STAFF ANALYSIS, RECOMMENDATIONS, AND PROPOSED FINDINGS OF FACT REGARDING REVIEW OF ROCKETSHIP RISING STARS ACADEMY CHARTER SCHOOL RENEWAL PETITION

NOVEMBER 18, 2026, posted NOVEMBER 3, 2026

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Rocketship Rising Stars Academy (RRS) seeks approval of the renewal of its Santa Clara County independent, direct funded, district appeal charter school serving students in grades TK-4. RRS was initially approved on appeal from Franklin-McKinley School District (FMSD) in June 2015, for a five-year term to serve grades K-6 and opened in August of 2016. RRS was renewed in 2021. RRS's current term expires June 30, 2027, as its term was extended by operation of law by two years in 2021 and an additional year in 2023. RRS has requested renewal for a term of five years from July 2027 through June 2032, due to its designation by the California Department of Education (CDE) as a school in the middle performing category. RRS, located within the FMSD boundaries, currently serves approximately 620 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 RRS on September 3, 2026. RRS is operated and governed by Rocketship Education doing business as (dba) 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, RRS 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, 2026, and run through and including June 30, 2031. Renewals of district appeal charters are governed by the standards and criteria set forth in *EC* Sections 47605, 47607 and 47607.2.

On October 7, 2025, the SCCBOE held a public hearing on the RRS Renewal Petition in accordance with the requirement to do so within 60 days of receipt of submission of the Renewal Petition. On October 11, 2026, SCCOE Staff conducted a renewal site visit and held renewal interviews with RRS 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 to act, which may be extended by an additional 30 days by mutual agreement. SCCBOE will hold the decision hearing November 18, 2026, to act on the RRS request for renewal.

[1] Throughout this document, Rocketship Education dba Rocketship Public Schools may be referred to for purposes of convenience as "RPS," "CMO," or "Network," but the Rocketship Rising Stars Academy charter school and Rocketship Public Schools may be referred to collectively, separately, or interchangeably as "RRS" 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."

In accordance with Board Policy 0420.4, SCCOE, RRS, and RPS, developed a Memorandum of Understanding in 2020 (2020 MOU) which was amended in 2021 via an addendum (2021 Addendum) as a condition of approval. By their terms, this 2020 MOU and 2021 Addendum "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 2020 MOU and 2021 Addendum govern 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 their terms, the 2020 MOU and 2021 Addendum are incorporated into the Renewal Petition by reference, therefore, their terms supplement the Renewal Petition submitted by RRS 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 2020 MOU and 2021 Addendum are referenced in this analysis, and they continue 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 2020 MOU and 2021 Addendum may need to be incorporated therein or the 2020 MOU and 2021 Addendum remain in effect.

SCCOE has provided RRS an updated memorandum of understanding (2026 MOU) that is consistent with changes to law since entering into the 2020 MOU and 2021 Addendum and reflects SCCOE's current best practices. RRS has expressed its intent to enter an updated memorandum of understanding and has met with SCCOE to discuss the terms of the 2026 MOU. RRS and RPS have confirmed their intent to execute the 2026 MOU, pending RPS Board approval, which should occur on December 9, 2026. SCCOE will continue to work with RRS and RPS on finalizing the updated 2026 MOU or an addendum to the current 2020 MOU and 2021 Addendum as necessary to reflect current law and best practices and recommends that this be a condition of any renewal of RRS's Charter.

The complete Renewal Petition on which the SCCBOE is acting is attached to the agenda item in Board Docs and is also available for review at the following location: https://www.sccoe.org/supoffice/charter-schools-office/Documents/petitions_renewal/RRS_Charter_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 "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 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 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 RRS 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:

(1) The schoolwide and subgroup performance on the state and local indicators on the Dashboard, giving greater weight to measurements of academic performance.

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence demonstrated by verified data showing either of the following:

a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The chartering authority may deny a "middle" performing charter 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, 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 does not serve all pupils who wish to attend.

In such cases, the chartering authority must provide the charter school with 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*

As discussed in detail below, on April 27, 2026, SCCOE issued RRS a notice ("Notice" attached as Exhibit 1) pursuant to EC 47607(e) as notice of SCCOE's determination that RRS is not serving all pupils who wish to attend. The Notice provided RRS with a reasonable opportunity to cure the violations. The Notice and all the information and evidence contained therein are incorporated herein by this reference as if set forth in full herein.

DETERMINATION CRITERIA FOR RENEWAL OF RRS

As stated above, CDE has designated RRS as a school in the middle performance category for purposes of this renewal. In its Renewal Petition, RRS 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, RRS 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 RRS students would otherwise have attended. RRS states the data submitted on pages 9 through 26 of the Renewal Petition establishes RRS as a school in the middle performing category, meeting the criteria for charter renewal. Staff have not reproduced all the information provided by RRS in this Staff Analysis and Proposed Findings of Fact but incorporates it and the CAASPP data herein by this reference.

The SCCBOE requested from RRS additional data and information in response to questions asked during the October 7, 2026, public hearing on the Charter renewal. On October 23, 2026, RRS provided the information.

The data below represents key data provided by RRS and/or available for consideration of RRS'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 the lowest and Blue being the 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



The following data (Object 2, below) is based on 2024 and 2025 Dashboard data which shows the performance level colors, or the Status from 2024-25, and the Change, or the difference (growth or decline), from 2023-24. Additional data has been added for the 2026 dashboard (Object 2a, below) which was newly released on October 15, 2026, but not originally included in the data presented by RRS's Renewal Petition.

Object 2: RRS Performance on 2025 California School Dashboard

	2025 CALIFORNIA SCHOOL DASHBOARD									
	ELA		Math		ELPI		Chronic Absenteeism		Suspension	
	DFS	Level	DFS	Level	Rate	Level	Rate	Level	Rate	Level
All Students	18.4 DFS	GREEN	43.4 DFS	BLUE	40.8%	RED	19.9%	YELLOW	0%	BLUE
Hispanic/Latino	-8.9 DFS	ORANGE	16.1 DFS	GREEN			25.8%	ORANGE	0%	BLUE
English Learners (EL)	5.3 DFS	YELLOW	36.1 DFS	BLUE	40.8%	RED	17.3%	YELLOW	0%	BLUE
Long-Term EL (LTEL)										
Students with Disabilities (SWD)	-71.6 DFS	NPC	-36.9 DFS	NPC			21.6%	RED	0%	BLUE
Socioeconomically Disadvantaged (SED)	17.9 DFS	GREEN	40.7 DFS	BLUE			21.4%	ORANGE	0%	BLUE

**No performance color (NPC) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*
Data retrieved from: https://www.caschooldashboard.org

Object 2a: RRS Performance on 2026 California School Dashboard

	2026 CALIFORNIA SCHOOL DASHBOARD									
	ELA		Math		ELPI		Chronic Absenteeism		Suspension	
	DFS	Level	DFS	Level	Rate	Level	Rate	Level	Rate	Level
All Students	35.9 DFS	BLUE	59.9 DFS	BLUE	24.4%	RED	15.8%	YELLOW	0%	BLUE
Hispanic/Latino	5.9 DFS	GREEN	31.5 DFS	BLUE			18.9%	YELLOW	0%	BLUE
English Learners (EL)	18.9 DFS	GREEN	51.4 DFS	BLUE	24.4%	RED	17.5%	ORANGE	0%	BLUE
Long-Term EL (LTEL)										
Students with Disabilities (SWD)	-50.6 DFS	NPC	-29.5 DFS	NPC			17.6%	YELLOW	0%	BLUE
Socioeconomically Disadvantaged (SED)	22.1 DFS	GREEN	50.8 DFS	BLUE			18.7%	YELLOW	0%	BLUE

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Data retrieved from: https://www.caschooldashboard.org

The data in Object 2a, above, was released by the CDE on October 15, 2026. It was not included in RRS's Renewal Petition, however, as the State outperformed RRS on the 2025 Dashboard in at least one student group, the English Learner group on the English Learner Progress Indicator (ELPI), RRS's renewal performance category would not have changed based on the new 2026 Dashboard data.

Object 3: 2024 and 2025 California School Dashboard Student Group Report for RRS

	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
All	BLUE 0%	BLUE 0%	YELLOW 22.2%	YELLOW 19.9%	GREEN 19.8 DFS	GREEN 18.4 DFS	GREEN 34.4	BLUE 43.4 DFS	BLUE 67.9%	RED 40.8%
EL	BLUE 0%	BLUE 0%	YELLOW 22.5%	YELLOW 17.3%	YELLOW 4.4 DFS	YELLOW 5.3 DFS	GREEN 25.4 DFS	BLUE 36.1 DFS		
LTELs	NPC	NPC	NPC	NPC	NPC	NPC	NPC	NPC	NPC	NPC
SED	BLUE 0%	BLUE 0%	YELLOW 22.5%	ORANGE 21.4%	GREEN 17.7 DFS	GREEN 17.9 DFS	GREEN 34.1 DFS	BLUE 40.7 DFS		
SWD	BLUE 0%	BLUE 0%	YELLOW 13.8%	RED 21.6%	NPC -102.5 DFS	NPC -71.6 DFS	NPC -99.5 DFS	NPC -36.9 DFS		
Asian	BLUE 0%	BLUE 0%	GREEN 8.8%	GREEN 7.6%	GREEN 83.5 DFS	GREEN 66.0 DFS	GREEN 101.4 DFS	GREEN 96 DFS		
Hispanic/ Latino	BLUE 0%	BLUE 0%	YELLOW 27.6%	ORANGE 25.8%	ORANGE -11.5 DFS	ORANGE -8.9 DFS	GREEN 4.8 DFS	GREEN 16.1 DFS		
White	NP	NPC	NPC	NPC	NPC	NPC	NPC	NPC		
African American	NPC 0%	NPC 0%	NPC 44.4%	NPC 27.8%	NPC	NPC	NPC	NPC		
Filipino	NPC 0%	NPC 0%	NPC 18.8%	NPC 13.3%	NPC	NPC	NPC	NPC		
Homeless	NPC 0%	BLUE 0%	NPC 38.6%	ORANGE 26.2%	NPC -37.1 DFS	NPC -22.5 DFS	NPC -3.7 DFS	NPC 2.5 DFS		

**No performance color (NPC) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*
Data retrieved from: https://caschooldashboard.org

Many areas of the RRS Dashboard have no performance color ("NPC") due to the small size of the student group. Object 3 above shows RRS's status for both the 2024 and 2025 Dashboard indicators for all students and all numerically significant student groups.

Object 4 below shows the Status and Change information from the 2024 and 2025 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 RRS, both suspensions and chronic absenteeism rates maintained or declined for all students and for most numerically significant student groups, except for a 7.8% increase in chronic absenteeism for Students with Disabilities (SWD). For ELA and Math, RRS maintained or improved. For ELPI, RRS declined 27.1%.

Object 4: 2024 and 2025 California School Dashboard Student Status and Change Report for RRS

	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
All	Maintained 0%	Maintained 0%	Declined 9.2%	Declined 2.2%	Declined 10.3 pts	Maintained -1.4 pts	Declined 8.8 pts	Increased 9 pts	Increased 23.7%	Declined 27.1%
EL	Maintained 0%	Maintained 0%	Declined 9.5%	Declined 5.3%	Declined 21 pts	Maintained 0.9 pts	Declined 14 pts	Increased 10.8 pts		
LTELs	NPC	NPC	NPC	NPC	NPC	NPC	NPC	NPC	NPC	NPC
SED	Maintained 0%	Maintained 0%	Declined 9.4%	Declined 1.1%	Declined 12 pts	Maintained 0.3 pts	Declined 4.2 pts	Increased 6.6 pts		
SWD	Maintained 0%	Maintained 0%	Declined 17.8%	Increased 7.8%	Declined 25 pts	Increased 30.9 pts	Maintained -0.3 pts	Increased 62.6 pts		
Asian	Maintained 0%	Maintained 0%	Declined 6.4%	Declined 1.3%	Declined 6.3 pts	Declined 17.5 pts	Declined 4.4 pts	Declined 5.3 pts		
Hispanic/ Latino	Maintained 0%	Maintained 0%	Declined 13.4%	Declined 1.9%	Declined 11.2 pts	Maintained 2.7 pts	Declined 8.3 pts	Increased 11.3 pts		
White	NP	NPC	NPC	NPC	NPC	NPC	NPC	NPC		
African American	Maintained 0%	Maintained 0%	Increased 19.4%	Declined 16.7%	NPC	NPC	NPC	NPC		
Filipino	Maintained 0%	Maintained 0%	Increased 3.4%	Declined 5.4%	NPC	NPC	NPC	NPC		
Homeless	Maintained 0%	Maintained 0%	Increased 14.6%	Declined 12.5%	NPC	Increased 14.6 pts	NPC	Maintained 1.3 pts		

**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.
Data retrieved from: https://caschooldashboard.org

Objects 5, 6 and 6a below show data comparing the Dashboard indicators for all students and by student group for RRS and the State on the 2024 (2023-24), 2025 (2024-25) and the 2026 (2025-26) Dashboards. On the 2024 (2023-24) Dashboard, RRS outperforms the State in Suspension rate for All students and all numerically significant student groups; in Chronic Absenteeism for SED and SWD; ELA for All Students, EL, SED and Hispanic/Latino; in Math for All students and all numerically significant groups; and on the ELPI for EL (as indicated by the content data in **Bold**). On the 2025 (2024-25) Dashboard, RRS outperforms the State in Suspension Rate for All students and all numerically significant student groups; in Chronic Absenteeism for EL and SED; and in both ELA and Math for All students and all numerically significant student groups (as indicated by the content data in **Bold**). Notably, RRS students outperform the State in multiple areas on both the 2024 and 2025 Dashboards in multiple indicators, causing RRS to be in the middle performance category. On the 2026 (2025-26) Dashboard, RRS outperforms the State in all categories except ELPI, therefore RRS still remains in the middle performance category as the State also outperformed RRS in ELPI in 2025.

Object 5: 2024 California School Dashboard Student Group Data for RRS and the State

	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	RRS	State	RRS	State	RRS	State	RRS	State	RRS	State
All	**BLUE 0%**	GREEN 3.2%	YELLOW 22.2%	YELLOW 18.6%	**GREEN 19.8 DFS**	ORANGE -13.2 DFS	**GREEN 34.4**	ORANGE -47.6 DFS	**BLUE 67.9%**	ORANGE 45.7%
EL	**BLUE 0%**	GREEN 3.4%	YELLOW 22.5%	YELLOW 20.1%	**YELLOW 4.4 DFS**	ORANGE -67.6 DFS	**GREEN 25.4 DFS**	ORANGE -93.4 DFS		
LTELs	NPC	ORANGE 8.1%	NPC	YELLOW 23.9%	NPC	RED -109.6 DFS	NPC	RED -163.5 DFS	NPC	ORANGE 45.8%
SED	**BLUE 0%**	GREEN 4.0%	**YELLOW 22.5%**	YELLOW 23.4%	**GREEN 17.7 DFS**	ORANGE -40.9 DFS	**GREEN 34.1 DFS**	ORANGE -78.2 DFS		
SWD	**BLUE 0%**	YELLOW 5.4%	**YELLOW 13.8%**	YELLOW 26.3%	NPC -102.5 DFS	RED -95.6 DFS	**NPC -99.5 DFS**	RED -124.3 DFS		
Hispanic/ Latino	**BLUE 0%**	GREEN 3.4%	YELLOW 27.6%	YELLOW 21.7%	**ORANGE -11.5 DFS**	ORANGE -39.3 DFS	**GREEN 4.8 DFS**	ORANGE -79.2 DFS		

Data retrieved from: https://caschooldashboard.org

Object 6: 2025 California School Dashboard Student Group Data for RRS and the State

	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	RRS	State	RRS	State	RRS	State	RRS	State	RRS	State
All	**BLUE 0%**	GREEN 2.9%	YELLOW 19.9%	YELLOW 17.1%	**GREEN 18.4 DFS**	YELLOW -8.1 DFS	**BLUE 43.4 DFS**	YELLOW -42.4 DFS	RED 40.8%	YELLOW 46.4%
EL	**BLUE 0%**	YELLOW 3.2%	**YELLOW 17.3%**	YELLOW 18.1%	**YELLOW 5.3 DFS**	YELLOW -59.9 DFS	**BLUE 36.1 DFS**	YELLOW -86.1 DFS		
LTELs	NPC	YELLOW 7.0%	NPC	ORANGE 22.5%	NPC	ORANGE -104.5 DFS	NPC	ORANGE -158.9 DFS	NPC	GREEN 49.1%
SED	**BLUE 0%**	GREEN 3.6%	**ORANGE 21.4%**	ORANGE 21.7%	**GREEN 17.9 DFS**	YELLOW -35.3 DFS	**BLUE 40.7 DFS**	YELLOW -72.9 DFS		
SWD	**BLUE 0%**	YELLOW 5%	**RED 21.6%**	ORANGE 24.9%	**NPC -71.6 DFS**	ORANGE -89.4 DFS	**NPC -36.9 DFS**	ORANGE -120.7 DFS		
Hispanic/ Latino	**BLUE 0%**	GREEN 3%	ORANGE 25.8%	ORANGE 20.1%	**ORANGE -8.9 DFS**	YELLOW -33.7 DFS	**GREEN 16.1 DFS**	YELLOW -73.6 DFS		

Data retrieved from: https://caschooldashboard.org

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

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Object 6a: 2026 California School Dashboard Student Group Data for RRS and the State

	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	RRS	State	RRS	State	RRS	State	RRS	State	RRS	State
All	**BLUE 0%**	YELLOW 2.7%	**YELLOW 15.8%**	YELLOW 16.1%	**BLUE 35.6 DFS**	ORANGE -7.5 DFS	**BLUE 59.9 DFS**	YELLOW -38.9 DFS	RED 24.4%	YELLOW 47.4%
EL	**BLUE 0%**	YELLOW 3.1%	ORANGE 17.5%	YELLOW 17.2%	**GREEN 18.9 DFS**	ORANGE -60.3 DFS	**BLUE 51.4 DFS**	YELLOW -83.0 DFS		
LTELs	NPC	YELLOW 6.1%	NPC	ORANGE 21.7%	NPC	RED -105.6 DFS	NPC	RED -159.6 DFS	NPC	YELLOW 54.1%
SED	**BLUE 0%**	YELLOW 3.4%	**YELLOW 18.7%**	ORANGE 20.7%	**GREEN 22.1 DFS**	ORANGE -34.1 DFS	**BLUE 50.8 DFS**	YELLOW -69.2 DFS		
SWD	**BLUE 0%**	ORANGE 4.8%	**YELLOW 17.6%**	ORANGE 23.8%	**NPC -50.6 DFS**	RED -89.3 DFS	**NPC -29.5 DFS**	RED -120.0 DFS		
Hispanic/ Latino	**BLUE 0%**	GREEN 2.7%	YELLOW 18.9%	YELLOW 18.8%	**GREEN 5.9 DFS**	ORANGE -32.2 DFS	**BLUE 31.5 DFS**	YELLOW -69.9 DFS		

Data retrieved from: https://caschooldashboard.org
**No performance color (NPC) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*

Object 7, below, shows the local indicators from the California Schools Dashboard. The local indicators are self-reported by each Local Education Area (LEA).

Object 7: Local Indicators from the California Dashboard for RRS for 2024, 2025 and 2026

Indicator	2024 Status	2025 Status	2026 Status
Implementation of Academic Standards	Met	Met	Met
Access to a Broad Course of Study	Met	Met	Met
Basics: Teacher Credentials, Instructional Materials, Facilities	Met	Met	Met
Parent and Family Engagement	Met	Met	Met
Local Climate Survey	Met	Met	Met

Data from Dashboard (https://www.caschooldashboard.org/) N/A = Data not available

Under the Local Indicator data for priority area 1, Basics: Teacher Credentials, Instructional Materials, Facilities, the Dashboard provides a report on the status of teacher credentials at a school with a comparison to the State Average. The 2024 Dashboard displays data from 2023 and the 2025 Dashboard shows 2024. In both years, RRS was below the State average for teacher credentialing.

Object 8: Local Indictor: Teacher Credentialing from the California Dashboard for RRS for 2024 and 2025

Dashboard Year	FTE	% of Teaching FTE in the Clear Credential Category	Out-of-Field	Ineffective	Incomplete	Statewide % of Teaching FTE in Clear Category
2024	17.5	42.9%	0.0%	34.3%	0.0%	83.2%
2025	17.0	35.3%	0.0%	58.8%	0.0%	82.5%

Data from Dashboard (https://www.caschooldashboard.org/) N/A = Data not available

CAASPP Data

The tables below reflect the CAASPP data (https://caaspp-elpac.cde.ca.gov/) verified by SCCOE staff while determining RRS's schoolwide student performance and progress relative to the district and schools with the largest student populations enrolled at RRS. 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 RRS, FMSD, and Statewide for 2023-24

2023-24 CAASPP (ELA)			
Grade	**RRS**	**FMSD**	**State**
3	57.80%	30.45%	42.80%
4	61.23%	31.13%	43.90%
All	59.42%	35.25%	47.04%

2023-24 CAASPP (Math)			
Grade	**RRS**	**FMSD**	**State**
3	63.15%	32.46%	45.63%
4	64.64%	30.20%	41.20%
All	63.85%	27.66%	35.54%

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 RRS, FMSD, and Statewide for 2024-25

2024-25 CAASPP (ELA)			
Grade	**RRS**	**FMSD**	**State**
3	51.89%	31.07%	44.21%
4	60.00%	31.83%	45.70%
All	55.93%	35.87%	48.82%

2024-25 CAASPP (Math)			
Grade	**RRS**	**FMSD**	**State**
3	63.89%	33.44%	46.30%
4	73.83%	29.51%	42.25%
All	68.84%	28.49%	37.30%

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

Object 9b: Percentage of ALL STUDENTS At or Above Standard on CAASPP in ELA and Math at RRS, FMSD, and Statewide for 2025-26

2025-26 CAASPP (ELA)			
Grade	**RRS**	**FMSD**	**State**
3	70.54%	28.09%	44.09%
4	65.69%	27.42%	45.76%
All	68.23%	35.68%	49.26%

2025-26 CAASPP (Math)			
Grade	**RRS**	**FMSD**	**State**
3	70.54%	34.26%	46.98%
4	75.49%	26.82%	42.44%
All	72.90%	29.71%	38.35%

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

Objects 9, 9a and 9b, above, reflect the 2023-24, 2024-25, and 2025-26 results in English Language Arts (ELA) and Math for RRS, FMSD, and the State. In both ELA and Math, RRS outperforms by FMSD and the State for both years.

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

Five-Year Trend CAASPP (ELA)					
	21-22	**22-23**	**23-24**	**24-25**	**25-26**
RRS	62.28%	64.50%	59.42%	55.93%	68.23%
FMSD	37.42%	35.64%	35.25%	35.87%	35.68%
State	47.06%	46.66%	47.04%	48.82%	49.26%

Five-Year Trend CAASPP (Math)					
	21-22	**22-23**	**23-24**	**24-25**	**25-26**
RRS	49.57%	65.34%	63.85%	68.84%	72.90%
FMSD	29.08%	27.05%	27.66%	28.49%	29.71%
State	33.38%	34.62%	35.54%	37.30%	38.35%

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

Object 10, above, reflects schoolwide student achievement in ELA and Math across the last five years of CAASPP for RRS, FMSD, and the State. In looking at the trends, RRS scores show an increase from 2021-22 through 2022-23, but decrease in 2023-24 through 2024-25 for ELA, but again increase in 2025-26. For Math, the decrease was only for 2023-24. However, when compared to the State and FMSD scores, RRS's exceed FMSD and the State for the five comparable years. It should be noted that the State scores include grade 11 and FMSD includes scores for grades 5-8, which prevents one-to-one comparisons unless looking at each grade level individually. But, in total, RRS outperforms FMSD and the State.

Object 11: Five-Year Trend of the Percentage of Numerically Significant Student Groups at or Above Standard on CAASPP in ELA and Math for RRS

ELA					
	21-22	**22-23**	**23-24**	**24-25**	**25-26**
ALL	62.28%	64.50%	59.42%	55.93%	68.23%
SWD	9.09%	28.57%	10.52%	27.28%	29.17%
Hispanic/ Latino	51.35%	52.80%	46.88%	48.44%	56.82%
SED	63.22%	62.67%	57.41%	56.26%	64.97%
EL	44.55%	44.93%	28.77%	27.40%	36.07%

Math					
	21-22	**22-23**	**23-24**	**24-25**	**25-26**
ALL	49.57%	65.34%	63.85%	68.84%	72.90%
SWD	13.64%	7.14%	10.53%	31.82%	37.50%
Hispanic/ Latino	33.33%	52.39%	51.88%	59.85%	65.15%
SED	48.00%	65.13%	62.28%	68.29%	70.81%
EL	33.01%	39.44%	41.78%	46.76%	49.18%

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

Object 11, above, reflects the CAASPP results for numerically significant student groups at RRS over the last five years. In both ELA and Math, the data shows mixed results in the percentages of all students and all numerically significant student groups performing at or above standard over the five years, but end with increased results across the charter term.

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Object 12: Comparison of the Percentage of Students At or Above Standard on 2025 CAASPP ELA Results for RRS, FMSD, State, and Schools Near RRS

2024-25 CAASPP (ELA)						
Group	**RRS**	**FMSD**	**Lairon**	**Dahl**	**Franklin**	**State**
ALL	55.93%	35.87%	23.75%	27.75%	33.99%	48.82%
SED	56.26%	33.07%	24.37%	27.87%	33.85%	38.23%
Hispanic/ Latino	48.44%	24.03%	21.63%	24.24%	15.61%	38.84%
EL	27.40%	8.59%	5.93%	3.80%	11.51%	10.41%
SWD	27.28%	9.58%	9.52%	8.70%	8.51%	16.95%

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

Object 12a: Comparison of the Percentage of Students At or Above Standard on 2026 CAASPP ELA Results for RRS, FMSD, State, and Schools Near RRS

2025-26 CAASPP (ELA)						
Group	**RRS**	**FMSD**	**Lairon**	**Dahl**	**Franklin**	**State**
ALL	68.23%	35.68%	15.39%	23.59%	28.37%	49.26%
SED	64.97%	33.33%	14.79%	22.91%	26.09%	38.87%
Hispanic/ Latino	56.82%	23.63%	14.60%	20.99%	15.94%	39.60%
EL	36.07%	6.42%	1.43%	2.47%	7.27%	10.44%
SWD	29.17%	6.22%	0.00%	4.17%	4.65%	16.90%

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

Object 13: Comparison of the Percentage of Students At or Above Standard on 2025 CAASPP Math Results for RRS, FMSD, State, and Schools Near RRS

2024-25 CAASPP (Math)						
Group	**RRS**	**FMSD**	**Lairon**	**Dahl**	**Franklin**	**State**
ALL	68.84%	28.49%	10.12%	16.36%	31.17%	37.30%
SED	68.29%	25.75%	8.96%	15.96%	30.62%	26.19%
Hispanic/ Latino	59.85%	16.24%	6.51%	14.37%	16.43%	25.74%
EL	46.76%	10.33%	4.84%	1.18%	16.09%	11.01%
SWD	31.82%	7.19%	2.33%	4.35%	10.64%	13.10%

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

Object 13a: Comparison of the Percentage of Students At or Above Standard on 2026 CAASPP Math Results for RRS, FMSD, State, and Schools Near RRS

2025-26 CAASPP (Math)						
Group	**RRS**	**FMSD**	**Lairon**	**Dahl**	**Franklin**	**State**
ALL	72.90%	29.71%	7.74%	17.86%	29.37%	38.35%
SED	70.81%	27.52%	8.51%	16.67%	28.02%	27.40%
Hispanic/Latino	65.15%	17.02%	7.30%	14.29%	16.31%	26.95%
EL	49.18%	10.45%	4.17%	6.10%	11.40%	11.69%
SWD	37.50%	8.08%	2.63%	4.35%	6.82%	13.24%

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

Objects 12, 12a, 13, and 13a above, reflect the 2024-25 and the 2025-26 CAASPP data as compared to the State, FMSD and the RRS students would otherwise have attended as well as schools in proximity to RRS: Lairon, Captain Jason M. Dahl, and Franklin Elementary. Overall, RRS's ELA and Math scores outperform the comparison schools in both 2024-25 and 2025-26 for all students and the numerically significant student groups (see the green highlights for schools and student groups which are outperformed by RRS or red highlights for any group which outperforms RRS).

ELPI/ELPAC Data

Objects 14 and 14a, below, (from https://caaspp-elpac.cde.ca.gov/), reflect the 2024-25 and 2025-26 English Learner Proficiency Indicator (ELPI) data as evidenced on English Language Proficiency Assessment of California (ELPAC) data. This data compares RRS, the State, FMSD, and the schools that RRS students otherwise would have attended: Lairon, Captain Jason M. Dahl, and Franklin Elementary. RRS outperformed all comparison entities in 2024 for Maintaining Level 4 but was outperformed in all other categories for 2024 and in all categories for 2025 by all comparison entities (see the green highlights for entities outperformed by RRS and the light red highlights for entities that outperform RRS).

Object 14: 2025 Comparison of EL Progress Measured by ELPAC

	RRS	**FMSD**	**Lairon**	**Dahl**	**Franklin**	**State**
Increased one or more ELPI levels	*39.2%*	*48.4%*	*41.0%*	*40.7%*	*50.3%*	*45.2%*
Maintained level 4	*2.1%*	*1.0%*	*1.7%*	*0.8%*	*1.1%*	*1.3%*
Total % making progress	*37.8%*	*49.1%*	*42.7%*	*40.9%*	*51.4%*	*46.4%*
Performance Level	*RED*	*GREEN*	*ORANGE*	*YELLOW*	*GREEN*	*YELLOW*
Number of Students	*147*	*1,823*	*117*	*127*	*181*	*777,537*

Data retrieved from: https://caschooldashboard.org

Object 14a: 2026 Comparison of EL Progress Measured by ELPAC

	RRS	FMSD	Lairon	Dahl	Franklin	State
Increased one or more ELPI levels	*24.0%*	*47.0%*	*43.4%*	*36.8%*	*45.1%*	*46.8%*
Maintained level 4	*0.0%*	*1.1%*	*1.9%*	*0.9%*	*0.6%*	*0.9%*
Total % making progress	*24.4%*	*47.6%*	*45.0%*	*36.9%*	*45.7%*	*47.4%*
Performance Level	*RED*	*YELLOW*	*GREEN*	*ORANGE*	*ORANGE*	*YELLOW*
Number of Students	*127*	*1,726*	*109*	*122*	*164*	*748,916*

Data retrieved from: https://caschooldashboard.org

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 comes from a list of valid and reliable assessments and measures adopted by the State Board of Education. RRS provided data from the CAASPP and 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. Per the data, Object 15 below, RRS students meet the one year growth for every year in school.

Object 15: Average NWEA CGI for RRS across Charter Term

ELA					
	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	0.67	0.61	0.52	0.64	0.43
Math					
All Students	0.49	0.56	0.26	0.51	0.80

Renewal Site Visit

On October 11, CSD staff conducted a Renewal Site Visit to the RRS campus. CSD staff visited classrooms, met with site and network leadership, and conducted focus group interviews with educational partners such as current students, parents, RPS board members, and teachers. During the visit, CSD staff observed instructional practices and routines consistent with the academic model outlined in the petition.

Finances

RRS is operated by Rocketship Education, Inc. (RSED). RSED, doing business as (dba) Rocketship Public Schools (RPS), is a nonprofit public benefit corporation incorporated in 2006. RSED and its affiliated school operators currently operate twenty-two (22) charter schools across California (13), Tennessee (3), Wisconsin (3), and Washington, D.C. (3).

The audited consolidated financial statements of Rocketship Education, Inc. and its affiliates (RSEA) include RSED and its schools, Rocketship Education Wisconsin Inc., Rocketship Education D.C. Public School Inc., Launchpad Company (LDC), and its wholly owned LLC's. Rocketship Support Network (RSN), a division of RSED, provides centralized management, administrative support, and organizational planning. LDC, incorporated in 2009, is a 509 (a) (3) nonprofit public benefit corporation and is a supporting organization of RSED. LDC provides school

facilities and development services that are consistent with RSED's educational mission. Although Rocketship's audited financial statements include these related entities, the historical financial summary presented below in Object 16A reflects RRS-specific financial activity. The annual audit summary presented in Object 16B reflects audit findings for Rocketship Public Schools as a consolidated organization.

Object 16A below presents RRS's historical financial performance from FY 2018–19 through FY 2025–26. Information through FY 2024–25 is based on audited financial statements, while FY 2025–26 reflects unaudited actual data. During this period, revenues increased from approximately $8.1 million to $14.1 million, while expenses increased from approximately $6.9 million to $12.7 million. Annual surpluses ranged from approximately $749,000 to $2.6 million, contributing to sustained growth in net assets.

As of June 30, 2025, RRS reported audited ending net assets of $12,669,505, equivalent to approximately 108% of annual expenses. FY 2025–26 Unaudited Actuals reflect an additional surplus of approximately $1.4 million and ending net assets of $14,109,566, equivalent to approximately 111% of annual expenses. Throughout the eight-year period, reported net assets remained well above SCCOE's 4% reserve requirement.

Object 16A: RRS Historical Financial Summary

		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
[A]	Total Revenues	8,145,048	8,282,613	8,754,215	9,666,148	12,561,578	13,332,387	13,584,790	14,132,618
[B]	Total Expenses	6,946,885	7,039,084	7,243,977	8,917,224	10,039,193	10,760,631	11,784,160	12,692,558
[C] =[A - B]	Net Income (Loss)	1,198,163	1,243,529	1,510,238	748,924	2,522,385	2,571,756	1,800,630	1,440,061
[D]	Transfer								
[E]	Beginning Fund Balance	1,073,880	2,272,043	3,515,572	5,025,810	5,774,734	8,297,119	10,868,875	12,669,505
[F]	Adjustment to Beg. Fund Balance		-	-	-	-	-	-	
[G] = [(E+F)+(C+D)]	Total Net Assets, End of Year	$ 2,272,043	$ 3,515,572	$ 5,025,810	$ 5,774,734	$ 8,297,119	$ 10,868,875	$ 12,669,505	$ 14,109,566
[H] = [G/B]	Fund Balance %	33%	50%	69%	65%	83%	101%	108%	111%

1. Source of Data: Audited Financial Reports for FY 2018-19 - 2024-25. FY 2025-26 data is based on Unaudited Actuals
Row[C] is a change in net assets without donor restrictions

RRS audit is included in the consolidated audited financial statements of Rocketship Education, Inc. and its affiliates. The audit results are summarized in the following table.

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Object 16B: Rocketship Public Schools (RPS) Summary of Annual Audit Reports

Rocketship Public Schools: Summary of Annual Audit Reports				
Fiscal Year	Auditing Firm	Opinion	Findings	Description
FY2022-23	Clifton Larson Allen LLP	Unmodified	Yes	1. TK class enrollment and adult-to-pupil ratio for Rocketship: Delta Prep, Alma, Mateo Sheedy, and Spark 2. Missing Immunization: for Rocketship: Sí Se Puede, Los Sueños, Discovery Prep – at least 1 student each school
FY2023-24	Clifton Larson Allen LLP	Unmodified	Yes	1. TK class enrollment and Rocketship: Si Se Puede 2. Unduplicated Pupil Counts- 1 student inaccurately reported (sample of 12 students) for Rocketship: Rising Stars 3. Attendance for Rocketship Alma- over-reported 1 instructional day on annual attendance report
FY 2024-25	Clifton Larson Allen LLP	Unmodified	No	None
FY 2025-26	Report pending: due January 31, 2027			

As summarized in Object 16B, the FY 2022–23 through FY 2024–25 audits received unmodified opinions. The FY 2023–24 audit identified an RRS-specific finding involving one student who was inaccurately reported in a sample of 12 students reviewed for unduplicated pupil counts. The FY 2024–25 audit reported no findings. The FY 2025–26 audit is pending and due by January 31, 2027.

Overall, RRS's historical financial results demonstrate consistent operating surpluses and a substantial accumulated net asset balance. Although annual surpluses have declined since FY 2023–24, the school continues to report revenues exceeding expenses and growth in net assets. RRS has consistently submitted fiscal reports required by law and SCCOE in a timely manner. Based on the historical financial information reviewed, SCCOE fiscal staff have not identified significant concerns regarding RRS's historical operating performance.

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 RRS, as well as other demographic data from CDE through the CDE website.

In Objects 17 and 18, a comparison of the average Distance from Standard (DFS) academic assessment scores is made between students who left RRS and the students remaining at RRS. Object 17 reviews the average DFS for students who left after Census Day, and Object 18 reviews the data for the students who left RRS 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 RRS 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 RRS or not returning to RRS are higher than or comparable to the students remaining at RRS. Further, the student enrollment numbers for the students who left RRS are for all grades, whereas the number of students tested only includes grades 3-4, as those are the grade levels tested at RRS. Further, there was no Dashboard data in 2020-21 or 2021-22 due to the cancelation of statewide testing because of COVID-19.

Object 17: Comparison of Average DFS for Students Who Left RRS After Census Day and RRS 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 RRS	DFS Average for Students who left RRS	DFS Average for Students Remaining at RRS
2019-20	**ELA**	36	651	5.53	2	-11.50	Null
2019-20	**Math**	36	651	5.53	2	34.00	Null
2022-23	**ELA**	146	626	23.32	101	34.27	30.1
2022-23	**Math**	146	626	23.32	101	14.68	43.2
2023-24	**ELA**	172	662	25.98	92	25.96	19.8
2023-24	**Math**	172	662	25.98	94	42.43	34.4
2024-25	**ELA**	161	646	24.92	95	21.37	18.4
2024-25	**Math**	161	646	24.92	100	28.72	43.4

Object 18: Comparison of Average DFS for Students Attended RRS for at Least 90 days and Did Not Return the Following Year and RRS 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 RRS	DFS Average for Students who left RRS	DFS Average for Students Remaining at RRS
2019-20	**ELA**	156	668	23.35	97	28.61	Null
2019-20	**Math**	156	668	23.35	95	58.39	Null
2022-23	**ELA**	185	645	28.68	123	24.44	30.1
2022-23	**Math**	185	645	28.68	124	-5.83	43.2
2023-24	**ELA**	162	626	25.88	111	32.35	19.8
2023-24	**Math**	162	626	25.88	111	36.99	34.4
2024-25	**ELA**	178	662	26.89	112	17.41	18.4
2024-25	**Math**	178	662	26.89	113	33.65	43.4

REVIEW OF THE CHARTER PETITION

SCCOE CSD 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

The RRS renewal Petition presents a research based educational program that meets the required elements of a sound educational program. As one of the ten Rocketship schools in Santa Clara County, RRS benefits from a network-wide structured systematic and congruent educational program. RRS, along with the other schools in this portfolio, operates under three foundational pillars (1) Teachers and leaders elevating and celebrating success, (2) Rocketeer students with personalized learning and growth, and (3) Rocketeers' parents being leaders in home, school, and community. Further, each Rocketship school has four core values - respect, responsibility, persistence, and empathy - with a fifth value selected by the school itself. RRS has added "Advocacy" for their school. Instruction is provided through a blended learning model using standard-aligned (Common Core State Standards and Next Generation Science Standards) curriculum, delivered through a block schedule with 90 minutes of independent learning (learning lab).

RRS 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 has four core values (respect, responsibility, persistence, and empathy), with a fifth value selected by the school itself. RRS has added "advocacy" for their school. The Online Learning Program (OLP) is individualized and adaptive, providing students with on-demand insight into their performance and progress. The OLP also yields classroom and school wide data which helps drive instruction and small-group placement.

Students Performing Below Grade Level:

RRS 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, RRS 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 initiative-taking intervention to prevent further academic delays, striving to move students toward grade-level proficiency through structured remediation.

Special Education:

RRS has 9.8% of its students identified as eligible for special education services. All these students are eligible under the mild-moderate range, as follows:

Object 19: 2026-27 Types of Disabilities Served by RRS (numbers and/or percentages)

Type of Disability	Disability 1	Disability 2
Specific Learning Disability (SLD)	15 (21.4%)	01
Speech or Language Impairment (SLI) only	16 (22.9%)	-
Autism	31 (44.3%)	01
Hard of Hearing (H/H)	01 (1.4%)	-
Other Health Impairment (OHI)	06 (8.6%)	-
SLI with a secondary disability	-	33

Data provided by RRS

The students are fully integrated into the general education environment and are supported by full-time credentialed special education teachers, with services provided within small group push-in or pull-out programs. RRS 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).

IEP teams at RRS include special education teachers, general education teachers, parents, RPS representatives (if necessary), SELPA representatives (if necessary), and other relevant professionals. These teams collaborate 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. RRS ensures all accommodations, modifications, and services outlined in the IEPs are implemented by qualified personnel and progress is communicated to parents.

RRS is part of the El Dorado Charter Special Education Local Planning Area (SELPA), and special education staff are provided with professional development and support from the SELPA, and its Charter Management Organization (CMO) administration. SCCOE staff contacted El Dorado SELPA, which stated that RRS is in good standing and all reports are submitted timely.

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Object 20: 2025-26 Special Education Enrollment by Program Setting for RRS and Comparison Schools and District and State

	RRS	FMSD	Lairon	Dahl	Franklin	State
Special Education Enrollment	61	900	114	64	59	883,862
Regular Class 80% or More of the Day	82.0%	52.6%	46.5%	62.5%	54.2%	60.9%
Regular Class 40-79% of the Day	11.5%	6.0%	3.5%	1.6%	6.8%	14.0%
Regular Class 39% or Less of the Day	4.9%	28.8%	32.5%	31.3%	33.9%	16.5%
Separate School & Other Settings	0%	1.3%	0%	0%	0%	2.5%
Preschool Setting	1.6%	11.3%	17.5%	4.7%	5.1%	6.1%
Missing/Unknown	0%	0%	0%	0%	0%	0.0%

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

English Learners (EL):

RRS 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, RRS 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 support, 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 the assistant principals are the educational and instructional leaders at RRS, in addition to being responsible for teacher supervision, evaluation, and providing input and approval of each faculty and staff member's Goals. Per the description of required qualifications for the position, the RRS principal

and assistant principal positions require a "valid teaching credential in CA or ability to transfer credentialing to CA (Teaching credential must have English as a Second Language endorsement)."

The Charter Schools Department Staff concluded the RRS Renewal Petition provides sufficient information to substantiate the required elements for a sound educational program.

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

Staff found facts demonstrating that the Petitioners are likely to successfully implement the program only if RRS resolves the other identified concerns and conditions through the MOU and/or an addendum thereto, as described more fully throughout this Staff Analysis and Findings of Fact.

3. Affirmation of each of the conditions required by statute

SCCOE Staff found the Petition contains the required affirmations.

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/or an addendum thereto. 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 and/or an addendum thereto, this does not mean other areas may not need additional correction to be included in that MOU and/or in an addendum thereto. Further, the staff's determination of an element as reasonably comprehensive may be premised on noted issues being remediated through that MOU and addendum process.

The Charter Schools Department Staff found, as detailed below, that additional specificity and requirements governing RRS'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 thereto. It is necessary to CSD Staff's determination that the description of an element is reasonably comprehensive that the parties enter into the MOU and/or an addendum thereto to address current requirements and best practices (including those updated/addressed by the 2026 MOU). That expectation informs and should be interpreted as applicable to the analysis of whether the Renewal Petition includes a reasonably comprehensive description of each element and the analysis and recommendations regarding the MOU and/or an addendum thereto informing, supplementing, and or being required in order for the description of each element to be reasonably comprehensive.

In preparing the Renewal Petition, RRS 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 recommend that the SCCBOE, as a condition of renewal, requires RRS to address these corrections, oversights, and omissions.

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

The above discussion of whether the educational program is sound is incorporated herein by this reference.

The Charter Schools Department Staff believe that this section of the Petition includes a reasonably comprehensive description.

B. Element Two: *Measurable Student Outcomes*

RRS'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.

RRS'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, RRS commits to continually updating its goals and performance expectations to reflect the evolving needs of students and state requirements.

The Charter Schools Department Staff believe 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, RRS utilizes several standardized assessments. These include the Smarter Balanced Assessments for English Language Arts and Mathematics. English Learners are assessed annually through the English Language Proficiency Assessments for California (ELPAC). Additionally, RRS administers the DIBELS assessments three times per year for K-4 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, RRS 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 RRS. 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 believe this section includes a reasonably comprehensive description.

D. Element Four: *Governance Structure*

The RRS charter school is operated and governed by Rocketship Education doing business as Rocketship Public Schools (RPS), a tax-exempt 501(c)(3) California nonprofit public benefit corporation. The RRS 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 RRS Renewal Petition shows that RSED/RPS currently has twenty-one (21) seats on its Board. RRS provided the board member names and qualifications as required. The description of the Governance Structure is also specifically supplemented by several provisions of the 2020 MOU, the 2021 Addendum, and the 2026 MOU.

The Renewal Petition specifies RRS 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 January 12, 2025.

In accordance with the Political Reform Act and the Conflict of Interest (COI) Code, all directors and senior RSED/RPS and RRS 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.

RRS 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 June 11, 2026, meeting to update issues regarding STRS in compliance with law. RSED/RPS has proposed and SCCOE has agreed to revised language for the RSED/RPS Bylaws which address previously raised issues. These changes will be approved at the next RSED/RPS Board Meeting on December 9, 2026.

The Charter Schools Department Staff believe this section includes a reasonably comprehensive description, if the RSED/RPS Bylaws are approved with the revised language agreed upon when the 2026 MOU is executed on December 9, 2026, after RPS Board Approval.

E. Element Five: *Employee Qualifications*

The Renewal Petition states it recruits qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities. The Renewal Petition further asserts the staff recruited believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605(c)(5)(e), RRS shall be nonsectarian in its employment practices and all other operations. RRS 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).

RRS and RPS continue to work with SCCOE Human Resources to make sure that the teaching staff meet all the legal requirements for them to perform as teachers with all the appropriate credentials and permits. As part of the annual review process, SCCOE Staff have determined that all RRS Staff meet the current credentialing requirements.

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

F. Element Six: *Health and Safety*

The Renewal Petition specifies that RRS maintains and regularly reviews and updates Board-approved policies and procedures to ensure the health and safety of students and staff. RRS 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 Sections 44237, 44691 and 47606.3, and all other legal requirements, and RRS states it is committed to providing a safe, compliant working environment. RRS submitted its 2026-27 Comprehensive School Safety Plan and declared that RRS 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 to ensure ongoing compliance with state and federal laws and regulations. RRS has updated its description of health and safety policies and procedures to address changes and new requirements of law that have gone into effect since its Charter was last renewed. The 2026 MOU also includes a variety of health and safety and related compliance commitments that RRS must affirm it will meet per the MOU and/or an addendum thereto.

The Charter Schools Department Staff believe this section, including the supplementation provided by the MOU and/or an addendum thereto, includes a reasonably comprehensive description.

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 RRS charter was initially submitted, which, as previously established, is FMSD. RRS's Renewal Petition has been updated consistently with these revised requirements.

Object 21, below, demonstrates that RRS's student demographic distribution is reflective of the surrounding Franklin McKinley School District (FMSD) but not the schools that RRS students would otherwise have attended: Lairon, Dahl, and Franklin. The Hispanic or Latino population at RRS is 64.2%, slightly higher than the 62% at FMSD, and the Asian population is slightly lower at RRS (27.2%) compared to FMSD (30.2%).

Object 22, below, highlights differences in student group populations between RRS, FMSD, and the schools RRS students would otherwise have attended. Notably, RRS has a slightly lower percentage of ELs at 32.9% compared to 38.8% in FMSD, and a significantly lower percentage compared to other comparison schools. RRS's SWD population is lower at 9.8% compared to 14.5% in FMSD and the even higher percentage at comparison school Lairon (33.3%). The SED population at RRS, at 62.2%, is significantly lower than FMSD's 81.4%, and significantly lower than Franklin (88.0%) and Dahl (91.2%).

Object 21: Comparison of 2025-26 Demographic Data Among RRS, FMSD, and Schools RRS Students Would Otherwise Have Attended

	Hispanic or Latino	Asian	Filipino	White	African American	Two or More Races
RRS	64.3%	27.2%	3.2%	1.3%	3.1%	0.8%
FMSD	62.0%	30.4%	3.0%	1.5%	1.3%	1.6%
Lairon	82.35	13.0%	2.3%	1.0%	0.3%	1.0%
Dahl	78.8%	14.7%	2.1%	2.1%	0.8%	1.3%
Franklin	48.8%	42.6%	2.4%	2.6%	1.2%	2.6%

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

Object 22: Comparison of 2025-26 Student Group Data Among RRS, FMSD, and Schools RRS Students Would Otherwise Have Attended

	Total Number of Students	SED	EL	SWD
RRS	621	62.2%	32.9%	9.8%
FMSD	7,575	81.4%	38.8%	14.5%
Lairon	300	87.3%	48.7%	33.3%
Dahl	387	91.2%	40.6%	16.5%
Franklin	500	88.0%	41.4%	11.8%

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

RRS's recruitment plan outlines broad strategies to attract a student population reflective of FMSD. 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 RRS's recruitment is on person-to-person engagement, including holding focus groups with parents and community organizations, distributing promotional materials, conducting community events at various times, cultivating relationships with local community members, and employing staff from the local area to lead recruitment efforts.

Object 23: RRS Demographic Data from 2017-18 to 2025-26

	Total Number of Students	Hispanic or Latino %	Asian %	Filipino %	White %	African American %	Two or More Races %
2017-18	561	66.1%	21.0%	0.0%	0.7%	2.5%	1.1%
2018-19	631	64.5%	27.7%	0.2%	2.1%	2.4%	0.6%
2019-20	630	63.8%	28.4%	0.0%	1.0%	1.6%	0.5%
2020-21	616	64.0%	29.2%	0.8%	0.8%	1.5%	1.3%
2021-22	608	62.3%	32.6%	1.6%	0.2%	2.1%	1.2%
2022-23	593	62.9%	31.0%	2.0%	0.8%	1.9%	1.2%
2023-24	614	64.7%	28.0%	2.4%	1.0%	2.9%	0.8%
2024-25	621	63.1%	29.6%	2.4%	1.1%	2.7%	0.8%
2025-26	621	64.3%	27.2%	3.2%	1.3%	3.1%	0.8%

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

Object 23, above, shows that RRS's racial and ethnic demographic composition has remained relatively stable from 2017-18 to 2025-26, particularly for the Hispanic or Latino population, which consistently represents most students. The Hispanic or Latino percentage has ranged from 62.3% to 66.1%, with the most recent year (2025-26) showing 64.3%. The Asian population, the next highest population, ranges from 21.0% to 32.6%, with 27.2% in 2025-26. The other demographic groups vary from year-to-year as various families move in and out of the school.

Object 24: RRS Student Group Data from 2017-18 to 2025-26

	Total Number of Students	Percentage of SED	Percentage of EL	Percentage of SWD
2017-18	561	82.2%	62.9%	5.0%
2018-19	631	74.3%	42.0%	6.3%
2019-20	630	67.3%	56.2%	7.6%
2020-21	616	74.7%	54.5%	7.8%
2021-22	608	72.4%	60.0%	7.9%
2022-23	593	73.7%	52.3%	7.8%
2023-24	614	72.5%	48.4%	8.5%
2024-25	621	65.7%	40.3%	8.5%
2025-26	621	62.2%	32.9%	9.8%

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

Object 24, above, indicates that the EL population at RRS has fluctuated over the years with a range of 62.7% to 82.2%; currently EL is 62.7%. The percentage of SWD has also grown with a range of 5.0% to 9.8%, currently SWD is 9.8%. The percentage of SED students has widely fluctuated, staying between 32.9% and 62.9%, with a current level of 32.9%. These data points

reflect a consistently high-need student population, particularly in terms of SED students, which comports with the intent and purposes of the Charter Schools Act.

In April 2026, SCCOE sent RRS a Notice of Concern and 47607(e) Notification due to the variance in the student balance between RRS and FMSD. RRS responded in July 2026 and provided a plan to address the issue.

The Charter specifies that "Rocketship shall, as part of its programmatic audit, 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, RRS 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 believe this section includes a reasonably comprehensive description only if RRS commits through the MOU and/or an addendum thereto to the ongoing work, review, and updates to its plan annually as described above.

H. Element Eight: *Admissions Policies and Procedures*

RRS 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 RRS's most recent renewal, the actual policies and procedures for admission – including how RRS 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. RRS has updated the Renewal Petition to include these items, though there is a clarification 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. RRS is seeking approval of the following preferences in the following order:

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

The previously approved preferences that are currently in effect are:

a. Siblings of students currently admitted or currently attending RRS
b. Children of staff, teachers, and founders of RRS (not to exceed 10% of total enrollment)
c. Students who qualify for free or reduced price meals
d. Residents of the Franklin McKinley School District
e. 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.

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

The minor change from "children of staff, teachers and founders of RRS" to "children of employees of RRS," should be approved.

Although the first preference was approved at the last renewal, CSD Staff has concerns regarding the procedures RRS will employ to implement the "enrolled or admitted to" process, namely, if a student who is attending RRS 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, but also implies that if two siblings who do not attend RRS 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 RRS 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 their children at the same school, but requests additional information and clarification on the lottery procedures as to how the admitted preference would be enacted.

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 RRS. The Charter Schools Department Staff believe 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: *Student Suspension/Expulsion Procedures*

RRS'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 24 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 RRS 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.

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

J. Element Ten: *Employee Retirement System*

The RRS Renewal Petition states all certificated employees of RRS 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 RRS will be offered a 403(b) program with a 5% match from Rocketship Public Schools. Rocketship's Human Resources team, in conjunction with the principal at RRS, ensures that appropriate arrangements for each employee have been made available.

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

K. Element Eleven: *Public School Attendance Alternatives*

FMSD resident students who choose not to attend RRS may attend other FMSD 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 RRS 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 RRS, except to the extent such a right is extended by the local education agency.

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

L. Element Twelve: *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*

The RRS Renewal Petition addresses the return rights of employees of the "County" in accordance with applicable law. However, SCCOE employees are employees of the "Santa Clara County Superintendent of Schools." This will need to be clarified in the MOU and/or addendum thereto.

The Charter Schools Department Staff believe this section includes a reasonably comprehensive description, but it must be updated through the MOU and/or addendum thereto to reflect the Santa Clara County Superintendent of Schools as the employer of personnel at SCCOE.

M. Element Thirteen: *Dispute Resolution*

The Renewal Petition includes the dispute resolution language from the Rocketship Si Se Puede 2024 MOU, which is reasonably comprehensive, with the provisions covering violations of the Charter, an MOU with SCCOE, or law, a problem related to the operation of RRS or the SCCOE's oversight obligations, or any dispute arising between SCCOE and the Charter. This dispute resolution language has been updated as part of the 2026 MOU provided to RRS.

The Charter Schools Department Staff believe this section includes a reasonably comprehensive description, though recommends it be required to be fine-tuned through the MOU and/or an addendum thereto be consistent with the SCCOE's most current dispute resolution language.

N. Element Fourteen: *Closure Protocol*

RRS outlines a process to be used if the charter school closes and CSD staff notes and appreciates that RRS incorporated directly into the Renewal Petition the closure protocol language from the 2024 Si Se Puede MOU.

The Charter Schools Department Staff believe this section includes a reasonably comprehensive description, though recommends it be required to be fine-tuned through the MOU and/or an addendum thereto be consistent with the SCCOE's most current closure protocol best practices.

Required Supplemental Information

CSD Staff reviewed the RRS renewal petition, which includes the budget narrative, projected budget, and cash flow for Fiscal Years (FY) 2026-27 through 2031-32. CSD Staff also reviewed supplemental documents and information presented at the public hearing to assess and clarify RRS's financial position. Supplemental materials reviewed 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. Staff used the FCMAT calculator to independently recalculate the LCFF Revenue sources reported in the renewal petition.

Enrollment & Average Daily Attendance (ADA)

Objects 25A and 25B below present RRS's historical and projected enrollment and Average Daily Attendance (ADA). Historical enrollment decreased from 631 students in FY 2018–19 to 593 students in FY 2022–23, before recovering to 621 students in FY 2024–25 and remaining at that level in FY 2025–26. Overall, enrollment declined by approximately 2% over the eight-year period. The introduction of TK in FY 2023–24 contributed to the subsequent recovery in total enrollment.

RRS's reported ADA decreased from 591.08 in FY 2018–19 to 531.10 in FY 2022–23, before increasing to 580.45 in FY 2025–26. The school's ADA rate ranged from approximately 90% to 96% during the historical period. After declining to approximately 90% in FY 2021–22 and FY 2022–23, the ADA rate improved to approximately 93% in FY 2023–24 and remained at that level through FY 2025–26.

For FY 2026–27, RRS's Adopted Budget assumes enrollment of 620 students and ADA of 594, representing an ADA rate of approximately 96%. The renewal petition maintains these projections annually from FY 2027–28 through FY 2031–32. FY 2026–27 Census Day enrollment reflects 622 students, two more than budgeted, with grade-level enrollment closely aligned with the projected configuration of 60 students in TK and 112 students in each of Grades K–4. These results support the reasonableness of the school's enrollment assumptions.

Although projected enrollment remains essentially unchanged from FY 2025–26, projected ADA increases by 13.55, or approximately 2%. The budget narrative states that the projected ADA rate includes attendance recovery. Achieving projected funded ADA will therefore depend on

improved attendance and the anticipated contribution from attendance recovery, as the projected rate exceeds approximately 93% reported in the three most recent historical years. Overall, SCCOE staff find RRS's enrollment projections reasonable relative to recent historical enrollment and current Census Day results.

Object 25A: RRS Historical and Projected Enrollment and ADA

		Historical Data								Enrollment Projection					
		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
	GradeTK	N/A	N/A	N/A	N/A	N/A	49	66	65	60	60	60	60	60	60
	Grade K	191	170	149	158	159	119	104	113	112	112	112	112	112	112
	Grade 1	127	125	122	113	112	112	119	111	112	112	112	112	112	112
	Grade 2	118	122	122	111	118	114	111	113	112	112	112	112	112	112
	Grade 3	111	109	117	114	99	118	111	112	112	112	112	112	112	112
	Grade 4	84	104	106	112	105	102	110	107	112	112	112	112	112	112
A.	Actual Enrollment	631	630	616	608	593	614	621	621						
B.	Projected Enrollment									620	620	620	620	620	620
C.	Incr/(Decr) in Enrollment[2]		-1	-14	-8	-15	21	7	0	-1	0	0	0	0	0
D.	Percentage change in Enrollment[3]		0%	-2%	-1%	-2%	4%	1%	0%	0%	0	0	0	0	0
E.	ADA	591.08	594.25	594.25	548.11	531.1	568.96	575.52	580.45	594	594	594	594	594	594
F.	ADA %[4]	94%	94%	96%	90%	90%	93%	93%	93%	96%	96%	96%	96%	96%	96%

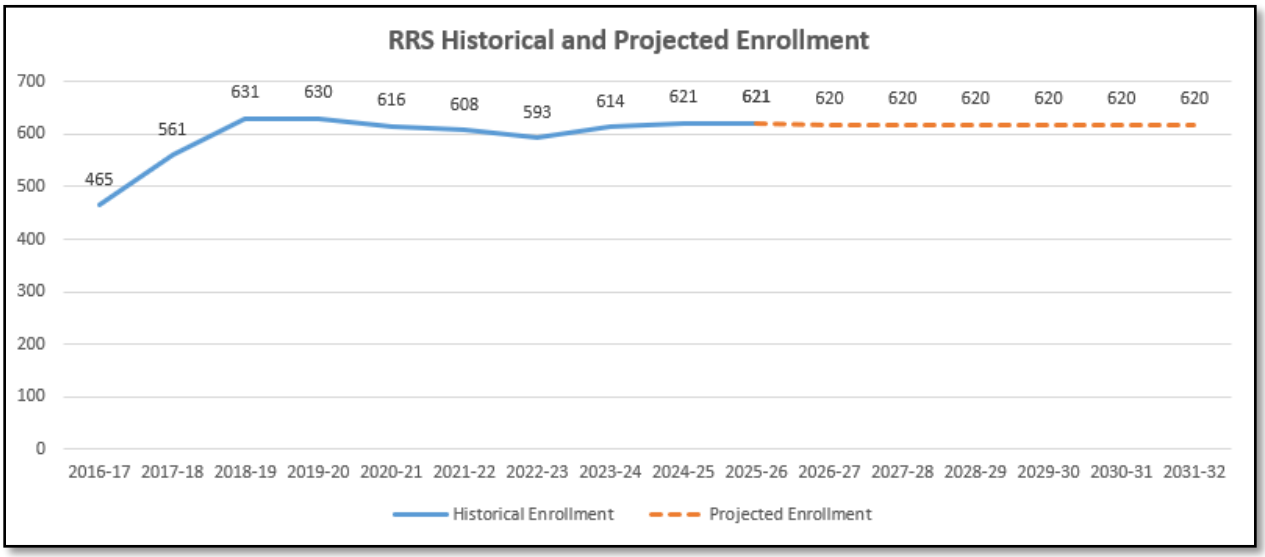
[1] Historical enrollment data is based on Census Day enrollment and historical ADA is based on P2 ADA.
FY 2026-27 enrollment is based on adopted budget. FY 2027-28 through FY 2021-32 is based on Renewal Petition Projections.

[2] Current Year Enrollment minus Prior Year Enrollment

[3] Row C/Prior Year Enrollment

[4] Row E/Row A or Row B

Object 25B: RRS Historical and Projected Enrollment



Revenues & Expenses

Object 26, below, presents RRS's multiyear projections for the current fiscal year and the five-year renewal term, FY 2026–27 through FY 2031–32. RRS projects a surplus of approximately $804,000 in FY 2026–27, followed by annual surpluses ranging from approximately $319,000 to $495,000 during the proposed renewal term. These projections depend on achieving the enrollment and funded ADA assumptions discussed in the enrollment and ADA section above.

As a result of projected annual operating surpluses, ending net assets are expected to increase from approximately $14.91 million in FY 2026–27 to $16.84 million in FY 2031–32. Projected

ending net assets represent approximately 111% to 117% of annual expenses, remaining substantially above the 4% minimum reserve benchmark established in the MOU with SCCOE.

Object 26: RRS Renewal Petition Multi-Year Projection Summary

		2026-27*	2027-28	2028-29	2029-30	2030-31	2031-32
[A]	Total Revenues	14,041,435	14,164,921	14,330,042	14,252,271	14,554,301	14,871,179
[B]	Total Expenses	13,237,923	13,801,463	14,011,119	13,914,057	14,140,291	14,375,915
[C] = [A - B]	Net Income (Loss)	803,513	363,459	318,923	338,214	414,010	495,264
[D]	Beginning Fund Balance	14,109,566	14,913,078	15,276,537	15,595,460	15,933,674	16,347,684
[E]	Adj. to Beg. Fund Balance	-	-	-	-	-	-
[F] = [(D+E) + C]	Total Net Assets, End of Year	$ 14,913,078	$ 15,276,537	$ 15,595,460	$ 15,933,674	$ 16,347,684	$ 16,842,948
[G] = [F/B]	Reserve Percentage	113%	111%	111%	115%	116%	117%

1. Source of Data for *FY 2026-27 adopted budget; 2027-28 through FY 2031-32 Renewal Petition projections.

Total revenues are projected to increase from approximately $14.04 million in FY 2026–27 to $14.87 million in FY 2031–32, representing an increase of approximately 6%. LCFF sources account for approximately 69% of projected revenues, other state revenues approximately 26%, and federal revenues approximately 5%, with no material reliance on donations or fundraising.

Total expenses are projected to increase from approximately $13.24 million in FY 2026–27 to $14.38 million in FY 2031–32, representing an increase of approximately 9%. The budget narrative incorporates approximately 2% annual salary increases. The staffing model also assumes a reduction of four noninstructional positions beginning in FY 2029–30, reducing total staffing from 64 to 60 full-time equivalent positions and contributing to the projected expenditure decrease in that year.

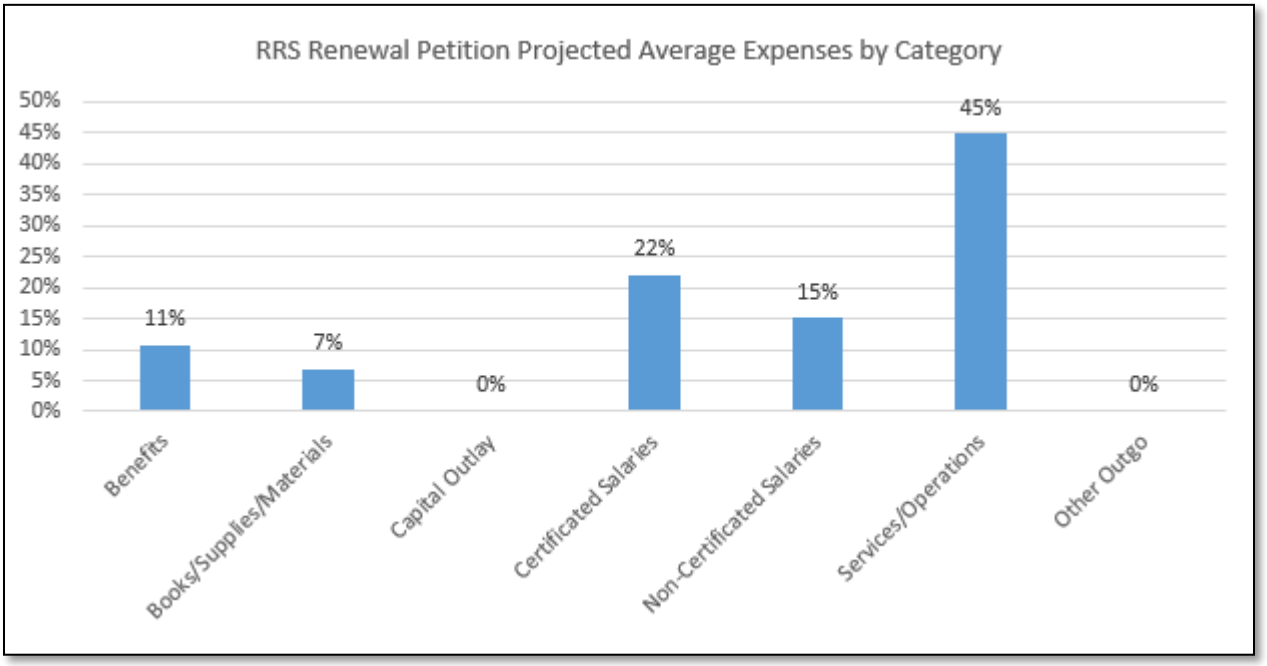
As reflected in the expense distribution below, personnel costs account for approximately 48% of projected expenses, consisting of 22% for certificated salaries, 15% for noncertificated salaries, and 11% for benefits. Services and operations represent approximately 45%, while books, supplies, and materials account for approximately 7%.

Major operating costs during the renewal term include network support fees of approximately $2.01 million to $2.12 million annually, calculated at 15% of eligible revenues, and annual facility lease expenses of approximately $1.29 million. The budget narrative excludes certain reimbursement and pass-through revenues from the network fee calculation. Projected SB 740 facilities assistance of approximately $718,000 annually offsets approximately 56% of lease expenses, leaving a net annual lease cost of approximately $569,000.

Overall, RRS's multiyear projections indicate positive annual operating results and continued growth in accumulated net assets. Although projected surpluses are lower than recent historical results, substantial accumulated reserves provide flexibility to absorb unfavorable variances. Staff recommend continued monitoring of enrollment and funded ADA, state program revenues, planned staffing reductions, and major operating costs, with corresponding adjustments to expenditures if actual revenues fall below projections.

The SCCOE staff finds that the multiyear budget projections presented in the charter renewal petition include a reasonably comprehensive description of anticipated revenues and expenses and satisfactorily demonstrate RRS's projected ability to meet its financial obligations.

Object 27: RRS Renewal Petition Average Expenses by Category



Cash Flow

RRS's adopted budget and charter renewal petition provide cash flow projections for FY 2026–27 through FY 2031–32. Object 28 below presents historical and projected year-end Days of Cash on Hand (DCOH). Projected DCOH ranges from 377 to 404 days, remaining substantially above SCCOE's 60-day benchmark throughout the projection period.

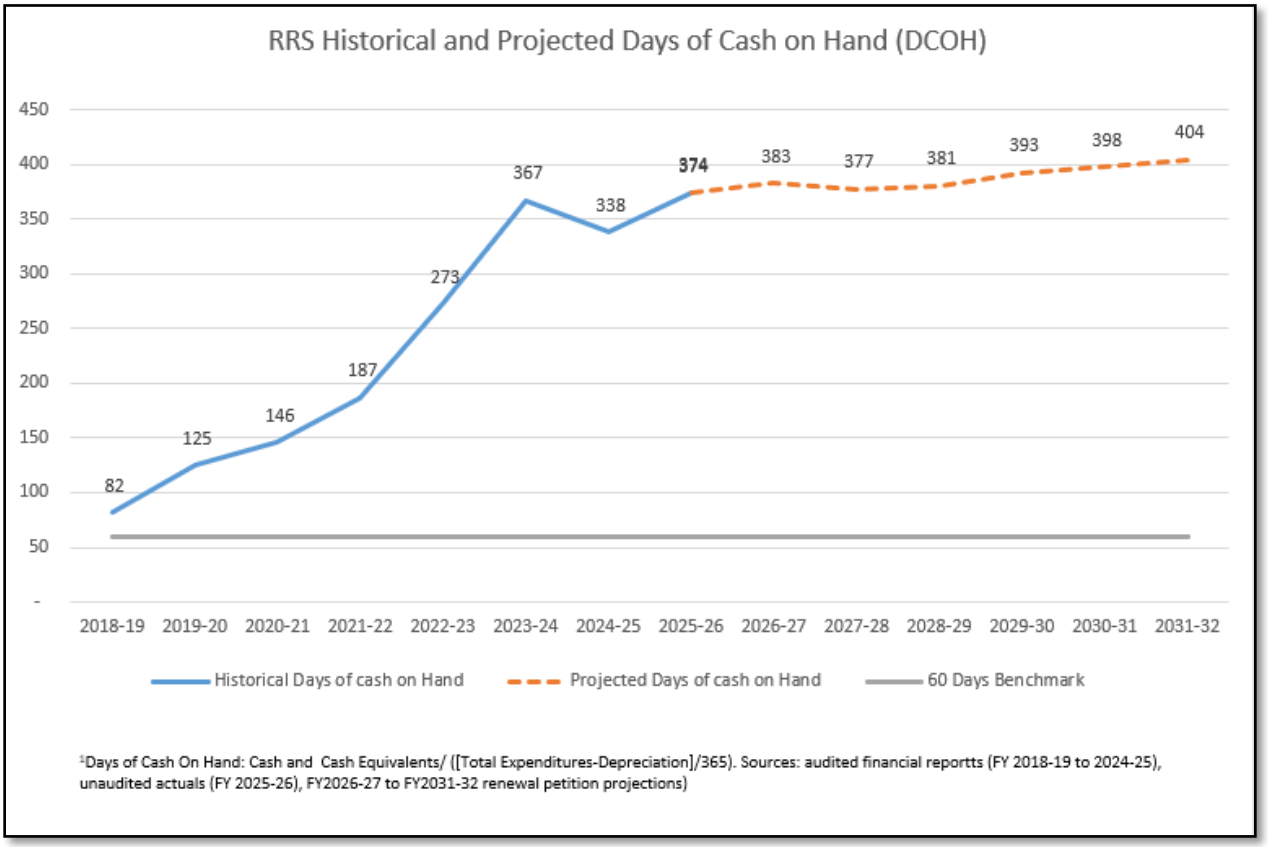
Historically, RRS maintained DCOH above the benchmark in all years reviewed. DCOH increased from 82 days in FY 2018–19 to 367 days in FY 2023–24, before decreasing to 338 days in FY 2024–25 and increasing to 374 days in FY 2025–26, based on unaudited actuals. This trend reflects a substantial strengthening of RRS's year-end liquidity.

As shown in Object 29, year-end cash increased from approximately $1.55 million in FY 2018–19 to $13.01 million in FY 2025–26. Cash is projected to increase further to approximately $13.87 million in FY 2026–27 and $15.92 million by FY 2031–32. Projected cash balances are equivalent to approximately 93% to 95% of ending net assets.

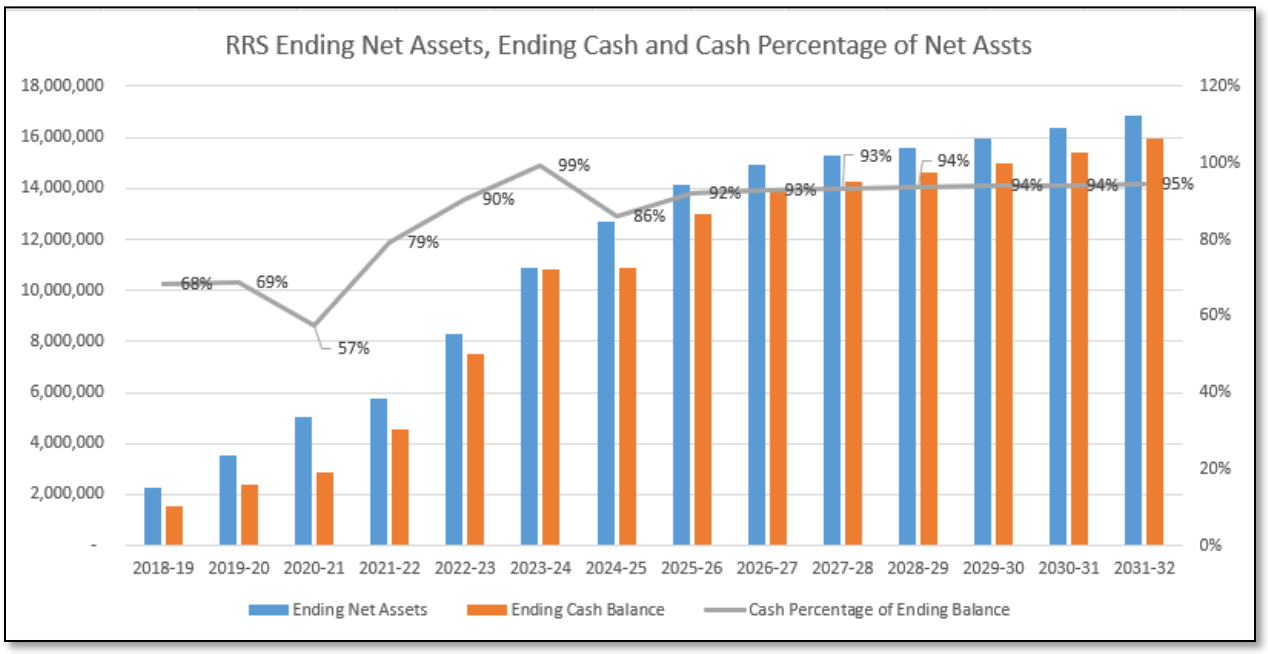
Overall, RRS's historical cash position and projected monthly balances indicate substantial liquidity and a favorable capacity to meet financial obligations throughout the renewal term. SCCOE staff are not aware of any significant concerns regarding RRS's cash position or projected ability to meet its financial obligations.

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Object 28: RRS Historical and Renewal Petition Days of Cash on Hand (DCOH)



Object 29: RRS Historical Ending Net Assets, Ending Cash and Cash as a Percentage of Net Assets



Potential Civil Liability Effects on the School and County Office

RRS is in compliance with its current MOU, including the insurance and indemnification, defense, and hold harmless provisions. The Renewal Petition specifies that RRS will carry insurance as recommended by its insurance company and enter into an MOU to indemnify SCCOE. It is essential that RRS comply with the SCCOE's current requirements regarding insurance and indemnification, defense, and hold harmless (not just its insurance carrier's recommendations) in order to protect SCCOE and RRS from potential civil liability effects of RRS's operations. The 2020 MOU and 2021 Addendum – including its insurance and indemnification obligations – 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 RRS will not continue to abide by SCCOE's requirements and the agreed upon MOU and/or an addendum thereto.

2. Exclusive Public Employer

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

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

RRS currently serves TK-4. It is located within the boundaries of the FMSD in a facility built for RRS's specific needs, and RRS plans to remain at that location throughout the renewal term. RRS is located at 3173 Senter Road, San Jose, CA 95111.

The Charter Schools Department Staff found RRS can meet the requirements for grade levels served, facility location, and students served.

4. Any Other Criteria Set Forth in the Statute

Since RRS'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, SB 98, AB 126, and AB 2467 which enacted broad changes to the Charter Schools Act. RRS will need to comply with the changes to the law.

ADDITIONAL CRITERIA FOR DENYING A CHARTER RENEWAL

Background

As noted above, any charter may be denied renewal pursuant to the standards and procedures in *EC* Section 47607(e), including upon a finding that the school is not serving all pupils who wish to attend. The chartering authority must provide at least 30 days' notice to the charter school of the alleged violation and provide the school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may then only deny renewal if it finds either (1) "The corrective action proposed by the charter school has been unsuccessful" or (2) "The violations are sufficiently severe and pervasive as to render a corrective action plan unviable." (*EC* Section 47607(e).)

On April 27, 2026, in response to direction from SCCBOE, in accordance with the requirements of *EC* Section 47607(e) related to potential nonrenewal of a charter because the charter school is not serving all pupils who wish to attend, SCCOE issued RRS an EC Section 47607(e) Notice and provided RRS a reasonable opportunity to cure the violations. The Notice and evidence contained therein, attached hereto as Exhibit 1, are incorporated herein by this reference as if set forth in full herein and will not be repeated in detail in this Staff Analysis and

Proposed Findings of Fact. Thus, SCCBOE has complied fully with the procedural requirements for charter denial pursuant to *EC* Section 47607(e), including providing over 30 days as RRS's reasonable opportunity to cure the violation described in the Notice.

This section of the Staff Analysis analyzes this violation, whether RRS's corrective action plan has been successful, and whether the Charter should be denied renewal on this basis.

On July 10, 2026, RRS provided a response to the Notice including a comprehensive corrective action plan to address the violations identified in the Notice, which response and corrective action plan is attached hereto as "Exhibit 2" and is also incorporated herein by this reference and will not be repeated in full herein. RRS's response and its corrective action plan indicated a commitment to continue its work in addressing these concerns and a desire and commitment to work in partnership with SCCOE to address the issues identified in the Notice. This corrective action plan includes annual reviews of RRS's efforts in the following areas:

1. *Neighborhood Canvassing*: RRS commits to conducting direct outreach in surrounding neighborhoods to raise local awareness of enrollment opportunities.
2. *Specialized Outreach*: RRS commits to connecting directly with low-income families and families of students with disabilities, including participation in local family resource fairs and community gatherings.
3. *Community Presentations*: RRS commits to delivering enrollment information directly to families at localized events in lower-income neighborhoods.
4. *Multilingual Assistance*: RRS commits to providing dedicated language support to guide families seamlessly through the application and enrollment process.
5. *Accessible Materials*: RRS commits to routinely reviewing marketing and informational materials to ensure clarity and accessibility for all families.

Staff notes that RRS's demographics have remained relatively stable across its 10 year history. It is the RRS student group populations which have changed; as well as FMSD and comparison schools which have changed around RRS. SCCOE understands it takes time and implementation of the corrective action plan elements, including ongoing review and modification to plan elements as needed, in order successfully to address and alleviate these issues. The corrective action plan proposed by RRS is a step in the right direction and must be implemented with fidelity. CSD Staff also recognize that RRS provides a valuable, high-quality educational program to its students who benefit from it. As such, CSD Staff believes that, on balance, it is not in the best interest of students to nonrenew RRS's Charter and for the school to close, provided that RRS commits to and is required as a condition of renewal to comply with the obligation to continue improving and implementing, reviewing, and updating as necessary its corrective action plan. CSD Staff believes that approval of the renewal for a term of five years, subject to the conditions described herein and in the proposed resolution – specifically including a condition requiring RRS to implement its corrective action plan on an annual ongoing basis – is consistent with sound educational practice.

CONCLUSION

The Charter Schools Department Staff reviewed RRS's Renewal Petition and verified data of measurable increases in academic achievement, in response to RRS 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 RRS Charter be renewed with the condition that RRS and RPS enter into an MOU and/or an addendum to an MOU on or before January 31, 2027, 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

2020 MOU and 2021 Addendum to be consistent with current law and SCCOE best practices, as well as any additional conditions identified by the SCCBOE.

Staff further recommends that the SCCBOE effectuate these actions by adopting the proposed resolution entitled: Resolution Conditionally Approving for a term of July 1, 2027, through June 30, 2032, the Charter Renewal for Rocketship Rising Stars Academy Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial & Denying the Rocketship Rising Stars Academy Charter School Charter Renewal if the Requirements Are Not Met.

Student Impact

The Charter School Department provides oversight and monitoring for 20 County Board of Education authorized charter schools. RRS was authorized in 2015 and currently serves approximately 620 students.

EXHIBIT 1

47607(e) Notice

EXHIBIT 2

Rocketship Response to 47607(e) Notice

Docusign Envelope ID: AD2A0638-0A4F-8A75-83AA-A811DD9B1206

Santa Clara County Office of Education
Dr. David M. Toston, Sr.
County Superintendent of Schools

April 24, 2026

SENT VIA EMAIL

Rocketship Rising Stars Academy
c/o Marcella Guerrera
Rocketship Public Schools
2001 Gateway Place, Ste. 230E
San Jose, CA 95110

Re: Notice in Accordance with *Education Code Section* 47607(e) and Notice of Concern

Dear Members of the Board and Marcella Guerrera:

The Santa Clara County Board of Education[1] initially authorized Rocketship Rising Stars Academy on June 17, 2015, and its current term runs through June 30, 2027. Rocketship Rising Stars Academy is governed by Rocketship Public Schools, a nonprofit public benefit corporation. In this notice ("Notice"), for all purposes, a reference to "Rocketship Rising Stars Academy" or "Rising Stars" or "RSS" or "School" or "Charter School" shall constitute a reference to Rocketship Rising Stars Academy, Rocketship Public Schools, and its Board of Directors, and a reference to "Rocketship" or "Rocketship Public Schools" or "RPS" shall constitute a reference to Charter School. Without regard to the terminology used, throughout this Notice, all references are intended to and do apply to the nonprofit corporation, its Board of Directors, and the School and, to the extent the School and corporation are separate entities, SCCOE holds both responsible for all matters. The School, the corporation, and the corporate Board will be referred to herein collectively and/or individually and interchangeably primarily as "Rising Stars" but may be referred to herein by any and all of these terms.

SCCOE is sending this Notice pursuant to *Education Code* (*EC*) *Section* 47607(e)[2] as notice of SCCOE's determination that Rising Stars is demonstrably unlikely to successfully implement the program set forth in its expected charter renewal petition ("Charter") because it is not serving all pupils who wish to attend. The SCCOE is hereby providing Rising Stars a reasonable opportunity to resolve the violations. If Rising Stars fails to resolve the violations set forth in this Notice, including providing and implementing a corrective action plan, SCCOE may deny Rising Stars' renewal Charter in accordance with *Section* 47607(e). This Notice also serves as a general notice of concern consistent with SCCOE's general oversight obligations whereby SCCOE is notifying

[1] The Santa Clara County Board of Education, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education are collectively referred to herein as "SCCOE."
[2] All further statutory references are to the Education Code unless otherwise indicated.

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Rising Stars of the concerns described herein and SCCOE's expectation and requirement that Rising Stars will take all necessary and appropriate steps to remediate these concerns.

I. BACKGROUND

Rising Stars is expected to submit its renewal Charter on September 21, 2026, during the 2026-27 school year. In addition to the other bases for denial of a charter renewal, a chartering authority may deny a renewal upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or because the charter school is not serving all pupils who wish to attend. In this context, "not serving all pupils who wish to attend" means a charter school is not serving all demographic groups, including but not limited to, historically underserved student groups and/or students based on their academic performance. To deny on this basis, SCCOE must first provide Rising Stars with at least 30 days' notice of the violation(s) and a reasonable opportunity to cure the violation(s). (*Section* 47607(e).)

The Charter Schools Act ("CSA") includes a finding that the charter school is demonstrably unlikely to successfully implement the program set forth in its charter because it is not serving all students who wish to attend as a separate cause for denying renewal of any charter school. This finding is implicated by the substantial discrepancy in Rising Stars' enrollment of historically underserved pupil groups in comparison Franklin McKinley School District's ("FMSD") population. Thus, this Notice, and the corresponding opportunity to resolve and correct these concerns, are clearly and explicitly for Rising Stars' benefit and provide Rising Stars added protections and opportunity to resolve matters that could negatively impact Rising Stars' upcoming request to have its Charter renewed.

Numerous changes to the CSA have been made over time that focus on ensuring that charter school admissions are fair, open, equal, and non-discriminatory; that no students are discouraged from enrolling in any charter school for any reason; and that charter school admissions do not result in limiting charter school enrollment on the basis of protected characteristics. These revisions to the law governing charter schools have been far-reaching, impacting enrollment preferences and practices, mandating that charter schools define the means by which they will work towards student enrollment reflective of the racial and ethnic, special education, and English learner populations of their local community, and including consideration of whether a charter school is serving all pupils who wish to attend when determining whether to renew a charter. In light of these changes, there can be no doubt that the Legislature and Governor, as well as the public education advocates who provided input into these statutory changes – including advocates from the charter school community – perceived unequal access to all charter schools to be a substantial concern requiring remediation by charter schools and authorizers.

During Rising Stars' 2020-21 renewal process, the Staff Analysis and Findings of Fact stated, "RRS's student demographics do fairly closely reflect the demographics of the Franklin-McKinley School District, though RRS has a somewhat higher Hispanic or Latino population and correspondingly lower population of other demographic groups. RRS also has a higher

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percentage of English learner pupils, and a smaller percentage of students with special needs. This element of the Charter does reflect the SCCBOE and RPS Board's desire to provide opportunities for the targeted demographic population to have access to choice programs. RRS's Charter includes an outreach plan and focuses on a variety groups and has increased in diversity over time. RRS has also included a preference in the Charter for students who qualify for Free and Reduced Priced Meals (FRPM), to provide additional opportunities for diverse students to attend RRS."

Rising Stars was also reminded in both the 2023-24 and 2024-25 SCCOE Annual Oversight Reports, "[i]n preparation for renewal of the RRS charter, [to] update the plan outlined in *EC Section* 47605(c)(5)(G) to include special needs pupils and English learner pupils, including redesignated English learners, reflective of the general population residing in the district."

SCCOE's goal is for Rising Stars and SCCOE to work cooperatively with an emphasis on serving student needs and ensuring equal access. SCCOE desires to assist Rising Stars in creating and implementing an effective plan whereby Rising Stars can increase its efforts and successes in enrolling a more diverse student population consistent with the letter and spirit of the law.

Rising Stars should develop a results-oriented corrective action plan, including, but is not limited to, concrete means of increasing outreach efforts including assurances that Rising Stars welcomes and serves all students, irrespective of whether a family chooses to volunteer at the school as part of Rising Stars' parent involvement and community engagement model, and that volunteering is not a requirement to enroll at or attend Rising Stars. SCCOE stands ready to support Rising Stars in the development and implementation of this plan. SCCOE anticipates that Rising Stars acknowledges this Notice as an opportunity to move forward in a strong, productive, and collaborative fashion to implement the mission of educating and serving all students and to alleviate any and all real or perceived disparities in the educational opportunities and services afforded by Rising Stars. SCCOE believes our mutual focus should be educating students, and SCCOE looks forward to collaborating with Rising Stars in furthering the statewide mandate to expand access to charter schools.

Issuing notice pursuant to *Section* 47607(e) is a formal legal procedure mandated by law that relates directly to renewal or nonrenewal of Rising Stars' Charter. This Notice is not a decision to deny Rising Stars' Charter renewal. Rather, it is a clear statement and notice to Rising Stars that this is an issue of serious concern that Rising Stars is expected to address. SCCOE hopes Rising Stars takes these matters seriously and recognizes this Notice as an opportunity for Rising Stars to take significant steps to implement our shared priorities and the mandates of the CSA in collaboration with SCCOE.

II. FINDINGS

SCCOE hereby notifies Rising Stars of evidence that Rising Stars is not serving all students who wish to attend. This evidence constitutes a possible cause for denying Rising Stars' renewal if not remedied and this Notice affords Rising Stars a reasonable opportunity to address these

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concerns. The CSA requires that charters include a description of the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils and English Learner pupils reflective of the general population of the school district in which they are located. Moreover, the CSA includes a variety of other requirements and prohibitions mandating equal access and nondiscrimination in access to and ongoing enrollment at charter schools. *Section* 47607(d) and (e) establish that equity in access and a charter school's success in ensuring this equity is fundamental and necessary to a determination whether to renew a charter school petition. Consistent with these requirements of the CSA, SCCOE monitors Rising Stars' enrollment and demographic data.

A. Rising Stars' Enrollment and Demographic Data.

During the 2025-26 school year, SCCOE reviewed Rising Stars' publicly available dashboard enrollment data from the California Department of Education ("CDE") for 2024-25. SCCOE then compared that data to the corresponding CDE dashboard data for to FMSD, the local district in which the charter school is located. (This dashboard data can be located at the following links: Rocketship Rising Stars https://www.caschooldashboard.org/reports/43104390133496/2025 and FMSD https://www.caschooldashboard.org/reports/43695750000000/2025) SCCOE reviewed the following demographic groups as specified in the dashboard data: African American, Asian, Filipino, Hispanic, Two or More Races, and White. SCCOE also reviewed the following numerically significant student groups: English Learners, Socioeconomically Disadvantaged (SED), and Students with Disabilities. SCCOE found from this review that Rising Stars' enrollment was significantly disproportionally low compared to FMSD among in the following historically underserved pupil groups areas: Students with Disabilities and Socioeconomically Disadvantaged (see chart below).

2024-25 Demographics	**Rocketship Rising Stars**		**Franklin McKinley School District**		**DIFFERENCE**
	Total	Percentage	Total	Percentage	
All Students	621		5,675		
African American	17	2.7%	78	1.4%	1.3
Asian	184	29.6%	1,697	29.9%	-0.3
Filipino	15	2.4%	190	3.3%	-0.9
Hispanic	392	63.1%	3,512	61.9%	1.2
Two or More Races	5	0.8%	89	1.6%	-0.8
White	7	1.1%	89	1.6%	-0.5
English Learners	250	40.3%	2,477	43.6%	-3.3
Socioeconomically Disadvantaged	**408**	**65.7%**	**4,724**	**83.2%**	**-17.5**
Students w Disabilities	**53**	**8.5%**	**818**	**14.4%**	**-5.9**

Source https://www.caschooldashboard.org/

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SCCOE then reviewed the same data from Rising Stars' last renewal in 2020-21 (see chart below). Rising Stars had a disproportionately high enollment compared to FMSD of a different group, English Learners, at the time of renewal. The disproportionality has reduced for English Learners (from 14.9 to -3.3) since the last renewal. In contrast, the disproportionality has grown since the last renewal for Socioeconomically Disadvantaged pupils (from -0.5 to -17.5) and Students with Disabilities (-3.7 to -5.9). (This dashboard data can be found at the following links: Rocketship Rising Stars https://www.caschooldashboard.org/reports/43104390133496/2021 and FMSD https://www.caschooldashboard.org/reports/43694270000000/2021).

2020-21 Demographics	**Rocketship Rising Stars**		**Franklin McKinley School District**		**DIFFERENCE**
	Total	Percentage	Total	Percentage	
All Students	616		6,611		
African American	9	1.5%	109	1.6%	-0.1
Asian	180	29.2%	2,027	30.7%	-1.5
Filipino	5	0.8%	264	4.0%	-3.2
Hispanic	394	64.0%	3,927	59.4%	4.6
Two or More Races	8	1.3%	96	1.5%	0.2
White	5	0.8%	155	2.3%	1.5
English Learners	336	54.5%	2,616	39.6%	14.9
Socioeconomically Disadvantaged	460	74.7%	4,969	75.2%	-0.5
Students w Disabilities	48	7.8%	757	11.5%	-3.7

Source https://www.caschooldashboard.org/

III. REMEDIAL/CORRECTIVE ACTION

Based on the disproportionality in enrollment of these historically underserved pupil groups as described above, SCCOE is issuing this Notice supporting a determination that Rising Stars is demonstrably unlikely to successfully implement its program due to not serving all pupils who wish to attend. This Notice also serves as a general notice of concern about the work to address the disproportionate under-enrollment of the students with disabilities and socioeconomically disadvantaged student groups at Rising Stars. Consistent with *Section* 47607(e), by this Notice Rising Stars is being provided a reasonable opportunity to resolve the concerns identified herein, including providing a corrective action plan.

Rising Stars must determine how it will resolve the concerns identified in this Notice, including the development, submission, and implementation of a corrective action plan, which should also include details and explanations of how the proposal(s) will address the concern(s). SCCOE is committed to collaborating and supporting Rising Stars in these efforts, and anticipates that the plan and Rising Stars' response will include, at a minimum, the following, including consideration

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of the various concepts below to determine if they would be effective components of Rising Stars' plan:

1. Potentially engaging the services of a professional expert(s) to assist in the development of Rising Stars' corrective action plan, based on Rising Stars' specific facts and circumstances, which may significantly affect the impact and likelihood of success of Rising Stars' corrective plan.

2. Updates to Rising Stars' outreach and recruitment plans, including but not limited to updates and modifications to the plans as described in the Pupil Balance element of the Charter pursuant to *Section* 47605(c)(5)(G). The updated plans should include, but not be limited to, at least annually, following the completion of Rising Stars' open enrollment period and any required public random drawing, Rising Stars shall audit, assess, and review the results of its outreach and recruitment plan in order to determine the effectiveness of its efforts to achieve the pupil balance provided for in the CSA, and modify/update its plan, including recruitment and outreach efforts, to improve the effectiveness of its plan as necessary. The annual review and analysis shall include metrics for assessing the effectiveness of the various components of the plan, and shall not simply assume that the plan (or any component thereof) is or is not working as a whole based on who enrolled, but shall include a more specific analysis of facts and factors indicating effectiveness and identifying plans to increase effectiveness as necessary. Rising Stars should commit to providing SCCOE a written report of this analysis and any changes/updates to its plan by May 31 each year.

3. Detemine whether modification of existing admissions preferences is appropriate.

4. Commit Rising Stars to all of the following requirements regarding admissions: Rising Stars shall announce the number of openings at each grade level prior to commencing the open enrollment period each year, to its best estimation. If the number of openings will result in an overall decrease in enrollment from the prior year, Rising Stars shall explain in writing to SCCOE the reason for the enrollment reduction. After that announcement, Rising Stars may increase the number of openings in any grade level but may not decrease the number of seats at any grade level for that open enrollment and lottery period. Rising Stars shall inform SCCOE should it increase the number of openings after the original announcement, including providing a written explanation as to the basis for the increase. Rising Stars shall admit students for each of the announced open seats (in accordance with the lottery procedures and order) until all such openings have been filled or there are no more applicants or waitlisted students for the seat(s).

5. Simplify and provide assistance in understanding and completing the application process, including through information and application assistance meetings at times and locations convenient to the underrepresented communities and in multiple languages. Assist families to complete applications and paperwork required for enrollment after admission.

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6. Make hardcopies of applications and informational materials available at Rising Stars, at each informational meeting, and at other locations throughout the community.

7. Consider the word choice in FAQ and advertisements to ensure it is accessible, clear, understandable, and welcoming.

8. Implement school and community programs that celebrate diversity.

9. Clearly state in all materials about the program and application and admission to Rising Stars that volunteering or other donations are not required and have any impact on a student's initial or continued enrollment or participation at Rising Stars. All such statements should be in font of at least the same size and quality as the font referring to the parent involvement model.

10. Train staff members, volunteers, and parents who organize activities, seek donations, etc., on the requirements and prohibitions of the free schools guarantee and *Education Code Section* 49010 et seq. and prohibit any communications implying that donations or volunteerism are required or have any impact on a student's initial or continued enrollment or participation at Rising Stars.

This is not intended to be a comprehensive list of actions that Rising Stars should consider or implement but is provided as a resource to assist and support Rising Stars in this process.

IV. CONCLUSION

In compliance with SCCOE's expectations in issuing this Notice, and in accordance with *Section* 47607(e), please submit Rising Stars' response, including its corrective action plan on or before **July 1, 2026**. This affords Rising Stars a reasonable opportunity to resolve and commence implementation of the corrective action plan prior to the open enrollment period for the next school year and provides SCCOE an opportunity to evaluate and, if necessary, collaborate with Rising Stars' on its corrective action plan prior to any action on Rising Stars' renewal Charter.

As always, SCCOE is committed to providing support and assistance to Rising Stars' efforts to increase equity and access in its applicant pool and enrollment.

SCCOE looks forward to Rising Stars' response to this Notice. Should you have any questions regarding the foregoing, please do not hesitate to contact me or Director Dr. Johnson.

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In collaboration,

Signed by:
AEFF8FA0C5E741B...

David Toston, Sr., Ed.D.
County Superintendent of Schools

Attachments

cc: Santa Clara County Board of Education
Michelle Johnson, Ed.D, Director, Charter Schools Department, SCCOE
Alberto Perez, Rocketship Rising Stars, Principal
Janine Ramirez, Rockesthip Public Schools, Sr. Director, External Affairs

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July 10, 2026

Dr. David Toston, Sr.
County Superintendent of Schools
Santa Clara County Office of Education

CC: Michelle Johnson, Ed.D, Director, Charter Schools Department, SCCOE

Re: Response to Notice Pursuant to Education Code Section 47607(e)

Dear Dr. Toston,

Rocketship Public Schools appreciates the opportunity to respond to the Notice in Accordance with Education Code Section 47607(e) and Notice of Concern ("Notice") dated April 24, 2026, on behalf of Rocketship Rising Stars Academy ("Rising Stars", "RRS"). We share SCCOE's commitment to ensuring that every student has equitable access to a high-quality public education, and we proudly welcome and serve all students.

SCCOE's Notice raises concerns regarding whether Rising Stars is serving all pupils who wish to attend. We appreciate the opportunity to provide additional information regarding our admissions practices, enrollment trends, and ongoing outreach efforts, which demonstrate Rising Stars continued commitment to serving all students

Our admissions process is open, nondiscriminatory, and conducted in accordance with the Charter Schools Act, our Charter Petition, MOU and relevant law. We do not engage in practices that prevent, discourage, or exclude students from enrolling based on disability, socioeconomic status, English learner status, academic performance, or any other protected characteristic.

Key elements of our enrollment structure include:

- Public Lottery: When applications exceed available capacity, students are admitted via a public random lottery consistent with state law.
- No Barriers to Entry: Families are never required to volunteer, donate, or meet any external conditions as a prerequisite for admission or continued enrollment.
- Local Access: In accordance with charter school law, Rising Stars is not restricted to a single school district and proudly serves many students from neighboring districts, some of which may not mirror the demographics of the Franklin Mckinley School District.
- Socioeconomic Preference: In alignment with the Rising Stars mission, vision and charter petition, Rising Stars has actively sought to increase enrollment of historically underserved students, including through the enactment of an enrollment preference for students who qualify for free or reduced price meals during the last charter renewal in 2020.

Throughout the current charter term, Rising Stars has consistently served a student population composed predominantly of historically underserved students, including students who are socioeconomically disadvantaged, English Learners, and students with disabilities. While the composition of both Rising Stars and Franklin-McKinley School District has evolved over time,

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Rising Stars has maintained a steady commitment to our nondiscriminatory admissions practices, a preference for Socio Economically Disadvantaged students, as well as our commitment to all students.

As part of our annual enrollment planning process, we routinely review enrollment trends, assess the effectiveness of our outreach strategies, and refine our recruitment efforts to ensure that families from historically underserved communities are aware of the opportunity to attend Rising Stars.

To ensure families from historically underserved communities are aware of and can easily navigate our application process, we execute the following targeted initiatives:

- Neighborhood Canvassing: Conducting direct outreach in surrounding neighborhoods to raise local awareness of enrollment opportunities.
- Specialized Outreach: Connecting directly with low-income families and families of students with disabilities, including participation in local family resource fairs and community gatherings.
- Community Presentations: Delivering enrollment information directly to families at localized events in lower-income neighborhoods.
- Multilingual Assistance: Providing dedicated language support to guide families seamlessly through the application and enrollment process.
- Accessible Materials: Routinely reviewing marketing and informational materials to ensure clarity and accessibility for all families.

Rising Stars will continue to monitor changing demographic trends within San Jose and adjust our recruitment approaches to ensure robust, equitable access for all student populations.

Rocketship Rising Stars appreciates SCCOE's continued partnership and looks forward to continuing our collaborative efforts to expand awareness of educational opportunities for all families while ensuring equitable access through an open and nondiscriminatory enrollment process.

Sincerely,

Maricela Guerrero
California Executive Director
Rocketship Public Schools