.0	3	2.2	0	3	3.8	0.0	3.5

Object 8, below, displays Dashboard data comparing the chronic absenteeism rate indicator by student group for RSSP and ARUSD in 2018-19, 2021-22, and 2022-23. Again, the desired outcome for chronic absenteeism is a low chronic absenteeism rate, meaning a low percent in the current year and a decline from the prior year rate. In 2018-19, RSSP's pre-COVID chronic absenteeism rate was below ARUSD. After COVID, RSSP's chronic absenteeism rate increased significantly for all students and across all numerically significant student groups, outpacing ARUSD for 2021-22. For 2022-23, RSSP's rate has declined for all students and across all numerically significant groups, but it is still higher than ARUSD.

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Object 8: Comparison of RSSP and ARUSD Chronic Absenteeism Rate

	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
	All Students			EL			SED			SWD			Hispanic		
RSSP	13.2	48.4	34.1	11.9	47.7	32	13.8	49.7	36	16.7	54.2	43.9	13.3	50.3	34.5
ARUSD	14	9.2	21.5	14	10.4	22.4	15.4	10.5	24	23.3	16	31.1	15.7	10.1	24

Data retrieved from: www6.cde.ca.gov/californiamodel/
* An asterisk indicates there are fewer than 11 students, the minimum size for any reporting

CAASPP Data

The tables below reflect the CAASPP data (https://caaspp-elpac.cde.ca.gov/) verified by SCCOE staff while determining RSSP's schoolwide student performance and progress relative to the district and schools with the largest student populations enrolled at RSSP. Due to COVID-19, all statewide testing for 2019-20 was cancelled. Further, RSSP submitted its Renewal Petition at the end of the 2023-24 school year, prior to the testing results for 2023-24 being available. However, on October 10, 2024, the State of California released the 2023-24 CAASPP data. The tables below constitute the most recent academic data available for review.

Object 9: Percentage of ALL STUDENTS At or Above Standard on CAASPP in ELA and Math at RSSP, ARUSD, and Statewide for 2022-23

2022-23 CAASPP (ELA)			
Grade	RSSP	ARUSD	State
3	28.57	21.73	42.96
4	35.29	23.90	43.73
5	38.46	31.86	46.69
All	33.08	25.92	46.66

2022-23 CAASPP (Math)			
Grade	RSSP	ARUSD	State
3	29.09	28.85	45.11
4	27.45	22.13	40.79
5	23.08	18.95	33.38
All	27.27	20.05	34.62

Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default

Object 9a: Percentage of ALL STUDENTS At or Above Standard on CAASPP in ELA and Math at RSSP, ARUSD, and Statewide for 2023-24

2023-24 CAASPP (ELA)			
Grade	**RSSP**	**ARUSD**	**State**
3	29.27	25.62	42.80
4	25.49	25.19	43.90
5	45.83	30.33	47.37
All	31.03	27.88	47.04

2023-24 CAASPP (Math)			
Grade	**RSSP**	**ARUSD**	**State**
3	40.48	30.82	45.63
4	20.75	24.15	41.20
5	23.08	17.24	35.02
All	28.10	20.39	35.54

Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default

Objects 9 and 9a, above, reflects the 2022-23 and 2023-24 CAASPP results in English Language Arts (ELA) and Math for RSSP, ARUSD, and the State. In both ELA and Math, RSSP outperforms ARUSD but performs lower than the State for both years.

Object 10: Four-Year Trend of the Percentage for ALL STUDENTS At or Above Standard on CAASPP ELA and Math at RSSP, ARUSD, and Statewide

Four-Year Trend CAASPP (ELA)				
	20-21	**21-22**	**22-23**	**23-24**
RSSP	*	35.76	33.08	31.04
ARUSD	*	28.13	25.92	27.88
State	49.01	47.06	46.66	47.04

Four-Year Trend CAASPP (Math)				
	20-21	**21-22**	**22-23**	**23-24**
RSSP	*	31.41	27.27	28.10
ARUSD	*	18.85	20.05	20.39
State	33.76	33.38	34.62	35.54

Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default
* RSSP and ARUSD did not administer the CAASPP in 2020-21, in accordance with the flexibility granted by the CDE during that school year.

Object 10, above, reflects schoolwide student achievement in ELA and Math across the last four years of CAASPP for RSSP, ARUSD, and the State. While the results reflect a rate of progress for RSSP students above their peers in ARUSD, RSSP's scores declined slightly in ELA for 2023-24 from the two prior years. RSSP's scores also increased slightly for Math from 2022-23 to 2023-24. The State scores exceed RSSP's for the three comparable years, however state scores include grades 6, 7, 8, and 11, preventing one-to-one comparisons.

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Object 11: Four-Year Trend of the Percentage of Numerically Significant Student Groups At or Above Standard on CAASPP in ELA and Math for RSSP Grades 3-5

ELA						Math				
	20-21	**21-22**	**22-23**	**23-24**			**20-21**	**21-22**	**22-23**	**23-24**
ALL	*	35.76	33.08	31.04		**ALL**	*	31.41	27.27	28.10
SWD	*	7.69	13.33	12.50		**SWD**	*	7.69	13.33	6.25
Hispanic/ Latino	*	33.07	30.77	29.13		**Hispanic/ Latino**	*	28.03	25.00	25.93
SED	*	32.56	31.25	28.57		**SED**	*	28.03	25.23	25.74
EL	*	25.27	20.99	17.57		**EL**	*	17.71	13.75	18.99

* Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default The CAASPP was not administered by RSSP in 2020-21 under flexibility granted by CDE during 2020-21.

Object 11, above, reflects the CAASPP results for numerically significant student groups at RSSP over the last four years. RSSP did not administer the CAASPP in 2020-21, under flexibility granted by CDE during 2020-21, therefore, no data is available. In ELA, the data shows a decrease in the percentages of all students, Hispanic/Latino, SED and ELs performing at or above standard over the four years, with mixed results for SWD. In Math, there is a consistent decline across the years reviewed for all students, SWD, Hispanic/Latino, and SED, however, there were slight increases from 2022-23 to 2023-24 for all students, Hispanic/Latino and SED. EL's show an increase across the years.

Object 12: Comparison of the Percentage of Students At or Above Standard on 2023 CAASPP ELA Results for RSSP, ARUSD, and ARUSD Schools Near RSSP

2022-23 CAASPP (ELA)						
Group	**RSSP**	**ARUSD**	**Dorsa**	**San Antonio**	**Aptitud at Goss**	**State**
ALL	33.08	25.92	18.07	17.67	22.26	46.66
SED	31.25	20.86	14.08	13.99	20.88	35.27
Hispanic/ Latino	30.77	20.41	15.38	10.98	20.08	36.08
EL	20.99	5.98	3.49	6.19	9.49	10.87
SWD	13.33	4.48	5.13	0.00	0.00	15.75

* Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default

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Object 12a: Comparison of the Percentage of Students At or Above Standard on 2024 CAASPP ELA Results for RSSP, ARUSD, and ARUSD Schools Near RSSP

2023-24 CAASPP (ELA)						
Group	RSSP	ARUSD	Dorsa	San Antonio	Aptitud at Goss	State
ALL	31.03	27.88	15.19	21.93	27.99	47.04
SED	28.57	23.49	8.89	17.58	27.92	36.81
Hispanic/ Latino	29.13	22.1	10.64	14.29	23.62	36.78
EL	17.57	6.31	3.30	10.48	7.30	10.29
SWD	12.50	5.17	2.44	0.00	11.90	15.83

* *Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default*

Object 13: Comparison of the Percentage of Students At or Above Standard on 2023 CAASPP Math Results for RSSP, ARUSD, and ARUSD Schools Near RSSP

2022-23 CAASPP (Math)						
Group	RSSP	ARUSD	Dorsa	San Antonio	Aptitud at Goss	State
ALL	27.27	20.05	13.17	14.48	22.26	34.62
SED	25.23	15.47	9.79	11.06	19.84	22.91
Hispanic/ Latino	25.00	14.01	9.03	8.99	17.44	22.69
EL	13.75	7.59	8.14	5.88	10.96	9.93
SWD	13.33	4.48	0.00	0.00	3.13	12.26

* *Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default*

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Object 13a: Comparison of the Percentage of Students At or Above Standard on 2024 CAASPP Math Results for RSSP, ARUSD, and ARUSD Schools Near RSSP

Group	RSSP	ARUSD	Dorsa	San Antonio	Aptitud at Goss	State
2023-24 CAASPP (Math)						
ALL	28.10	20.39	15.88	19.29	26.91	35.54
SED	25.74	16.7	11.27	15.88	26.79	24.98
Hispanic/ Latino	25.93	14.75	13.16	11.66	21.76	23.73
EL	18.99	7.75	3.88	11.3	12.33	10.25
SWD	6.25	6.59	4.88	4.00	7.14	12.54

* Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default

Objects 12, 12a, 13, and 13a above, reflect the 2022-23 and the 2023-24 CAASPP data as compared to the State, ARUSD and the ARUSD schools RSSP students would otherwise have attended as well as schools in proximity to RSSP: Dorsa, San Antonio, and Aptitud at Goss. Overall, RSSP's ELA scores outperform the District and comparison schools in both 2022-23 and 2023-24. However, only the RSSP's EL population outperforms the State in both years. In Math, all students at RSSP and all its numerically significant student groups outperform the same student groups at ARUSD and all comparison schools for both years. RSSP does not outperform the State for all students in Math in either 2022-23 or 2023-24.

ELPI/ELPAC Data

Objects 14 and 15, below (from https://caaspp-elpac.cde.ca.gov/), reflect the 2022-23 English Learner Proficiency Indicator (ELPI) data as evidenced on English Language Proficiency Assessment of California (ELPAC) data. This is compared across RSSP, the State, ARUSD, and the schools in ARUSD that RSSP students otherwise would have attended: Aptitud at Goss, A.J. Dorsa Elementary, and San Antonio Elementary. Of the comparison schools, RSSP outperformed ARUSD and Dorsa for students who went up one or more English Language Progress Indicator (ELPI) levels and for the total percent making progress, but underperformed Aptitud, San Antonio and the State. RSSP performed the same as Aptitud and ARUSD, better than Dorsa and San Antonio, and was outperformed by the State in students maintaining level 4 on the ELPAC.

Object 14: 2022 Comparison of EL Progress Measured by ELPAC

	RSSP	*Aptitud at Goss*	*Dorsa*	*San Antonio*	*ARUSD*	*State*
Increased one or more ELPI levels	45.7%	53.5%	28.0%	47.7%	39.6%	46.4%
Maintained level 4	1.6%	1.6%	0.0%	0.0%	1.6%	2.4%
Total % making progress	47.3%	54.8%	27.8%	47.7%	40.9%	48.7%
Performance Level	*Green*	*Green*	*Red*	*Green*	*Orange*	*Yellow*
Number of Students	*129*	*188*	*144*	*172*	*2,368*	*829,209*

Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default

Object 15: 2023 Comparsion of EL Progress Measured by ELPAC

Category	RSSP	Aptitud	Dorsa	San Antonio	ARUSD	State
Increased one or more ELPI levels %	45.7%	53.5%	28.0%	47.7%	39.6%	46.4%
Maintained level 4(%)	1.6%	1.6%	0.0%	0.0%	1.6%	2.4%
Total % making progress	47.3%	54.8%	27.8%	47.7%	40.9%	48.7%

Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default
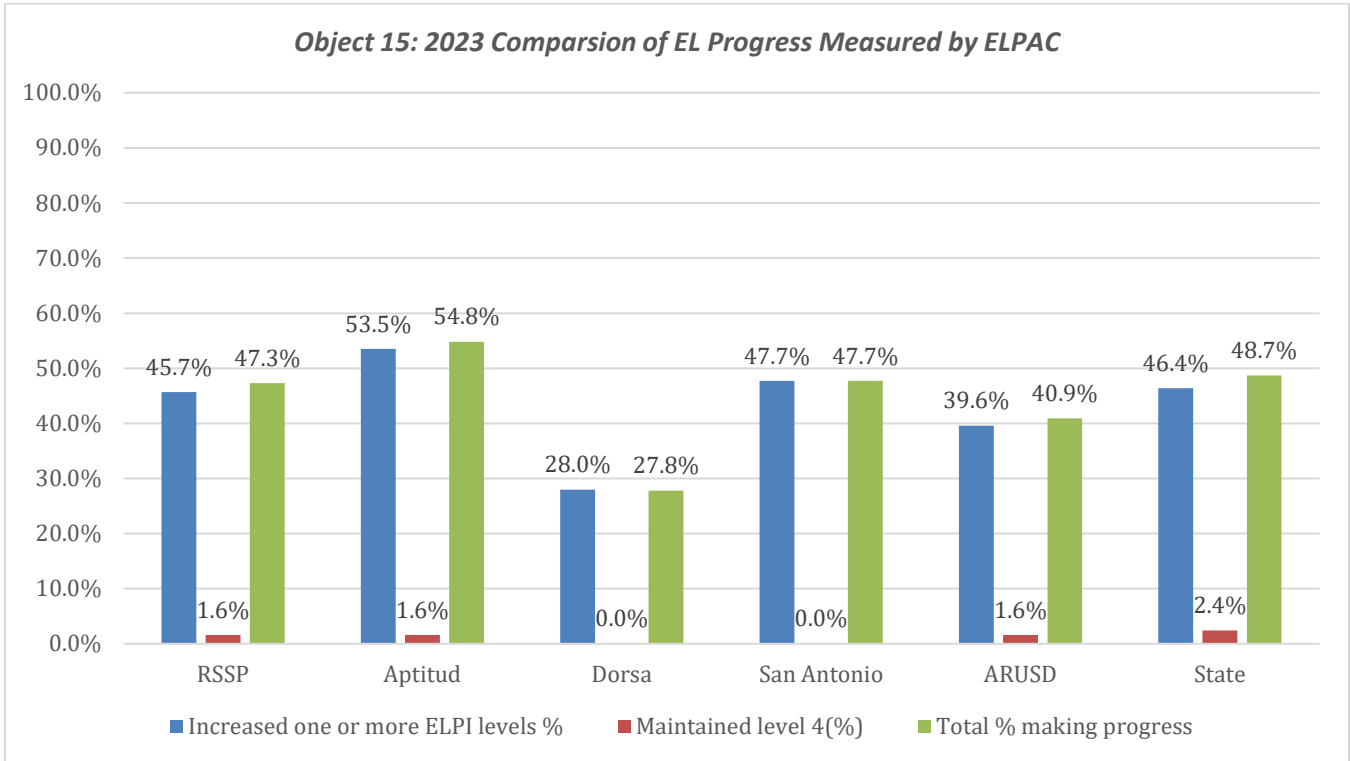
Verified Data

Per EC 47607.2(b), schools in the middle performance category are to provide additional sources of verified data to provide clear and convincing evidence to support renewal, including that the school achieved measurable increases in academic achievement, defined by at least one year's progress for each year in school. The verified data come from a list of valid and reliable assessments and measures adopted by the State Board of Education. RSSP provided data from the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessments to show academic growth by its students. Guidance from NWEA states schools and other educational partners can use the Conditional Growth Index (CGI) to measure the growth of groups of students, and average CGI scores within the -0.2 and 0.2 range are considered to have met growth targets for one year.

In Object 16 and Object 17 below, the CGI for each year of the charter term has been tracked for all students each year. The pink bar highlights the "one year's growth" range of -0.2 to 0.2. In both ELA and Math, all students at RSSP made at least one year's growth in each school year. No data was available in 2020-21 due to COVID. In both Objects, the schoolwide average for CGI meets or exceeds NWEA's "one year's growth" threshold for each year the assessment was administered.

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Object 16: NWEA MAP ELA CGI for All Students

Object 17: NWEA MAP Math CGI for All Students
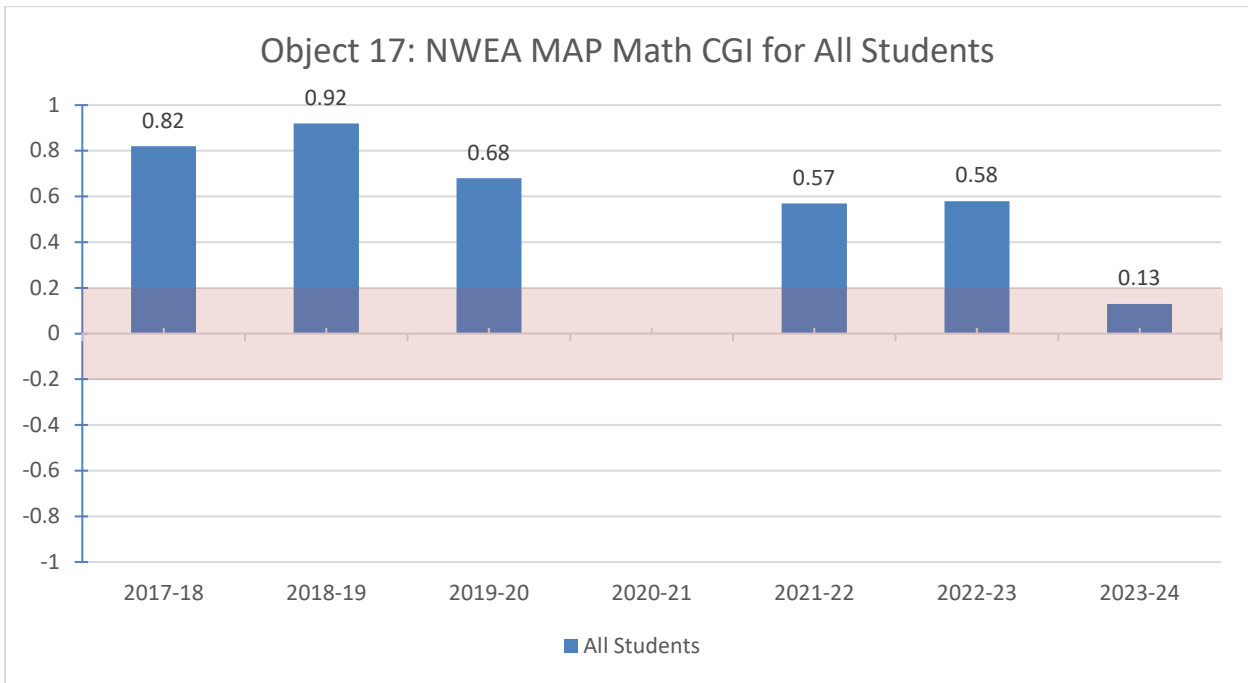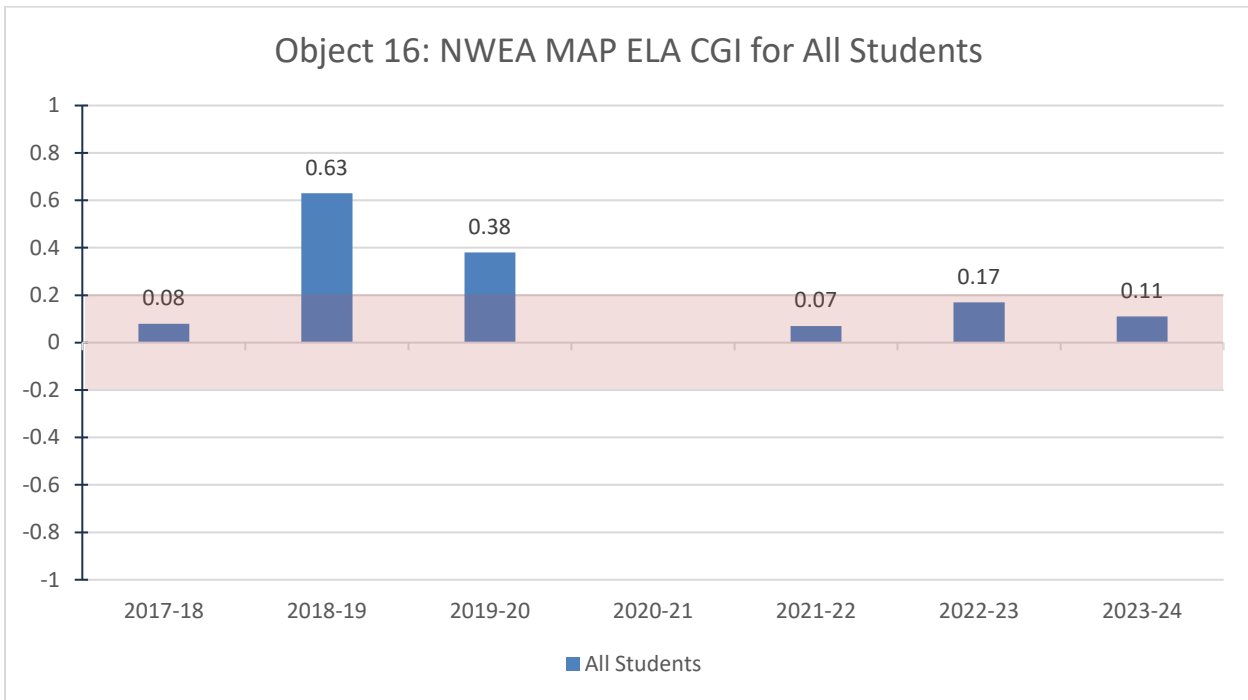
Renewal Site Visit

On September 23, 2024, CSD staff conducted a Renewal Site Visit to the RSSP campus. CSD staff visited classrooms, met with site and network leadership, and conducted focus group interviews with educational partners such as current students, parents, and teachers. During the visit, CSD staff observed instructional practices and routines consistent with the academic model outlined in the petition.

Finances

Object 18, below, provides an eight-year historical financial summary for RSSP from Fiscal Year (FY) 2016-17 through FY 2023-24. The financial data for FY 2023-24 is based on unaudited actuals, while prior years are supported by audited financial reports. Over these years, RSSP has demonstrated a stable financial position by successfully meeting and exceeding the 4% reserve requirement in its Memorandum of Understanding with the SCCOE.

RSSP's total revenues varied across these years, starting at $6.6 million in FY 2016-17 and dipping to a low of $5.4 million in FY 2019-20, which is mainly attributed to enrollment fluctuations. However, a notable increase in revenue in recent years is primarily due to various one-time funding, such as Elementary and Secondary School Emergency relief (ESSER), Learning Loss Mitigation Funds (LLMF), and other state and federal funds received by charter schools to address the challenges presented by the COVID-19 pandemic. RSSP used these one-time funds to meet increased operational costs, sustain continuity of education, maintain safe learning environments, and address both immediate and long-term impacts of the pandemic on students, staff, and school operations.

As reflected in Object 18, In FY 2021-22, RSSP incurred significant deficit spending of $1,051,991. According to RPS's Fiscal team and RSSP leadership team, RSSP anticipated serving its historical average of 360 students; however, RSSP experienced a 13% decline in enrollment, losing approximately 50 students from FY 2020-21 to 2021-22. This decline led to a reduction of approximately $700,000 in total revenues. These factors, combined with increased personnel costs to meet the needs of students and additional pandemic-related operational expenses, contributed to this substantial deficit, reducing RSSP's fund balance to 38%. Despite this financial challenge, the deficit spending was covered by the RSSP reserves accumulated in prior years.

As of June 30, 2023, RSSP reported an audited reserve balance of $3,454,443, representing 46% of its total expenses. The Independent Auditor's Report for the Year Ending June 30, 2023, issued an Unmodified Opinion on RSSP's financial statements and its State and Federal compliance. Additionally, the audit identified no deficiencies or material weaknesses in internal controls over financial statements and compliance for fiscal year 2022-23. RSSP has consistently fulfilled its obligations to submit all fiscal reports required by law and SCCOE in a timely manner.

The Charter Schools Department Fiscal Staff is not aware of any significant financial concerns for RSSP.

		Object 18: RSSP Historical Financial Summary[1]							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
[A]	Total Revenues	6,608,028	5,848,691	5,996,424	5,423,235	5,817,990	5,865,982	8,306,837	7,952,465
[B]	Total Expenses	6,158,364	5,818,937	6,015,729	5,428,023	5,599,058	6,917,973	7,457,343	7,550,104
[C] =[A - B]	Net Income (Loss)	449,664	29,754	(19,305)	(4,788)	218,932	(1,051,991)	849,494	402,361
[D]	Beginning Fund Balance	2,982,683	3,432,347	3,462,101	3,442,796	3,438,008	3,656,940	2,604,949	3,454,443
[E]	Adjustment to Beg. Fund Balance	-	-	-	-	-	-	-	-
[F] = [(C+D) + E]	Total Net Assets, End of Year	$ 3,432,347	$ 3,462,101	$ 3,442,796	$ 3,438,008	$ 3,656,940	$ 2,604,949	$ 3,454,443	$ 3,856,804
[G] = [F/B]	Fund Balance %	56%	59%	57%	63%	65%	38%	46%	51%

1. Source of Data: Audited Financial Reports for FY 2016-17 - 2022-23. FY 2023-24 is based on Unaudited Actuals.

Demographic Data

In accordance with Education Code Section 47607(d)(1)(B) and (C), SCCOE requested, received from CDE, and reviewed aggregate data reflecting pupil enrollment patterns and test score patterns at RSSP, as well as other demographic data from CDE through the CDE website.

In Objects 19 and 20, a comparison of the average Distance from Standard (DFS) academic assessment scores is made between students who left RSSP and DFS for the students remaining at RSSP. Object 19 reviews the average DFS for students who left after Census Day and Object 20 reviews the data for the students who left RSSP at the end of the year and did not return but could have for the following school year. This does not include students who would age out of the school. Based on the aggregate data from CDE, students who leave RSSP are not students who appear to have been counseled out based on lower academic performance, as the average DFS in academic assessments for students leaving RSSP or not returning to RSSP are higher than or comparable to the students remaining at RSSP. Further, the student enrollment numbers for the students who left RSSP are for all grades, whereas the number of students tested only includes grades 3-5, as those are the grade levels tested at RSSP.

Object 19: Comparison of Average DFS for Students Who Left RSSP After Census Day and RSSP DFS

Academic Year	Subject	Enrolled Beginning of Year but Not Enrolled Conclusion	Cumulative Enrollment	Percent Enrolled Beginning Not Enrolled Conclusion	Number of Students Tested who left RSSP	DFS Average for Students who left RSSP	DFS Average for Students Remaining at RSSP
2016-17	ELA	144	541	26.62	77	-23.91	-45.8
2016-17	Math	144	541	26.62	77	20.81	-1.0
2017-18	ELA	112	473	23.68	60	-46.85	-28.2
2017-18	Math	112	473	23.68	57	21.89	2.9
2018-19	ELA	78	449	17.37	38	-0.34	-22.8
2018-19	Math	78	449	17.37	38	49.92	15.1
2019-20	ELA	70	432	16.20	43	-28.30	*
2019-20	Math	70	432	16.20	43	30.37	*
2022-23	ELA	65	346	18.79	29	-104.72	-48.1
2022-23	Math	65	346	18.79	29	-74.79	-51.2

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Object 20: Comparison of Average DFS for Students Attended RSSP for at Least 90 days and Did Not Return the Following Year and RSSP DFS

Academic Year	Subject	Enrolled for 90 days in Prior Year but Not on Census Day of Current Year	Prior Year Cumulative Enrollment	Percent Enrolled for 90 days Prior Year but Not on Census Day	Number of Students Tested who left RSSP	DFS Average for Students who left RSSP	DFS Average for Students Remaining at RSSP
2016-17	**ELA**	169	629	26.87	101	-33.01	-45.8
2016-17	**Math**	169	629	26.87	101	0.87	-1.0
2017-18	**ELA**	152	541	28.10	92	-45.18	-28.2
2017-18	**Math**	152	541	28.10	87	6.05	2.9
2018-19	**ELA**	112	473	23.68	78	-24.83	-22.8
2018-19	**Math**	112	473	23.68	78	-7.31	15.1
2019-20	**ELA**	100	449	22.27	46	-9.04	*
2019-20	**Math**	100	449	22.27	46	24.28	*
2022-23	**ELA**	82	355	23.10	42	-25.17	-48.1
2022-23	**Math**	82	355	23.10	44	-37.59	-51.2

Objects 21 and 22 show the cumulative enrollment data for RSSP from 2016-17 to 2022-23; the total enrollment data for RSSP from 2016-17 to 2023-24; and the enrollment stability data for RSSP from 2016-17 to 2022-23. Cumulative enrollment data for 2023-24 was not available at the time of publication, as it is still being formulated by CDE. Cumulative enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district.

Object 21: Cumulative Enrollment for RSSP from 2016-17 to 2022-23

	Cumulative Total Number of Students	Number of Hispanic or Latino	Number of Asian	Number of Filipino	Number of White	Number of African American	Number of Two or More Races	Number of Not Reported
2016-17	541	470	49	0	0	0	0	11
2017-18	473	415	42	0	0	0	0	0
2018-19	449	386	39	0	0	0	0	0
2019-20	432	374	28	0	0	0	0	0
2020-21	395	342	31	0	0	0	0	0
2021-22	355	299	27	0	12	0	0	0
2022-23	346	297	24	0	11	0	0	0

* Data gathered from Dataquest: https://data1.cde.ca.gov

Data is suppressed for categories if the student population (cumulative students) is 10 or less.

Object 22: Cumulative RSSP Student Group Data from 2016-17 to 2022-23

	Cumulative Total Number of Students	Number of SED	Number of EL	Number of SWD	Number of Homeless
2016-17	541	479	360	40	78
2017-18	473	409	300	48	0
2018-19	449	389	248	42	0
2019-20	432	372	278	47	0
2020-21	395	337	258	46	15
2021-22	355	294	245	49	17
2022-23	346	293	232	42	37

* Data gathered from Dataquest: https://data1.cde.ca.gov
Data is suppressed for categories if the student population (cumulative students) is 10 or less.

The total enrollment for a school is established on California Basic Educational Data System (CBEDS) day in early October. CBEDS is a moment in time snapshot of all the educational demographic data across California. Objects 23 and 24 below, show the total enrollment demographic and student group data for the number of students enrolled in each category across the charter term for RSSP on CBEDS day.

Object 23: RSSP Total Enrollment Demographic Data from 2016-17 to 2023-24

	Total Number of Students	Number of Hispanic or Latino	Number of Asian	Number of Filipino	Number of White	Number of African American	Number of Two or More Races	Number of Not Reported
2016-17	508	441	48	2	2	2	1	4
2017-18	439	383	41	2	2	2	2	1
2018-19	430	361	38	3	10	5	1	4
2019-20	400	347	28	2	7	4	1	7
2020-21	379	328	30	2	7	5	2	0
2021-22	330	276	26	3	12	6	2	0
2022-23	324	278	23	3	9	5	4	0
2023-24	304	264	27	3	4	3	1	0

Data gathered from Dataquest: https://data1.cde.ca.gov

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Object 24: RSSP Total Enrollment Student Group Data from 2016-17 to 2023-24

	Total Number of Students	Total Number of SED	Total Number of EL	Total Number of SWD
2016-17	508	456	280	35
2017-18	439	386	289	40
2018-19	430	376	209	34
2019-20	400	345	251	37
2020-21	379	325	247	43
2021-22	330	276	227	38
2022-23	324	276	220	31
2023-24	304	262	212	29

Data gathered from Dataquest: https://data1.cde.ca.gov

Objects 25 and 26 show the Stability Rate data for RSSP from 2017-18 to 2022-23. The Stability Rate is defined as the percentage of California public school students enrolled during the academic year (July 1 – June 30) who completed a "full year" of learning in one school. The Stability Rate data below shows what percentage of students stayed at RSSP throughout each school year. RSSP's stability percentage is on average 90.3%. The stability rates averaged across student groups from 2017-18 through 2022-23 are also high: EL is approximately 91.2%, SED is approximately 91.5%, and SWD is approximately 93.1%.

Object 25: RSSP Enrollment Demographic Stability Percentage Data from 2017-18 to 2022-23

	Total Number of Students	% Total	% Hispanic or Latino	% Asian	% Filipino	% White	% African American	% Two or More Races	% Not Reported
2017-18	473	88.4	88.0	92.9	*	*	*	*	*
2018-19	449	90.9	89.9	94.9	*	*	*	*	*
2019-20	432	89.4	89.8	100.0	*	*	*	*	*
2020-21	395	94.9	95.3	96.8	*	*	*	*	*
2021-22	355	91.0	91.0	96.3	*	91.7	*	*	*
2022-23	346	87.3	87.5	95.8	66.7	72.7	100.0	50.0	*

Data gathered from Dataquest: https://data1.cde.ca.gov
*To protect student privacy, data are suppressed population size within a selected student population (eligible cumulative enrollment) is 10 or less.

Object 26: RSSP Student Group Stability Percentage Data from 2017-18 to 2022-23

	Total Number of Students	Stability Percentage SED	Stability Percentage EL	Stability Percentage SWD
2017-18	473	91.7	89.7	95.8
2018-19	449	91.8	92.7	97.6
2019-20	432	89.2	89.6	85.1
2020-21	395	95.5	95.7	95.7
2021-22	355	92.2	90.6	93.9
2022-23	346	88.4	88.8	90.5

Data gathered from Dataquest: https://data1.cde.ca.gov

REVIEW OF THE CHARTER PETITION

SCCOE Staff reviewed the renewal Petition using the criteria established in California Education Code Sections 47605(c), 47607, and 47607.2, consistent with County Board Policy 0420.4 (c) and found the following:

1. **Sound Education Program**

   Rocketship Sí Se Puede, as part of the broader Rocketship Public Schools network, follows a consistent educational model based on three foundational pillars: (1) personalized learning, (2) talent development, and (3) parent empowerment. These pillars serve as the foundation for RSSP's program, which aims to unlock the potential of every student by tailoring the learning experience to meet individual needs, fostering growth among educators, and engaging parents as advocates for their children's education.

   RSSP provides instruction through a blended learning model. Students rotate between four distinct content blocks: Humanities, STEM (science, technology, engineering, and mathematics), Learning Lab, and Enrichment. This block schedule allows teachers to specialize in specific content areas, increasing instructional quality through collaboration and focus. The curriculum is aligned with the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) and integrates social-emotional learning alongside academic content. Teachers lead a combination of whole-group, small-group, and individualized instruction to ensure students receive targeted support based on their academic needs.

   Each Rocketship school adopts four core values (persistence, empathy, responsibility, and respect), with a unique fifth value selected by the school. RSSP's additional value is "Healthy Choices," reflecting a commitment to fostering well-rounded development. Social-emotional learning (SEL) is integrated through the Positive Behavior Interventions and Supports (PBIS) framework and The Shortest Distance SEL curriculum, helping students articulate and manage their emotions effectively. RSSP further strengthens the school-home connection through tools like Parent Square. Parent engagement remains a cornerstone of RSSP's model, with teachers conducting a home visit for every student at the start of the school year to build strong relationships.

   Finally, RSSP affirms its commitment to serving a predominantly socio-economically disadvantaged student population, with a significant percentage of English learners and students requiring special education services. The school actively seeks to close the achievement gap for students who often enter school below grade level, utilizing personalized, data-informed instruction and a community-centered approach to education. By participating in initiatives like the California Community Schools Partnership Program, RSSP ensures students and families receive the support they need, from academic interventions to mental health and social services. RSSP's Learning Lab and Online Learning Platforms (OLPs) are central to its personalized learning model, offering tailored academic support outside the traditional classroom setting. The Learning Lab provides students with opportunities for small-group instruction, enrichment, and intervention. During this time, students can engage with hands-on activities, independent reading, or targeted skills practice. The Lab is staffed by Individualized Learning Specialists (ILSs), who help monitor and facilitate learning interventions, often with the support of online learning programs.

   Students Performing Below Grade Level:

   RSSP serves a significant portion of students who enter the school performing below grade level and are considered "at promise students." The school's educational program is designed with personalized learning pathways that address the unique needs of these students. The instructional model uses real-time data from assessments to guide interventions and instructional adjustments. Teachers and ILSs

provide targeted small-group instruction and differentiated learning activities to address gaps in foundational skills. Data from assessments such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and bi-monthly standards-based tests help inform these interventions, ensuring students receive the support they need to progress toward grade-level mastery.

To ensure students performing below grade level are consistently monitored, RSSP employs a tiered approach to instruction. Through the Multi-Tiered Systems of Support (MTSS) framework, at-risk students receive tiered interventions, starting with core classroom instruction and progressing to more intensive support if needed. This model includes not only academic tutoring but also enrichment opportunities to build confidence and engagement in learning. Personalized learning platforms also play a role in helping students reinforce foundational skills through adaptive, individualized lessons, further allowing them to bridge learning gaps. The school emphasizes proactive intervention to prevent further academic delays, striving to move students toward grade-level proficiency through structured remediation.

Special Education:

RSSP's special education program is grounded in the principles of inclusion and tailored support for students with exceptional needs. As a member of the El Dorado County Charter SELPA, RSSP operates as an independent Local Educational Agency (LEA) for special education. This affiliation enables the school to receive state and federal funding directly and to ensure compliance with all applicable laws, including the Individuals with Disabilities Education Improvement Act (IDEA). RSSP states it is committed to providing a free and appropriate public education to all students, regardless of disability, and to working collaboratively with the SELPA to meet these obligations. RSSP also states it is committed to, and has plans and staffing to enable, compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Staffing at RSSP includes a team of special education professionals, including special education teachers, paraprofessionals, and education specialists. These staff members participate in ongoing training through RPS, the county, or the SELPA to ensure they are equipped to meet the diverse needs of students. RSSP also employs or contracts with itinerant staff such as speech therapists, occupational therapists, and behavioral therapists to provide necessary related services as indicated in students' Individualized Education Programs (IEPs).

RSSP's approach to inclusion involves both push-in and pull-out support strategies. Push-in support allows special education staff to work alongside general education teachers in the classroom, providing targeted assistance to students with special needs. Pull-out support is available for students requiring more intensive, small-group instruction to make academic progress. This support can focus on accessing grade-level content or addressing foundational skill gaps. Related services, including speech therapy, counseling, and occupational therapy, are provided based on the specific needs outlined in each student's IEP.

IEP teams at RSSP include special education teachers, general education teachers, parents, RPS representatives (if necessary), SELPA representatives (if necessary), and other relevant professionals. These teams work with parents and guardians to ensure their participation, providing interpreters and alternative meeting methods, as necessary. IEPs are reviewed annually to assess their effectiveness and are reassessed every three years as part of a comprehensive reevaluation. RSSP ensures all accommodations, modifications, and services outlined in the IEPs are implemented by qualified personnel and progress is communicated to parents.

Object 27: 2023-24 Special Education Enrollment by Program Setting for RSSP and Comparison Schools and District and State

	Rocketship Sí Se Puede Academy	Alum Rock Union Elementary	A. J. Dorsa Elementary	Aptitud Community Academy at Goss	San Antonio Elementary	State
Special Education Enrollment	29	1,187	51	52	39	836,846
Regular Class 80% or More of the Day	93.1%	50.7%	58.8%	61.5%	69.2%	59.1%
Regular Class 40-79% of the Day	0.0%	11.1%	0.0%	23.1%	0.0%	15.2%
Regular Class 39% or Less of the Day	6.9%	23.8%	39.2%	11.5%	28.2%	17.1%
Separate School & Other Settings	0.0%	1.1%	0.0%	0.0%	0.0%	2.5%
Preschool Setting	0.0%	13.3%	2.0%	3.8%	2.6%	6.1%
Missing/Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Data gathered from Dataquest: https://data1.cde.ca.gov

English Learners (EL):

RSSP integrates English Language Development (ELD) standards into its instructional program, ensuring both integrated and designated support for English Learners (ELs). The school uses data-driven strategies to monitor the progress of ELs, employing assessments like the state-mandated English Language Proficiency Assessment of California (ELPAC) and ongoing classroom evaluations. This helps identify specific linguistic gaps, allowing teachers to design targeted interventions and adjust instruction to meet individual language development needs. Teachers employ explicit vocabulary instruction and ensure that ELs engage with content through scaffolded academic language strategies.

Additionally, RSSP supports English Learners by integrating ELD with content learning, particularly in literacy and STEM subjects. Teachers are trained to differentiate instruction by incorporating strategies such as visual supports, modeling language use, and fostering collaborative learning environments where ELs practice academic discussions. ELs are also exposed to diverse reading materials that build both language proficiency and content knowledge, contributing to their holistic academic development.

Designated instruction is a protected time during the school day when teachers use English Language Development (ELD) standards to help English Learners (ELs) develop the language skills necessary for academic success. This instruction is integrated with content learning and focuses on developing discourse practices, grammar, and vocabulary. Teachers group students based on their language development stage (expanding, emerging, bridging) to target specific needs and accelerate their progress in English. There is a strong emphasis on oral language development, alongside reading and writing tasks. For example, teachers may guide students through analyzing language in texts, learning academic vocabulary, and engaging in discussions or debates to reinforce language comprehension and use.

Educational Leadership

The Principal and Assistant Principals are the educational and instructional leaders at RSSP, in addition to being responsible for teacher supervision, evaluation, and providing input and approval of each faculty and staff member's Goals. In the 2017-2025 RSSP Charter, administrators are required to possess valid teaching credentials. Notably, however, this requirement has been removed from the employee qualifications in the Renewal Petition. Staff notes that RSSP revised the qualifications for the positions of Principal and Assistant Principal by eliminating the requirement that these positions hold a valid teaching credential. The sample job descriptions for the Principal and the Assistant Principals included in the Renewal Petition also specify that the positions only require "2+ years of teaching experience in an urban city classroom and realizing significant gains," consistent with the elimination of the credential requirement in Element E of the Charter. The proposed elimination of this significant professional qualification for the positions of Principal and Assistant Principal constitutes a request for material revision to the Charter as employee qualifications are a required charter element, and this proposed change has a potentially substantial effect on the quality of the educational program and teaching at RSSP, impacting the overall soundness and implementation of the program. (Ed. Code 47605(c)(1), (2), and (5)(E).) The SCCBOE may act on the material revision request separately from its action on the request for renewal.

The job duties assigned to these administrative positions are consistent with the need for at least a valid teaching credential, if not an administrative credential. This is particularly true in light of the mandate that all charter schoolteachers now hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. RSSP's Principal and Assistant Principals should also meet this requirement applicable to the teachers they train, supervise, and evaluate. The lack of a teaching credential for a person holding one of these positions could negatively impact the quality of educational services provided to RSSP students, and requiring teaching credentials is consistent with the County Board of Education's expressed expectations for charter schools under its oversight in order to help ensure a sound educational program. Additionally, if RSSP administrators "cover" classes for teachers when a substitute is not available, they are required to hold a teaching credential, or at least a substitute credential. This proposed material revision to the Renewal Petition may result in a situation in which the Principal or Assistant Principals would be unable to cover classrooms when needed.

In considering RSSP's request for material revision to the employment qualifications for these two academic leadership positions, it is instructive to review the specific descriptions of the job duties for the positions, as specified in the Renewal Petition.

The Charter specifies the following regarding the role of the principal (emphasis added):

> **The Principal is the instructional**, cultural, managerial, and community **leader of the Charter School.** The Principal sets the vision for the Charter School and **ensures that the Charter 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** and the Office Manager. **The Principal may serve as the manager and coach of all educators, 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.

The Charter specifies the following role for the Assistant Principals (emphasis added):

> RSSP will have at least two Assistant Principals, **focused full-time on the implementation of RSSP's academic systems and mentoring teachers to improve their effectiveness**.
>
> Reporting directly to the Principal, **the Assistant Principal plays a critical role in driving academic achievement for students. The Assistant Principal ensures academic excellence by working closely with the Principal to lead and implement the instructional vision for the Charter School. The Assistant Principal leads two primary streams of work: teacher coaching and professional development ("PD"). The Assistant Principal directly coaches a number of educators, 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 Assistant Principal 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 over a year's worth of progress annually**.

As evidenced by the educational and academic leadership, modeling, coaching, planning, and related duties of these positions, at minimum these educational leadership positions should require valid teaching credentials, if not administrative credentials. Rocketship provided no explanation or justification for this proposed substantial reduction in the qualifications for these educational leadership positions. These revisions are inconsistent with the duties of the positions, and undermine the soundness of the educational program, undermine the ability to implement the educational program as the persons holding the positions responsible for leadership and management of such implementation would not be required to be properly qualified, and do not constitute a reasonably comprehensive description of the Employee Qualifications element of the Renewal Petition as the proposed qualifications for the positions are inconsistent with the job duties.

SCCOE Staff recommends the SCCBOE deny these material revisions to the RSSP charter and maintain the minimum requirement for the positions of Principal and Assistant Principals requiring a valid teaching credential.

The Charter Schools Department Staff concluded the RSSP Renewal Petition provides sufficient information to substantiate the required elements for a sound educational program, apart from the request to eliminate the requirement that the Principal and Assistant Principals are required at minimum to have a valid teaching credential. Staff also recommends denying the material revision to the Renewal Petition and maintaining the requirement that the Principal and Assistant Principals' employment qualifications include teaching credentials.

2. **Ability to successfully implement the program set forth in the Petition**

Staff found facts demonstrating the Petitioners are likely to successfully implement the program only if RSSP resolves the other identified concerns and conditions through the MOU or an addendum to the MOU, as described more fully throughout this Staff Analysis and Findings of Fact and if the SCCBOE denies the request for material revisions to eliminate the requirement that the Principal and Assistant Principal employment qualifications include, at minimum, a valid teaching credential, because eliminating that requirement would negatively impact program implementation, as described in greater detail above and incorporated herein by this reference.

3. Affirmation of each of the conditions required by statute

SCCOE Staff found the Petition contains the required affirmations. While the Affirmations section at the beginning of the Charter does not specify that the notice prepared by the California Department of Education per Education Code Section 47605(e)(4)(D) will be posted on the website, that affirmation is actually part of the reasonably comprehensive description later in the Renewal Petition and Staff further notes that notice is posted on RSSP's website.

4. Reasonably comprehensive description of the required elements

For the description of each element to be considered "reasonably comprehensive," it is not enough for the Renewal Petition to include a description, but, rather, the description should be acceptable to SCCOE and be consistent with and not contrary to SCCOE's standards and expectations for charter schools under its oversight. SCCOE's indication that the description of an element is "reasonably comprehensive" should not be interpreted to mean SCCOE does not believe additional or different terms relating to an element would need to be agreed to by the Petitioner through the MOU and addendum process. Further, while SCCOE may make recommendations for remediation in an area or specify issues or terms that have been or will need to be clarified or resolved through the MOU or an addendum to the MOU, this does not mean other areas may not need additional correction to be included in the MOU or in an addendum to the MOU. Further, Staff's determination an element as reasonably comprehensive may be premised on noted issues being remediated through the MOU and addendum process.

The Charter Schools Department Staff found, as detailed below, that additional specificity and requirements governing RSSP's educational program, governance, and operations, including its compliance with the required charter elements, will need to be addressed through the MOU and/or an addendum among RSSP and the SCCOE.

In preparing the Renewal Petition, RSSP appears to have overlooked some updates. For example, failing to fully update the petition to designate the County as the authorizer. This Staff Analysis will not detail each of these omissions and concerns, but SCCOE Staff recommends the SCCBOE, as a condition of renewal, require RSSP to address these oversights and omissions.

   A. Element One: *Description of the Educational Program/Plan for Student Academic Achievement*

   The instructional approach at RSSP is heavily data-driven, with continuous assessments guiding instructional planning and interventions. RSSP's Program Team collaborates with analytics and school staff to develop curriculum maps, analyze student data, and refine instructional strategies as needed. The focus is on fostering critical thinking, problem-solving, and meta-cognitive skills across subject areas, ensuring students can apply their knowledge in novel situations. RSSP also emphasizes the development of writing skills and mathematical reasoning.

   RSSP's core curriculum is designed to align with California's Common Core State Standards (CCSS) for English/Language Arts (ELA) and Mathematics, as well as the Next Generation Science Standards (NGSS) for science and state standards for Social Science. In ELA, the curriculum focuses on building literacy skills across reading, writing, speaking, and listening. The school uses an integrated approach, combining phonics, reading comprehension, and writing instruction to develop students' critical thinking and communication skills. A heavy emphasis is placed on reading both literature and informational texts, ensuring students can analyze, synthesize, and

respond to complex material. Writing instruction follows a structured process, teaching students to articulate ideas across various genres, including narrative, informative, and argumentative texts.

Mathematics instruction at RSSP is centered on building conceptual understanding through problem-solving and application of mathematical practices. The program emphasizes the eight Mathematical Practice Standards and uses the Eureka Math curriculum to guide daily lessons. Students engage in fluency activities, collaborative problem-solving, and independent practice, with regular assessments guiding instruction. Science and Social Science are taught in an integrated format, where science content is embedded into STEM blocks, and social science topics are included within ELA lessons. This approach ensures that students are consistently exposed to cross-curricular content.

Online Learning Platforms further individualize instruction by providing adaptive lessons that adjust based on a student's progress. Programs like Lexia Core 5, ST Math, and Reflex allow students to work at their own pace, practicing skills where they need the most help. These platforms also generate data that teachers and school leaders use to personalize instruction further, creating a seamless feedback loop that supports both in-class and independent learning. This technology ensures that students receive continuous, personalized instruction that adapts to their evolving needs.

The Charter Schools Department Staff concluded the RSSP Renewal Petition provides sufficient information to substantiate the required elements for a sound educational program, only with the denial of the material revision to the Renewal Petition in order to maintain the requirement that the Principal and Assistant Principals' employment qualifications include teaching credentials given their central roles in educational and academic leadership, planning, and implementation of the educational program, as discussed more fully above.

B. **Element Two:** *Measurable Student Outcomes*

RSSP's student outcomes are tied to both state and school-specific priorities, with a focus on academic achievement, student safety, attendance, and campus climate. Key outcomes include meeting or exceeding CAASPP standards in English Language Arts, mathematics, and science, as well as goals for student growth in reading and English Language proficiency. These outcomes align with the Eight State Priorities required by California's Local Control and Accountability Plan (LCAP), ensuring that the school addresses core areas like academic achievement, student engagement, and school climate. Some outcomes, such as CAASPP performance and growth metrics in reading, are associated with specific years and must be updated annually to reflect new targets.

RSSP's Renewal Petition affirms that these outcomes cover a broad range of student skills, from academic performance to social-emotional well-being. In the Renewal Petition, RSSP commits to continually updating its goals and performance expectations to reflect the evolving needs of students and state requirements.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description.

C. **Element Three:** *Method by Which Pupil Progress in Meeting Outcomes will be Measured*

To measure the student outcomes listed in Element B, RSSP utilizes several standardized assessments. These include the Smarter Balanced Assessments for English Language Arts, Mathematics, and Science, and the California Standards Test for Science for fifth graders. English Learners are assessed annually through the English Language Proficiency Assessments for California (ELPAC). Additionally, RSSP administers the DIBELS assessments three times per year for K-5 students to measure literacy development, and the NWEA MAP interim assessments are used three times annually to track student progress in both reading and math.

In addition to these standardized tools, RSSP uses various internal assessments developed by Rocketship Public Schools. These include formative assessments for daily learning, such as teacher observations, lesson exit tickets, and writing checklists. The school also implements unit-based assessments in core subjects like mathematics and science to evaluate student understanding and progress. Interim assessments are used throughout the year to gauge students' mastery of content and prepare them for end-of-year summative evaluations.

Assessment data is integral to driving instruction at RSSP. Teachers frequently analyze individual and class-level performance to identify patterns, areas of strength, and students in need of additional support. Data dashboards help streamline this process by providing real-time insights, allowing teachers and school leaders to make informed decisions that enhance student achievement. This data is shared with educational partners, including parents, through progress reports and conferences, and with chartering authority and other relevant entities through formal reports.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description.

D. **Element Four:** *Governance Structure*

The Rocketship Sí Se Puede Academy charter school is operated and governed by Rocketship Education doing business as Rocketship Public Schools, a tax-exempt 501(c)(3) California nonprofit public benefit corporation. The RSSP Renewal Petition states the RPS Board will consist of at least three (3) members and no more than twenty-five (25), including parent members. The Charter recognizes the chartering authorities' rights to appoint a representative to the Board. The RSSP Renewal Petition shows that RSED/RPS currently has twenty-one (21) seats on its Board. RSSP provided the board member names and qualifications as required. The description of the Governance Structure is also specifically supplemented by a number of provisions of the 2017 MOU.

The Bylaws specify that any representative of a chartering authority pursuant to the Charter Schools Act "shall serve only in the authorizer's discretion," but also include the contradictory statement that such representatives "shall be reviewed by the Nominating Committee and all other approval protocols followed by other nominated members of the Rocketship Board." This is inconsistent with both the provisions of Education Code Section 47604(c) and the explicit requirements of the 2017 MOU, which specify that the SCCBOE or its designee, at its discretion, shall appoint the SCCBOE representative and that such representative shall serve solely at the SCCBOE's discretion. The Nominations Committee process in the Bylaws provides for the Nominating Committee to identify and nominate potential candidates for the RSED/RPS Board

and the Board votes on such appointments. Such a process by which the RSED/RPS Board may vote to approve or deny the SCCBOE representative is thus inconsistent with the sole discretion of the SCCBOE or its designee to appoint the representative. Additionally, the Bylaws provide that the RSED/RPS Board may remove any director, with or without cause, by majority vote, without exempting any SCCBOE representative from that process. Again, that is contrary to the specific requirement that any SCCBOE representative shall serve at the SCCBOE or designee's sole discretion and would fundamentally undermine the chartering authority's ability to designate a representative as it deems appropriate, as provided in the Charter Schools Act. These provisions of the Bylaws are also inconsistent with addenda to other memoranda of understanding among SCCOE and RPS that require that the Bylaws must specify that "no limitations or qualification for service on the RPS Board applicable to other members shall apply to any such SCCBOE representative, who will be selected in the SCCBOE or designee's sole discretion." As such, the Bylaws must be revised to exclude any SCCBOE representative pursuant to Education Code Section 47604(c) from any rules, requirements, or procedures for selection, appointment, or removal from the RSED/RPS Board and affirm that all such determinations are within the SCCBOE or designee's sole discretion.

The Renewal Petition specifies RSSP shall comply with the Brown Act, the Political Reform Act of 1974, and Government Code Section 1090 et seq., and provide annual training on these topics. No interested persons may serve on the board.

The Renewal Petition states the Board will comply with all federal, state, and local laws applicable to independent public charter schools and has adopted a Conflict of Interest (COI) Code (included in the appendix section) that has been approved by the County Board of Supervisors. The COI Code was approved on March 31, 2022.

In accordance with the Political Reform Act and the Conflict of Interest (COI) Code, all directors and senior RSED/RPS and RSSP staff are required to file a "Form 700" annually disclosing specified interests. During the charter term, SCCOE staff have reviewed the Forms 700 filed on behalf of RSED/RPS reporters and found that directors or staff have identified reportable interests as required.

RSSP has both a School Site Council and an English Learner Advisory Committee that encourage parents to advocate and participate in their children's education.

The Bylaws provide that written notice of any proposed revisions to the RSED/RPS Articles of Incorporation or Bylaws shall be submitted to the County Superintendent at least three weeks prior to the RSED/RPS Board's consideration of the revision(s). If the County Superintendent or designee considers the proposed revision(s) to be a material revision to RSED/RPS's governance structure or a charter authorized by the County Board, such revision(s) may not be adopted unless and until the revision(s) is first approved through the material revision process.

RSED/RPS adopted revised Bylaws at its April 18, 2023, meeting. These revisions were undertaken without compliance with this prior notice requirement, so it is necessary for RPS to come into compliance with this requirement of the charter/2017 MOU and its Bylaws by providing notice now of the specific revisions that were made in 2023. If the County Superintendent determines that the revisions constituted a material revision to the governance structure or charter, RPS will need to take action to reverse those revisions and/or seek approval of a material revision to comport with its desired Bylaws revisions.

The Charter provides for the RSED/RPS Board to delegate the implementation of its duties (other than those specifically excluded from such delegation authority) to employees or other responsible parties. The Board currently oversees operations, with day-to-day authority delegated to the Chief Executive Officer. It must be made clear through the MOU or an addendum thereto that the Board may not delegate the authority to close Rocketship Sí Se Puede Academy charter school, as that must be a decision of the Board. The Principal is the senior authority at the school site, but final management authority is with the CEO and ultimate overall organizational authority retained by the Board.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description with the clarification regarding closure and only if the Bylaws are revised, as described above, to exclude any SCCBOE representative pursuant to Education Code Section 47604(c) from any rules, requirements, or procedures for or involvement by the Nominating Committee or RSED/RPS Board in the selection, appointment, or removal from the RSED/RPS Board and to affirm that such appointment, service, and removal is within the sole discretion of the SCCBOE or designee.

E. **Element Five:** *Employee Qualifications*

RSSP states it recruits qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities. RSSP further asserts the staff recruited believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605(c)(5)(e), RSSP shall be nonsectarian in its employment practices and all other operations. RSSP shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Staff notes that RSSP proposed material revisions to this element of the Renewal Petition by revising the qualifications for the positions of Principal and Assistant Principal by eliminating the requirement that these positions require a valid teaching credential. SCCOE Staff believes that this change would negatively impact the school's educational program and soundness, is inconsistent with best practices particularly in light of the changes to the law to require all charter schoolteachers to hold credentials and eliminating the "flexibility" afforded to some charter schoolteachers and is inconsistent with the job duties of these positions, specifically including the educational and instructional leadership duties. Possession of at least a teaching credential is necessary even to allow those administrators to cover classrooms or teach classes as needs arise. The job duties assigned to the RSSP Principal and Assistant Principal – including but not limited to supervision, one-on-one coaching, and evaluation of teachers and the Principal's role as the instructional leader of the school and the Assistant Principals' full-time focus on "the implementation of RSSP's academic systems and mentoring teacher to improve their effectiveness" – are consistent with the need for at least a valid teaching credential, if not an administrative credential. SCCOE Staff recommends that the SCCBOE deny the requested material revisions to these employment qualifications and continue to require the minimum qualifications for the positions of Principal and Assistant Principal include a valid teaching

credential, which is consistent with the current RSSP charter (as well as other Rocketship charters).

RSSP continues to work with SCCOE Human Resources to make sure that the teaching staff meet all the legal requirements for them to perform as teachers. RPS has an experienced teacher as its network program director and two specialists who are supporting the special education staff at the site and across the network to monitor all special education needs.

As part of the annual review process, SCCOE Staff will determine whether all RSSP Staff meet the current credentialing requirements.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description only if the SCCBOE denies the material revision to the charter and maintains the requirement that the minimum qualifications for the Principal and Assistant Principals include a valid teaching credential.

F. **Element Six:** *Health and Safety*

The Renewal Petition specifies that Rocketship maintains and regularly reviews and updates Board-approved policies and procedures to ensure the health and safety of students and staff. RSSP provided an overview of Health and Safety Policies and Procedures and the process for employee fingerprinting and background checks. All staff are expected to comply with Ed. Code 47605(c)(5)(f), Education Code Section 44691, and all other legal requirements, and RSSP states it is committed to providing a safe, compliant working environment. RSSP submitted its 2023-24 Comprehensive School Safety Plan and declared RSSP will review and update the plan by March 1 of every year and that the plan shall include the required safety topics. The Renewal Petition specifies that its Employee Handbook, School Safety Plan, and Student/Parent Handbook are all reviewed, updated, and presented to the RPS Board annually for approval in order to ensure ongoing compliance with state and federal laws and regulations. RSSP has updated its description of health and safety policies and procedures to address some changes and new requirements of law that have gone into effect since its Charter was last renewed.

The referenced Board-approved policies and procedures were not readily located by CSD staff on the Rocketship website, including, but not limited to, the required Title IX Policy and Grievance Procedure, the Uniform Complaint Procedures, or any other complaint policies and procedures or other health and safety policies and procedures. While the handbooks included in the appendices refer to some such procedures – such as the mandatory Title IX Policy and Grievance Procedure – those policies are not set forth in full in the handbooks. In order for many of the required policies and procedures to be appropriate, effective, and comply with law, they must be readily available to students, parents, staff, chartering authorities, and the public. As such, CSD staff recommends that RSSP be required to make these policies and procedures readily locatable on its website to the County Superintendent or designee's satisfaction.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description only if RSSP is required to ensure through the MOU/addendum that its policies and procedures, including but not limited to complaint policies and procedures, can be readily located on its website. The Charter Schools Department Staff notes the 2024 MOU provided to RSSP includes supplemental information on compliance with additional health and safety requirements.

G. **Element Seven:** *Racial, Ethnic, English Learner, and Special Education Balance*

On July 1, 2020, AB 1505 took effect, updating Element G to require schools to provide a reasonably comprehensive description of how the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, reflective of the general population residing within the territorial jurisdiction of the district to which the RSSP charter was initially submitted, which, as previously established, is ARUSD. RSSP's Renewal Petition has been updated to comply.

Object 28, below, demonstrates that RSSP's student demographic distribution is largely reflective of the surrounding Alum Rock Union School District (ARUSD). The Hispanic or Latino population at RSSP is 86.8%, similar to the 79.7% at ARUSD, while the Asian population is slightly lower at RSSP (8.9%) compared to ARUSD (11.5%). Other demographic groups such as Filipino are underrepresented at RSSP (1.0%) in comparison to ARUSD (4.3%).

Object 29, below, highlights differences in student group populations between RSSP and ARUSD. Notably, RSSP has a significantly higher percentage of ELs at 69.7% compared to 45.5% in ARUSD and similar percentages than other comparison schools. However, RSSP's population SWDs is notably lower at 9.5% compared to 13.2% in ARUSD and even higher percentages at comparison school A.J. Dorsa (17.8%). The SED population at RSSP, at 86.2%, is higher than ARUSD's 79.1, although San Antonio and Aptitud have higher populations (90.3% and 90.2%, respectively).

Object 28: Comparison of 2023-24 Demographic Data Among RSSP, LASD, and Schools RSSP Students Would Otherwise Have Attended

	Hispanic or Latino	Asian	Filipino	White	African American	Two or More Races
RSSP	86.8%	8.9%	1.0%	1.3%	0.3%	1.0%
ARUSD	79.7%	11.5%	4.3%	1.4%	0.7%	1.5%
A.J. Dorsa	90.6%	4.2%	1.4%	*	0.3%	2.1%
San Antonio	84.6%	9.4%	3.1%	0.6%	0.3%	1.7%
Aptitud at Goss	86.1%	6.6%	4.9%	0.5%	1.2%	0.7%

Data gathered from Dataquest: https://data1.cde.ca.gov

Object 29: Comparison of 2023-24 Student Group Data Among RSSP, LASD, and Schools RSSP Students Would Otherwise Have Attended

	Total Number of Students	SED	EL	SWD
RSSP	304	86.2%	69.7%	9.5%
ARUSD	8668	79.1%	45.5%	13.2%
A.J. Dorsa	286	87.1%	59.4%	17.8%
San Antonio	351	90.3%	60.1%	11.1%
Aptitud at Goss	409	90.2%	58.4%	12.7%

Data gathered from Dataquest: https://data1.cde.ca.gov

RSSP's recruitment plan outlines broad strategies to attract a student population reflective of ARUSD. The plan includes both outreach and admissions practices designed to ensure diversity in racial, ethnic, and special student populations. Recruitment materials are printed in multiple languages to accommodate the linguistic diversity of the community, and partnerships are formed with local organizations that serve diverse populations. A key focus of RSSP's recruitment is on person-to-person engagement, including holding focus groups with parents and community organizations, cultivating relationships with local community members, and employing staff from the local area to lead recruitment efforts.

While the plan includes outreach strategies such as distributing promotional materials, conducting community events at various times, and using data-driven research to inform recruitment efforts, it is a generic template used across Rocketship schools. There are no specific strategies targeting the unique needs of RSSP as an individual school site in Alum Rock. The plan lacks localized, targeted recruitment efforts tailored to the demographics and specific challenges of the neighborhood surrounding RSSP.

Object 30: RSSP Demographic Data from 2016-17 to 2023-24

	Total Number of Students	Hispanic or Latino %	Asian %	Filipino %	White %	African American %	Two or More Races %
2016-17	541	86.9	9.1	0.0	0.0	0.0	0.0
2017-18	439	87.2	9.3	0.5	0.5	0.5	0.5
2018-19	430	84.0	8.8	0.7	2.3	0.2	1.2
2019-20	400	86.8	7.0	0.5	1.8	0.3	1.0
2020-21	379	86.5	7.9	0.5	1.8	0.5	1.3
2021-22	330	83.6	7.9	0.9	3.6	0.6	1.8
2022-23	324	85.8	7.1	0.9	2.8	1.2	1.5
2023-24	304	86.8	8.9	1.0	1.3	0.3	1.0

Data gathered from Dataquest: https://data1.cde.ca.gov

Object 31: RSSP Student Group Data from 2016-17 to 2023-24

	Total Number of Students	Percentage of SED	Percentage of EL	Percentage of SWD
2016-17	541	89.8	55.1	6.9
2017-18	439	87.9	65.8	9.1
2018-19	430	87.4	48.6	7.9
2019-20	400	86.3	62.8	9.3
2020-21	379	85.8	65.2	11.3
2021-22	330	83.6	68.8	11.5
2022-23	324	85.2	67.9	9.6
2023-24	304	86.2	69.7	9.5

Data gathered from Dataquest: https://data1.cde.ca.gov

Object 30, above, shows that RSSP's racial and ethnic demographic composition has remained relatively stable from 2016-17 to 2023-24, particularly for the Hispanic or Latino population, which

consistently represents the majority of students. The Hispanic or Latino percentage has ranged from 83.6% to 87.2%, with the most recent year (2023-24) showing 86.8%. Similarly, the Asian population has remained relatively consistent, fluctuating slightly but hovering around 7% to 9%. Other racial groups, such as Filipino, White, and African American, have maintained low representation, with slight increases in the White population in some years, peaking at 3.6% in 2021-22, before decreasing again to 1.3% in 2023-24. The Two or More Races category has seen small fluctuations, consistently accounting for around 1% to 2% of the student body.

Object 31, above, indicates that the EL population at RSSP has grown steadily over the years, rising from 55.1% in 2016-17 to 69.7% in 2023-24. The percentage of SWD, grew from 6.9% to 11.5%, then shrinking to 9.6 in 2022-23. In 2023-24, the SWD population stands at 9.5%. The percentage of SED students has consistently been very high, staying between 83.6% and 89.8%, with a current level of 86.2%. These data points reflect a consistently high-need student population, particularly in terms of SED and EL students. This is consistent with RPS's vision of "equal access to opportunity for all" and mission, "to catalyze transformative change in low-income communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community," which comports with the intent and purposes of the Charter Schools Act.

RSSP needs to continue its work towards achieving the student balance provided for in this element of the Charter Schools Act, including efforts to increase recruitment and enrollment of students with disabilities, while continuing to implement its mission of catalyzing transformative change in low-income communities. This includes through revisions as necessary to its recruitment plans to make them more specific to the particular circumstances of RSSP and its local district community.

The Charter specifies that RSSP will "analyze the success and/or weakness of its outreach initiatives" and "utilize the data from the programmatic audit to make any necessary revisions to the outreach initiatives in order to correct student population imbalances." Consistent with SCCOE's best practices and expectations for charter schools, RSSP should be required to commit to conducting this analysis and update process at least annually taking account of the results of the most recent open enrollment process.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description only if RSSP commits through the MOU/addendum to the ongoing work, review, and updates to its plan as described above.

H. **Element Eight:** *Admissions Policies and Procedures*

RSSP says it has articulated student admission policies and procedures. The school is nonsectarian, tuition free, and does not discriminate against any pupil on the basis of protected characteristics.

With the changes to the Charter Schools Act since RSSP's most recent renewal, the actual policies and procedures for admission – including how RSSP implements the admission preferences, conducts the admission public random drawing (lottery) procedures, adds students to the waitlist, and offers them admission from the waitlist – must also be included in the Renewal Petition. RSSP has updated the Renewal Petition to include these items, though there are a few clarifications needed, as described below.

The Renewal Petition requests County Board approval of revised and additional admission preferences in cases in which there are more applicants than spaces at a particular grade level. RSSP is seeking approval of the following preferences in the following order:

1. Siblings of students currently admitted to or attending RSSP
2. Children of employees of RSSP (not to exceed 10% of total enrollment)
3. Students who qualify for free or reduced-price meals
4. Residents of the Alum Rock Union Elementary School District
5. Other California residents

The previously approved preferences that are currently in effect are:

a. Siblings of currently enrolled students
b. Children of employees of RSSP (not to exceed 10% of total enrollment)
c. Residents of the Alum Rock Unified District
d. Other California Residents

Admission to the school is not determined by the place of residence of pupils or parents, except in the case of public random drawing, as allowed by law.

RSSP has not specified its reason(s) for seeking the revised preferences. Whether to approve any or all of the requested preferences, other than the preference for residents of ARUSD, is within the discretion of the SCCBOE, per *EC* Section 47605(e)(2)(B). If the County Board does not approve all of the preferences, RSSP would be required to revise this provision of the Charter and its admission policies and procedures accordingly.

The preference for students who qualify for free or reduced-price meals (FRPM) increases enrollment opportunities for historically underserved students, so CSD staff recommends approval of this preference.

RSSP currently has as its first preference siblings of students who are currently enrolled at RSSP. The Charter School is seeking to expand that preference to include not only students who are currently enrolled, but students whose siblings are admitted during the particular lottery. In other words, as currently authorized by SCCBOE, if a student who is attending RSSP in 2024-25 has a sibling apply during the open enrollment process for admission for 2025-26, that student would be eligible for a sibling preference. As proposed in the Renewal Petition, that preference would continue to apply, but, additionally, if two siblings who do not attend RSSP in 2024-25 both apply for admission for 2025-26, immediately upon one of those siblings receiving a place through the lottery, the other sibling would automatically be entitled to an admission preference even though neither of the siblings are current RSSP students. The Renewal Petition does not, however, explain the specifics of how the admitted sibling preference would be implemented in practice, particularly if a sibling is drawn in the lottery after their sibling in a lower grade was placed on the waitlist rather than offered admission.

CSD staff recognizes the benefits of allowing families to enroll all of their children at the same school, so recommends that the SCCBOE approve the addition of the preference for siblings of students who are admitted to RSSP.

The Renewal Petition specifies, "applications received after the application deadline will be held in abeyance for a subsequent lottery, if needed." Clarification is needed regarding what occurs if a student applies after the open enrollment period when there is an open space(s) at the requested grade level.

The Charter Schools Department Staff recommends that the SCCBOE approve the preferences as proposed by RSSP. The Charter Schools Department Staff believes this section includes a reasonably comprehensive description only if, through the MOU and/or an addendum thereto, the public random drawing procedures are clarified, as described above.

I. **Element Nine:** *Financial Audit*

RSSP states in the Renewal Petition that the audit will be conducted in accordance with Education Code Sections 47605(b)(5)(I) and 47605(m), generally accepted accounting procedures, and with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. The Renewal Petition describes RSSP financial audit procedures, which include how the independent auditor will be selected and retained, the qualifications the independent auditor needs to possess, the timing of the audit, how any deficiencies will be resolved, and how this will be communicated to the necessary outside parties. RSSP has a finance committee that selects the independent auditor. CSD staff notes and appreciates that RSSP incorporated additional provisions related to the audit procedures and SCCOE's right to request or conduct an audit at any time from the 2017 MOU.

The Charter Schools Department Staff believes that this section includes a reasonably comprehensive description.

J. **Element Ten:** *Student Suspension/Expulsion Procedures*

RSSP's Renewal Petition includes its comprehensive suspension and expulsion policies and procedures that have generally been updated to reflect current law, in the Student/Parent Handbook attached as Appendix 26 to the Renewal Petition, which is attached and fully incorporated by reference into the Renewal Petition. As such, these are the causes for suspension and expulsion and the procedures to be followed by RSSP and may not be substantively revised, except to comport with requirements of law or to track revisions to the causes and procedures applicable to non-charter California public schools, without a determination from the County Superintendent or designee whether the proposed revision(s) is a material revision to the Renewal Petition.

These policies and procedures are generally consistent with SCCOE's usual practices and with the changes to this portion of the Charter Schools Act. However, the Charter Schools Act specifies that this charter element must "[c]ontain a clear statement" of specific information related to notice and procedures prior to any involuntary removal of a student from attendance at the charter school. This statement is required to include information specific to situations in which the student is homeless, is a foster child or youth, or is an Indian child as defined in Welfare and Institutions Code 224.1. While the Renewal Petition cites to the correct provision of law, the Handbook's statement regarding involuntary removal omits the specifically required information applicable to situations in which the student is homeless, is a foster child or youth, or is an Indian child as defined in Welfare and Institutions Code 224.1. RSSP must be required to specifically include this mandatory statement in the MOU or addendum to the MOU in order to comply with

the updated requirements of law. Additionally, there are some internal inconsistencies and confusion in the procedures as described in the Handbook regarding the entity responsible for expulsion decisions and appeals. For example, there are some references to the Board making the decision, which has been delegated to the Academic Affairs Committee, and the discussion of appeal indicates that some expulsion decisions would inexplicably be made by a body other than the Academic Affairs Committee and also refers to the Executive Committee of the Board, which is not identified.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description, only if the above issues are clarified and corrected through the MOU/addendum process.

K. **Element Eleven:** *Employee Retirement System*

The RSSP Renewal Petition states all certificated employees of RSSP shall participate in the State Teachers Retirement System (STRS), and all other employees will participate in the federal social security system. The Renewal Petition also states that all full-time employees at RSSP will be offered a 403(b) program with a 3% match from Rocketship Public Schools. Rocketship's Human Resources team, in conjunction with the principal at RSSP, ensures that appropriate arrangements for each employee have been made available.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description.

L. **Element Twelve:** *Public School Attendance Alternatives*

ARUSD resident students who choose not to attend RSSP may attend other ARUSD schools or pursue an intra- or inter-district transfer in accordance with existing district enrollment and transfer policies. Parents and guardians of each student enrolled in RSSP will be informed their students have no right to admission to a particular school of any local education agency as a consequence of enrollment in RSSP, except to the extent such a right is extended by the local education agency.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description.

M. **Element Thirteen:** *Description of the Rights of An Employee of the County Superintendent of Schools, Upon Leaving the Employment of the County Superintendent of Schools, to be Employed by the Charter School*

Upon appeal to the County Board of Education, RSSP should have updated this element of the Charter to address the rights of employees of the County Superintendent of Schools who choose to leave the employment of the County Superintendent to work at the Charter School, and any rights of return to the County Superintendent's employment after employment at the Charter School. RSSP did not update this element of the Charter at that time or in the subsequent renewal Petitions. Consequently, all references in the Charter continue to refer to employment by a "public school district" and "rights of district employees."

Therefore, this entire element must be updated to reflect the County Board as the authorizer and the County Superintendent of Schools as the employer of all employees at SCCOE. This update can be accomplished through the MOU or addendum to the MOU. Overall, the discussion in this

element is complete if it is updated to reflect the correct entity and employer as it specifies no such employees have any rights of return other than as granted by the prior employer.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description only if it is updated through the MOU or addendum to the MOU description.

N. Element Fourteen: *Dispute Resolution*

The Renewal Petition includes the dispute resolution language from the 2017 MOU, which is reasonably comprehensive, with the provisions regarding internal disputes that relate to violations of the Charter applying equally to violations of any MOU/addendum that is made a part of the Charter, including the 2017 MOU, 2024 MOU, and/or any MOU/addendum entered into pursuant to the SCCBOE's action on the Renewal Petition. However, the provision entitled "Internal Disputes" as revised in the Renewal Petition is partly in conflict with the other provisions of this element. It incorrectly purports to require SCCOE to "refer all disputes not related to a possible violation of the charter or law to Rocketship," which is inconsistent with the other language in this element and RSSP cannot limit its chartering entity's authority in this manner.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description with the correction through the MOU/addendum of the above-identified concern.

O. Element Fifteen: *Closure Protocol*

RSSP outlines a process to be used if the charter school closes and CSD staff notes and appreciates that RSSP incorporated directly into the Renewal Petition the closure protocol language from the 2017 MOU. (In doing so, RSSP inadvertently included a few clerical errors that can be addressed through technical corrections in the MOU/addendum.)

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description.

Required Supplemental Information

CSD Staff reviewed the RSSP Renewal Petition, which includes the budget narrative, projected budget, and cash flow for Fiscal Years (FY) 2024-25 through 2028-29. CSD Staff also reviewed supplemental documents and the public hearing information to assess and provide clarification on RSSP's financial position. The supplemental documents include, but are not limited to, financial audits, monthly financial statements, state-required financial reports, annual visit documents, and the Fiscal Crisis Management Assessment Team (FCMAT) Local Control Funding Formula (LCFF) Calculator, which CSD Staff recreated to recalculate the LCFF Revenue sources reported in the Renewal Petition for accuracy.

Enrollment & Average Daily Attendance (ADA)

Object 32 below shows RSSP's historical and projected enrollment and Average Daily Attendance (ADA) data. The historical enrollment data indicates RSSP experienced a consistent decline in enrollment over the years, a decline from 508 students in 2016-17 to 304 students in 2023-24. This represents a cumulative decrease of 204 students or approximately 40% over eight years. The RPS Forecasting and Planning team, along with the RSSP leadership team, continues to

monitor enrollment patterns and attrition rates and has taken a conservative approach to RSSP's future enrollment targets. As reflected in Object 33 and stated in the RSSP Renewal Petition, Rocketship Schools often experience higher attrition in the 5th grade as students move on to middle school charters that start at this grade level. As a result, schools experience up to 70 percent attrition in higher grades due to students exercising choice with their middle school options. Rocketship encourages this choice for their families.

Similarly, RSSP's ADA has followed the enrollment trends, it decreased from 471 in 2016-17 to 278.41 in 2023-24. Additionally, the ADA percentage, which measures the proportion of enrolled students attending daily, remained relatively stable and above 90%, except in 2021-22, when it dropped to 87% due to various pandemic-related challenges. Over the years, RSSP's average ADA percentage was 92%.

Furthermore, Object 34 indicates that the RSSP's Renewal Charter projects enrollment will stabilize at 321 students from 2024-25 onwards. RSSP's conservative budget assumptions project no enrollment growth beyond the initial increase of 6% in 2024-25. RSSP plans to address potential student attrition by continuously filling vacated spaces to maintain stable enrollment levels.

Overall, RSSP's enrollment and ADA projections in the Renewal Petition appear reasonable. However, the projected enrollment stabilization contrasts with historical enrollment trends. CSD staff recommends that RSSP closely monitors enrollment and ADA. In the event RSSP's enrollment declines by 8% or more, the school should provide SCCOE with a written plan outlining its response to such a decline, ensuring RSSP can maintain a fiscally viable program consistent with the terms of the Renewal Petition and any and all MOUs/addenda.

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Object 32: RSSP Historical and Projected Enrollment and ADA1												
	Historical Data								Enrollment Projection				
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Grade TK	0	0	0	0	0	0	0	24	23	23	23	23	23
Grade K	93	78	79	88	74	74	99	55	52	52	52	52	52
Grade 1	99	85	88	49	59	47	42	56	59	59	59	59	59
Grade 2	93	85	85	75	51	54	45	41	55	55	55	55	55
Grade 3	106	77	79	82	77	51	55	45	51	51	51	51	51
Grade 4	101	95	74	78	82	69	53	57	51	51	51	51	51
Grade 5	16	19	25	28	36	35	30	26	30	30	30	30	30
Grade 6													
Grade 7													
Grade 8													
[A] Actual Enrollment	508	439	430	400	379	330	324	304					
[B] Projected Enrollment									321	321	321	321	321
[C] Year-Over-Year (YOY) Enrollment Change[2]	(73)	(69)	(9)	(30)	(21)	(49)	(6)	(20)	17	0	0	0	0
[D] YOY Enrollment Change (%)[3]	-13%	-14%	-2%	-7%	-5%	-13%	-2%	-6%	6%	0%	0%	0%	0%
[E] YOY Enrollment Growth/Decline Rate[4]		-1%	12%	-5%	2%	-8%	11%	-4%	12%	-6%	0%	0%	0%
[F] ADA	471.00	414.09	393.29	370.28	370.28	288.31	282.90	278.41	298.85	298.85	298.85	298.85	298.85
[G] ADA %[5]	93%	94%	91%	93%	98%	87%	87%	92%	93%	93%	93%	93%	93%

[1] Historical enrollment data is based on Census Day enrollment and historical ADA is based on Annual ADA.

FY 2023-24 ADA data is based on P-2. FY 2024-25 through FY 2028-29 is based on Petition Renewal Projections.

[2] Current Year Enrollment minus Prior Year Enrollment

[3] Row C/Prior Year Enrollment

[4] Current Year Enrollment Change (%) - Prior Year Enrollment Change (%) (Row D)

[5] Row F/Row A or Row B

Object 33: RSSP Historical and Projected Enrollment Change between 4th & 5th Grade												
	Historical Data								Enrollment Projection				
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
[A] Grade 4 Enrollment	101	95	74	78	82	69	53	57	51	51	51	51	51
[B] Grade 5 Enrollment	16	19	25	28	36	35	30	26	30	30	30	30	30
[C] 4th Grade to 5th Grade Enrollment Incr/Decr[1]		(82.00)	(70.00)	(46.00)	(42.00)	(47.00)	(39.00)	(27.00)	(27.00)	(21.00)	(21.00)	(21.00)	(21.00)
[D] 4th Grade to 5th Grade Enrollment Incr/Decr (%)[2]		-81%	-74%	-62%	-54%	-57%	-57%	-51%	-47%	-41%	-41%	-41%	-41%

[1] Current Year Grade 5 Enrollment minus Prior Year Grade 4 Enrollment

[2] Row C/Prior Year Grade 4 Enrollment

Object 34: RSSP Renewal Petition Enrollment Projections
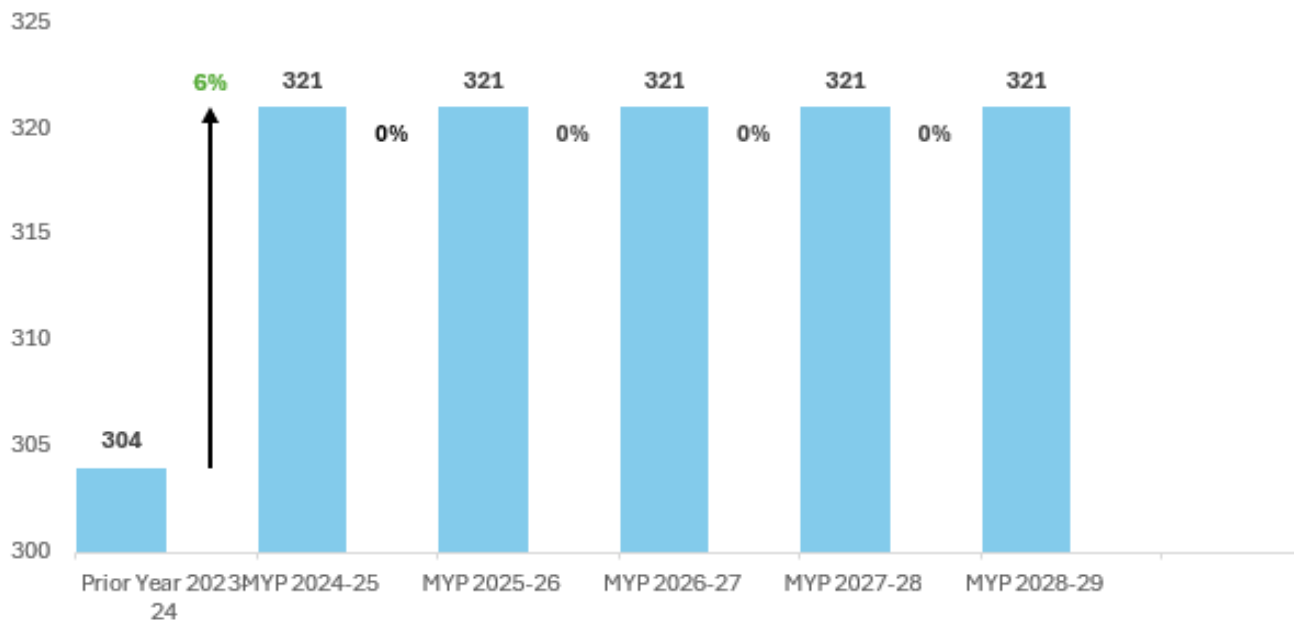
Revenues & Expenses

Object 35, below, presents financial projections for RSSP over the next five fiscal years (FY 2024-25 through 2089-29). During this period, RSSP projects a positive net income annually, resulting in consistent growth of its net assets. RSSP projects to maintain a reserve percentage above 50%, averaging 84% throughout its renewal term, which is notably higher than RSSP's historical average of 55%. During RSSP's charter renewal focus group meetings, the RSSP team clarified that these higher reserve projections are intended to provide a financial safety net, allowing RSSP to meet its obligations and satisfy bond covenants requiring positive operating net income each year. Furthermore, RSSP plans to invest in capital improvements and facility modernization, which will draw down reserves in the near future.
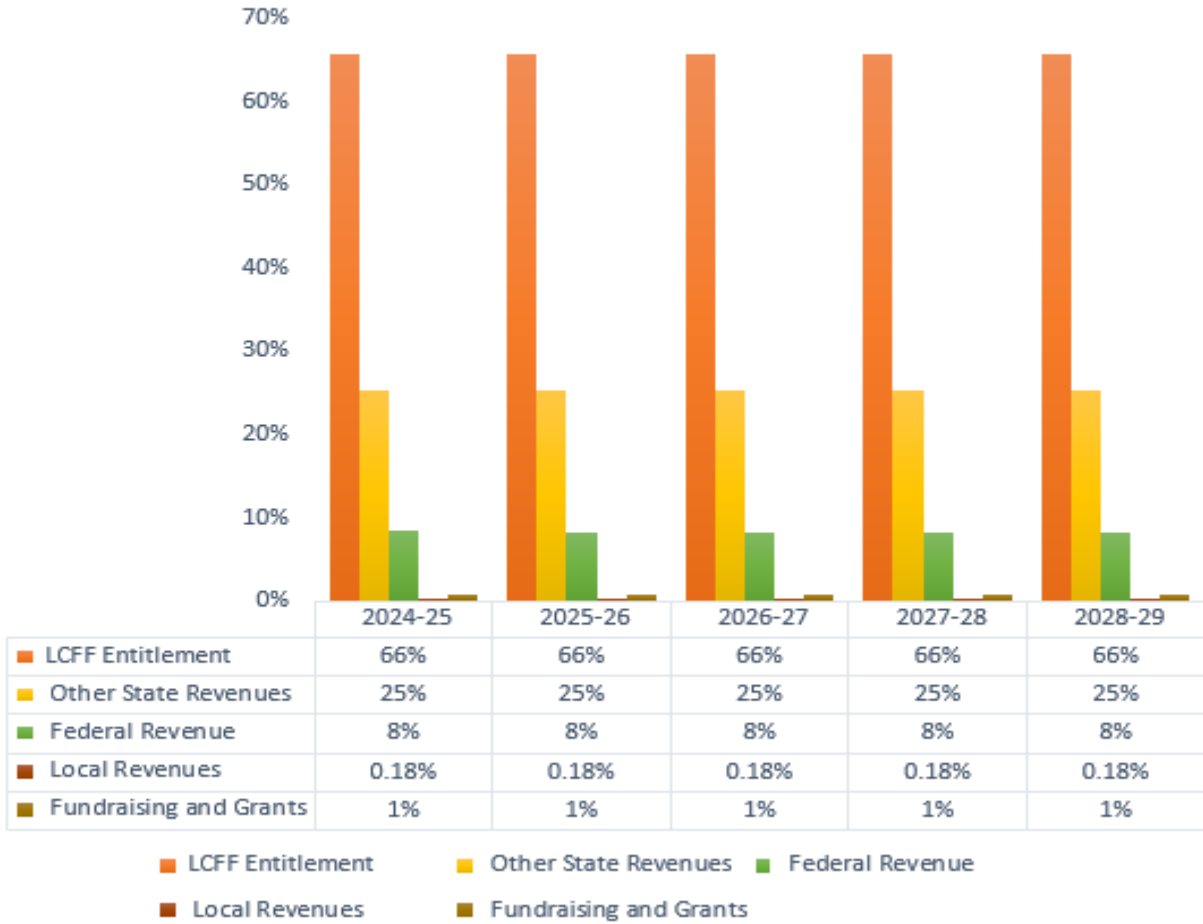
		Object 35: RSSP Renewal Petition Multi-Year Projection Summary[1]				
		2024-25	2025-26	2026-27	2027-28	2028-29
[A]	Total Revenues	6,835,004	6,816,082	6,816,082	6,816,082	6,816,082
[B]	Total Expenses	6,332,949	6,350,307	6,378,038	6,406,015	6,431,140
[C] = [A - B]	Net Income (Loss)	502,055	465,775	438,044	410,067	384,941
[D]	Beginning Fund Balance	3,856,804	4,358,859	4,824,633	5,262,677	5,672,744
[E]	Adj. to Beg. Fund Balance					
[F] = [(D+E) + C]	Total Net Assets, End of Year	$ 4,358,859	$ 4,824,633	$ 5,262,677	$ 5,672,744	$ 6,057,686
[G] = [F/B]	Reserve Percentage	69%	76%	83%	89%	94%

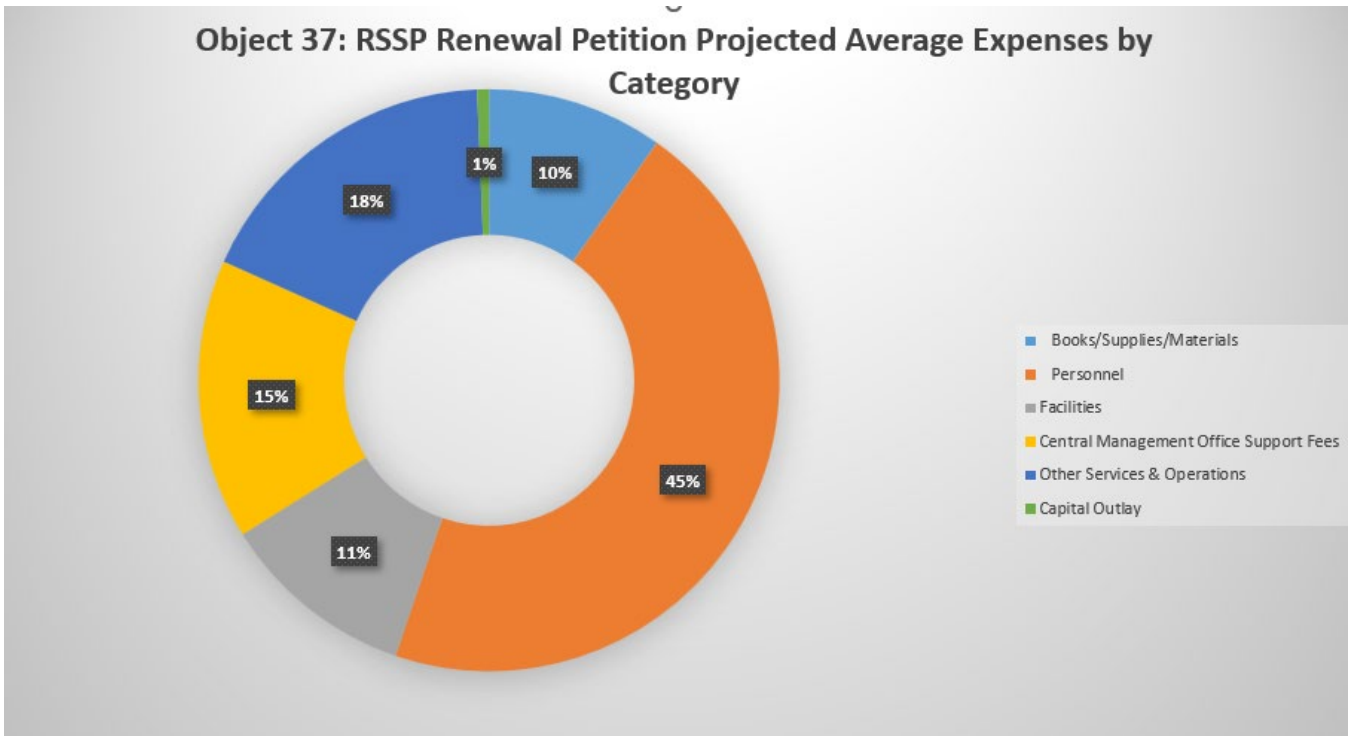1. Source: RSSP Renewal Petition Revenue & Expense projections.

Object 36, below, shows the RSSP Renewal Petition projected revenues by category, with primary funding anticipated from state and federal sources. RSSP has taken a conservative approach by excluding one-time-funding for budgeting revenues. The Local Control Funding Formula (LCFF) remains the largest revenue source. RSSP projects an average of 66% of total revenue from LCFF entitlement, 25% from other state funding, and approximately 8% from federal revenue sources.

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Object 36: RSSP Renewal Petition Projected Revenues by   Category

	2024-25	2025-26	2026-27	2027-28	2028-29
■ LCFF Entitlement	66%	66%	66%	66%	66%
■ Other State Revenues	25%	25%	25%	25%	25%
■ Federal Revenue	8%	8%	8%	8%	8%
■ Local Revenues	0.18%	0.18%	0.18%	0.18%	0.18%
■ Fundraising and Grants	1%	1%	1%	1%	1%

■ LCFF Entitlement   ■ Other State Revenues   ■ Federal Revenue

■ Local Revenues   ■ Fundraising and Grants

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Object 37: RSSP Renewal Petition Projected Average Expenses by Category

- Books/Supplies/Materials
- Personnel
- Facilities
- Central Management Office Support Fees
- Other Services & Operations
- Capital Outlay

Object 37, above, exhibits RSSP's projected average expenditure distribution over the next five years. RSSP is projecting an average of 45% of the projected average expenditures in personnel costs; the remaining 55% include, but are not limited to, expenses for Charter Management Organization (CMO) Support fees, facilities fees, materials and supplies, and other services and operations. Specifically, 15% of average expenditures account for CMO support fees,11% for facilities fees, 18% for other services & operations, and 10% for books, supplies, and other materials, and Capital Outlay averages 1% of total expenditures. These projections are consistent with RSSP's historical expenditure patterns and appear reasonable based on past data.

The SCCOE Staff finds that the multi-year budget projections presented in the Renewal Petition include a reasonably comprehensive description of anticipated revenue and expenses and satisfactorily demonstrate RSSP's ability to meet its financial obligations.

Cash Flow

The RSSP Charter Renewal Petition includes cash flow projections for FY 2024-25 through FY 2028-29. The cash flow projections include reasonable assumptions regarding the timing of cash inflows from major revenue sources. During the staff review and analysis of RSSP's Cash Flow Projections in the Multi-Year Projection of the Renewal Petition, it was noted that the beginning cash balance for July 2024 was $520,326 higher than the ending cash balance reported in RSSP's Unaudited Actuals for FY 2023-24, which was submitted by September 15, 2024. The $4,150,000 beginning cash balance in the Renewal Petition Cash flow projections was a preliminary cash balance for June 2024, prior to the fiscal year-end adjustments. Due to the FY 2023-24 (prior year) ending cash adjustment, cash flow projections in the Renewal Petition for all subsequent years were overstated. To present more current data, staff recalculated the cash flow projections for the RSSP Renewal Petition by inputting the updated beginning cash balance. Based on the current forecast, it appears that RSSP can maintain a positive ending cash balance and sufficient cash reserves to meet all its financial

obligations for the renewal period. Object 38 below reflects RSSP's Days of Cash on Hand (DCOH) after adjustment to the July 2024 beginning balance. RSSP's DCOH is projected to exceed the best practice and SCCOE's expectation benchmark of 60 days, with DCOH ranging from 175 to 290 days by 2028-29. As reflected in Object 39, historically, RSSP has maintained an average of 152 days of cash on hand, and the Renewal Petition maintains this trend with a projected average of 244 days for the renewal term.

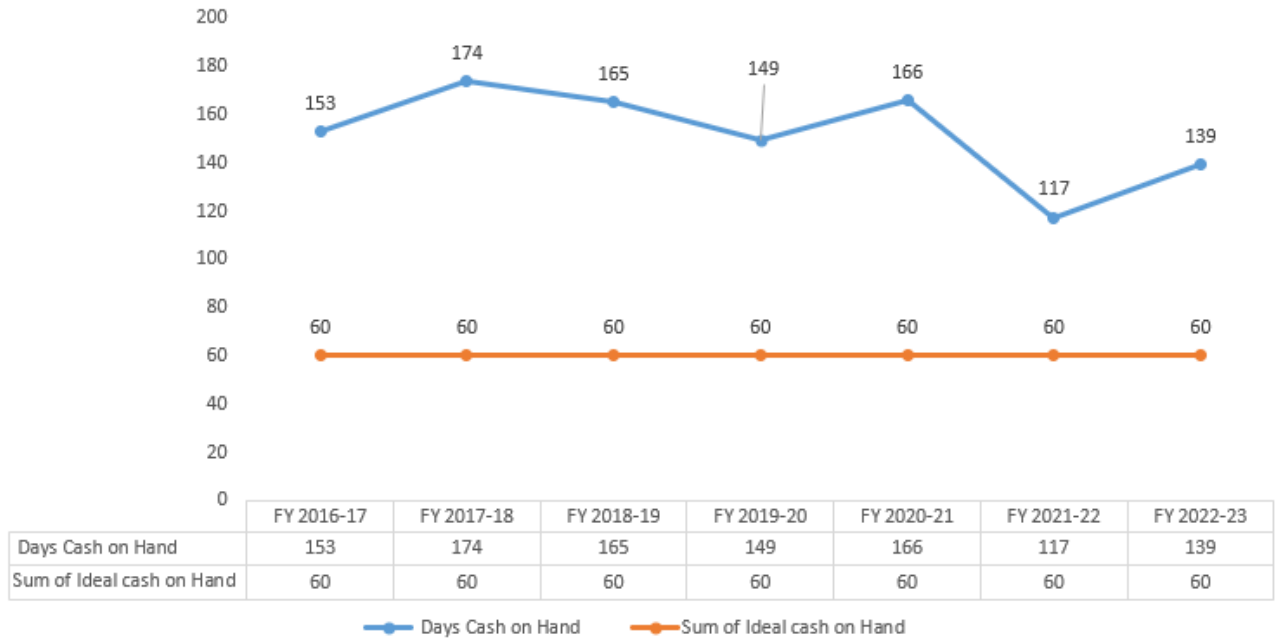### Object 38: RSSP Renewal Petition (Adjusted) Days of Cash on Hand (DCOH)[1]
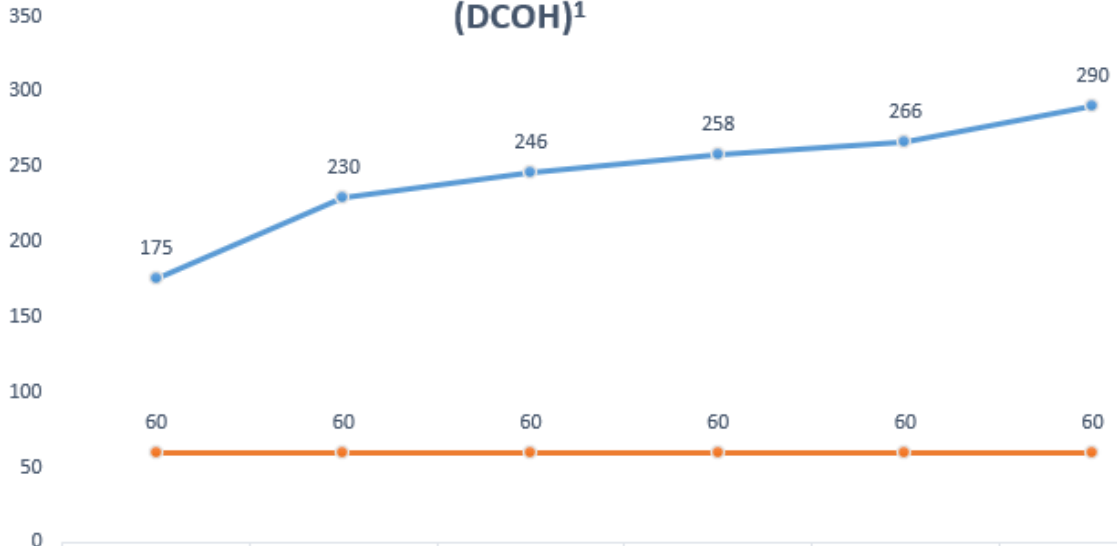
	UA 2023-24	MYP 2024-25	MYP 2025-26	MYP 2026-27	MYP 2027-28	MYP 2028-29
Days Cash on Hand	175	230	246	258	266	290
cash on Hand	60	60	60	60	60	60

— Days Cash on Hand   — cash on Hand

[1]Days of Cash On Hand: Cash and Cash Equivalents/ ([Total Expenditures-Depreciation]/365)

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Object 39: RSSP Historical Days of Cash on Hand[1]

	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23
Days Cash on Hand	153	174	165	149	166	117	139
Sum of Ideal cash on Hand	60	60	60	60	60	60	60

— Days Cash on Hand — Sum of Ideal cash on Hand

[1]Days of Cash On Hand: Cash and Cash Equivalents/ (Total Expenditures-Depreciation]/365)

Potential Civil Liability Effects on the School and County Office

RSSP is in compliance with its current MOU, including the insurance and indemnification, defense, and hold harmless provisions. This 2017 MOU will remain in effect unless and until a new MOU or addendum to the MOU replacing it in whole or part is entered into, which will address any new provisions as required by SCCOE's risk management team. There is no reason to believe RSSP will not continue to abide by SCCOE's requirements and the agreed upon MOU and any addendum thereto.

5. **Exclusive Public Employer**

As required by the Charter Schools Act, the Charter specifies Rocketship Education doing business as Rocketship Public Schools shall be deemed the exclusive public employer of the employees of the Charter School for the purposes of Educational Employment Relations Act ("EERA").

6. **Requirements for Grade-Levels Served, Facility Location, and Students Served**

RSSP currently serves TK-5. It is located within the boundaries of the ARUSD in a facility built for RSSP's specific needs, and RSSP plans to remain at that location throughout the renewal term. RSSP is located at 2249 Dobern Avenue, San Jose, CA 95116.

The Charter Schools Department Staff found RSSP is able to meet the requirements for grade levels served, facility location, and students served.

7. **Any Other Criteria Set Forth in the Statute**

   Since RSSP's Charter was last renewed, several new laws have gone into effect, including but not limited to AB 1505, AB 1507, AB 1219, SB 126, SB 820, and SB 98, which enacted broad changes to the Charter Schools Act. RSSP will need to comply with the changes to the law.

CONCLUSION

The Charter Schools Department Staff reviewed RSSP's Renewal Petition and verified data of measurable increases in academic achievement, in response to RSSP being designated as a middle performing school, utilizing the criteria for charter renewal set forth in Education Code Sections 47605, 47607, and 47607.2.

Staff recommends the RSSP Charter be renewed with the condition that RSSP and RPS enter into an MOU and/or an addendum to an MOU on or before January 31, 2025, that addresses each of Staff's concerns and recommended conditions identified above, including as specifically reviewed in this Staff Analysis. Recommendations, and Proposed Findings of Fact, and as necessary to update and/or replace the terms of the 2017 MOU to be consistent with current law and SCCOE best practices, as well as any additional conditions identified by the SCCBOE.

Staff also recommends the SCCBOE deny the material revisions to the Renewal Petition seeking to remove the teaching credential requirement for the Principal and Assistant Principal positions and instead retain the current requirement of a valid teaching credential as a minimum employment qualification for those positions.

Staff further recommends that the SCCBOE effectuate these actions by adopting the proposed resolution entitled: Resolution Conditionally Approving for a term of July 1, 2025, through June 30, 2030, the Charter Renewal for RSSP Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial & Denying the RSSP Charter School Charter Renewal if the Requirements Are Not Met and Separately Denying the Request for Material Revisions and Adopting Written Factual Findings of Denial.

Student Impact

The Charter School Department provides oversight and monitoring for21 County Board of Education authorized charter schools. RSSP was authorized in 2008 and currently serves approximately 300 students.