

**ROCKETSHIP PUBLIC SCHOOLS
RESPONSE TO MT DIABLO UNIFIED SCHOOL DISTRICT
REQUEST TO RENEW THE CHARTER OF ROCKETSHIP FUTURO ACADEMY
STAFF REPORT REGARDING ROCKETSHIP FUTURO ACADEMY**

OCTOBER 22, 2020

**DISTRICT BOARD DECISION HEARING:
OCTOBER 26, 2020**

Summary of Response

Petitioner Marie Issa Alvarado-Gil, Regional Director for Rocketship Education, d/b/a Rocketship Public Schools (“Rocketship Public Schools” or “Rocketship”), accepts the Resolution of the Mt. Diablo Unified School District Board of Education Regarding Request to Renew Rocketship Futuro Academy Charter, with the following edits identified below.

Rocketship requests a correction to the statement below in the Resolution to reflect the Mt. Diablo Unified School District rather than the County Board.

“WHEREAS, in compliance with Education Code §47605(c), the County Board held a public hearing on September 14, 2020 to determine the level of support for the Renewal,”

Rocketship requests a correction to the statement below in the MOU section 4 to reflect the Mt. Diablo Unified School District rather than the County Superintendent of Schools.

“Technical Assistance/Failure to Improve Academic Outcomes: Rocketship acknowledges that if it shall receive technical assistance from the County Superintendent of Schools if it meets any of the requirements under Education Code section 47607.3(a), or from the California Collaborative for Educational Excellence if it meets any of the requirements under Education Code section 47607.3(c),”

Rocketship is in agreement with Option 1: ...”to renew the charter of the Rocketship Futuro Academy for a term of July 1, 2021 through June 30, 2026, conditioned upon the Charter School signing and agreeing to the conditions attached as Exhibit A to this Resolution, and executing the Memorandum of Understanding attached as Exhibit E to the Resolution, no later than December 15, 2020.”

On this date of October 22, 2020, Rocketship hereby submits a Response to Mt Diablo Unified School District Request to Renew the Charter of Rocketship Futuro Academy Staff Report. Petitioner reserves the right to equal time and opportunity to present evidence and testimony to respond to the staff recommendations and findings on October 26, 2020. (Education Code 47605)

Background

On July 27, 2020, petitioner filed a request for renewal of the charter petition for Rocketship Futuro Academy (Rocketship Futuro Academy) for a 5 year term of July, 1, 2021 through June 30, 2026.

On October 1, 2020, Rocketship received a request from John Yeh, attorney for the Mt. Diablo Unified School District (“MDUSD” or “District”), for a 1-day extension for the Board to make a determination to either grant or deny the charter renewal within 90 days of receiving the petition. By mutual consent of both the petitioner and the Board, the request was approved. (Education Code 47605)

Petitioner obtained an electronic copy of the District’s staff report on Monday, October 12, 2020 via email from Mr. Yeh. Additionally, Rocketship was able to obtain public access to the staff report via the online portal to MDUSD Board Agenda for Upcoming Meeting Dates October 26, 2020 ([Rocketship Futuro Academy Renewal](#) Determination).

Legal Standard for Renewal of Charter Petition

In accordance with Education Code 47607 and 47607.2, as amended by Assembly Bill 1505 (effective July 1, 2020), Rocketship Futuro Academy falls under the criteria for renewal for “Middle Performing” charter schools.¹

EC §47607.2(b) applies to all charter schools for which EC §§47607(c)(2) and 47607.2(a) do not apply (*i.e.*, “Middle Performing” charter schools). For these schools:

- “[T]he chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.” (EC §47607.2(b)(1))
- “The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.” (EC §47607.2(b)(2))
- “In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence 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.” (EC §47607.2(b)(3). ***Please note that (B) will not apply to Rocketship Futuro Academy, as it only serves students through grade 5.*

¹ The California Department of Education released a list of performance category designations for all charter schools, as determined by the criteria outlined in AB 1505, available at <https://www.cde.ca.gov/sp/ch/ab1505.asp>.

As detailed in the charter renewal petition, Rocketship Futuro Academy's charter should be renewed for another 5-year period based on an analysis of each criterion set forth in EC §47607.2(b). Rocketship Futuro Academy has demonstrated strong performance on state and local indicators, both on a school-wide basis and among subgroup populations (referred to herein as "Student Groups"), and demonstrable academic growth based on DFS improvement and CAASPP proficiency, as well as NWEA MAP performance. Importantly, based on CAASPP and NWEA MAP performance data, Rocketship Futuro Academy achieved at least one year's progress.

The petition for renewal must also include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. (Education Code 47607; 5 CCR 11966.4)

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. However, a charter renewal shall not be denied based on the fiscal impact of the charter school on the district or a finding that the charter school is unlikely to serve the interests of the entire community in which the school is located, as described in Education Code 47605. (Education Code 47607)

Education Code section 47605(c)(5)(B) requires that the Renewal contain a reasonably comprehensive description of the following required charter petition elements:

1. Description of educational program
2. Measurable pupil outcomes
3. Method for assessing pupil progress
4. Governance structure of the school
5. Employee qualifications
6. Health & safety procedures
7. Means to achieve race/ethnic balance
8. Admission requirements, if applicable
9. Manner in which annual independent financial audits shall be conducted
10. Student suspension & expulsion procedures
11. Staff coverage by State Teachers' Retirement System, Public Employees' Retirement System or Social Security
12. Public school attendance alternatives
13. District employee leave & return rights
14. Dispute resolution process
15. Procedures for closure of school

Other Information Required for a Successful Charter Petition:

1. Information re proposed operation and potential effects of school:
2. Facilities to be utilized
3. Provision of administrative services
4. Potential civil liability effects, if any 3

5. Proposed 1st year budget, and 3 years of financial projections/cash flow
6. Affirmations a. Nonsectarian program b. No tuition c. No discrimination d. Admission not according to residence of pupil or parents

The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support how the petition does not meet one of the seven applicable criteria discussed above. Further, the California Education Code encourages the growth of charter schools as long as the District authorizing the charter school believes the educational program offered to be sound:

“In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.” Cal. Ed. Code 47605(b).

Upon action by the MDUSD Board to approve the charter renewal on October 26, 2020, Rocketship Futuro Academy shall agree in writing to abide by the conditions of approval and understands the enforcement of the conditions would be performed through the District’s oversight duties as specified in the MOU. Rocketship Futuro Academy has made sufficient progress towards meeting standards that provide a benefit to the pupils of the school. Closure of Rocketship Futuro Academy would NOT be in the best interest of pupils, especially during a worldwide pandemic.

Rocketship is NOT in agreement with Option 2 of the Resolution of the Mt. Diablo Unified School District Board of Education Regarding Request to Renew Rocketship Futuro Academy Charter, and provides the following evidence to respond to the staff recommendations and findings.

Conditions for Approval

1. Educational Program: Designated English Language Development (DELD)

The Charter School shall hire, at its own expense, an individual to monitor the delivery of Designated English Language Development instruction. The Charter School shall take steps, including but not limited to adjusting the time dedicated to Designated English Language Development instruction; adjusting student grouping; and/or developing additional instructional strategies and materials, to ensure that it provides a sufficient amount of protected Designated English Language Development instruction each day. The Charter School shall provide the District with the Charter School’s reclassification criteria, including what assessment the Charter School uses for Comparison of Basic Skills; how the Charter School monitors reclassified students; what the Charter School

uses as an Interim Language Development Assessment; and what instructional materials the Charter School uses for designated English Language Development instruction.

Rocketship Response:

English Learners

Rocketship Futuro Academy is in full compliance with state English Language Development (ELD) standards and maintains in good standing with our current authorizer, the State Board of California. The State of California Department of Education Federal Program Monitoring team completed a review of Rocketship Futuro Academy's Title III program and found zero findings on October 23, 2019. Rocketship received written feedback from the State of California's Department of Education- Charter Schools Division on November 22, 2019, further validating Futuro's English Learner program.

Rocketship's first school, Rocketship Mateo Sheedy, was founded to serve a community with a significant percentage of English Learners. From our very beginning, Rocketship schools have been dedicated to serving English Learners with excellence. As a result, English Learners have received an outstanding education at Rocketship as demonstrated by English Learners at Rocketship consistently outperforming their peers at neighboring schools as well as across the state on annual state assessments (see 18-19 SY CAASPP results below).

The Rocketship tradition of outstanding performance for English Learners has continued at Rocketship Futuro Academy. In the most recent year state assessments were completed--the 18-19 school year, Futuro was the highest performing elementary school in Mt Diablo for English Learners with 40% of English Learners proficient in Reading and 58% of English Learners proficient in Math.

In addition to academic proficiency, it is important to monitor the progress of English Learners acquisition of language proficiency. As Rocketship Futuro Academy opened with just Kindergarten to 2nd grade in the 16-17 school year and did not have students through 5th grade until the 19-20 school year, Futuro's annual reclassification rate was understated compared to other elementary schools in Futuro's initial years as Rocketship Futuro Academy did not have the same number of years as other elementary schools to work with English Learners to acquire language proficiency and thereby qualify to reclassify. In the last year, Rocketship Futuro Academy was able to complete its end of year language assessments--the 18-19 school year, and despite only being Kindergarten through 4th grade, Rocketship Futuro Academy's reclassification rate of 9.5% was very similar to Mt. Diablo's reclassification rate of 10.7%.

Based upon written feedback from the State of California's Department of Education, we are confident that Rocketship Futuro Academy's EL program is fully compliant. In 2019, the State of California Department of Education Federal Program Monitoring team completed a review of Rocketship Futuro Academy's Title III program and found zero findings. Similarly, the Charter Schools Division of CDE, Rocketship Futuro Academy's current authorizer, sent Rocketship Futuro Academy a letter last November stating that Rocketship Futuro Academy had fully addressed all of their concerns.

Supporting Information

1. What assessment is used for the Comparison of Basic Skills?

We use the NWEA assessment for our Comparison of Basic Skills assessment. A score of at or above the 50th percentile on NWEA is necessary for English Learners to be considered eligible for reclassification.

2. What assessment is used for interim language development?

We are now utilizing the recently State of California developed Observation Protocol for Teachers of English Learners (OPTEL). Our teachers are utilizing this tool at the beginning, middle, and end of year to formatively determine students' language proficiency progress. On a daily basis, teacher's rosters include the language level of every English Learner so that teachers can utilize our targeted teaching tools for academic discussions and writing assignments to support our English Learners in their academic performance and growth in their language proficiency. The OPTEL tool is particularly helpful for the beginning of the school year when new students to Rocketship Futuro Academy have not yet completed their initial ELPAC.

3. How does Rocketship Futuro Academy monitor its reclassified English Learners?

Rocketship Futuro Academy monitors reclassified students' performance for four years after reclassification in accordance with California regulations and Title III of the ESSA. We use multiple systems to monitor reclassified English Learners to ensure that they are still progressing academically. With our administration of NWEA at the beginning of the year, midyear, and end of year, we are able to quickly identify any reclassified students who have fallen below the 50th percentile. In addition, at the middle of the year and end of the year, we collect teacher input on a structured questionnaire about both engagement and academic performance for their reclassified students. Finally, on every teachers daily roster, it indicates not only the language level of every EL but also those who are reclassified so that teachers can utilize our targeted teaching tools for academic discussions and writing assignments to support our reclassified students and ensure they are maintaining grade level performance. If through any of these monitoring systems, a student is flagged for concern then the team will determine what additional academic and/or language interventions may be necessary to support the student. All of these monitoring systems are supported through the active use of the Ellevation platform.

4. How does Rocketship Futuro Academy group English Learners for DELD?

Prior to the start of the school year, teachers analyze the result of ELPAC to determine a students overall language proficiency level and potential domains where students could use intensified support. When grouping students for DELD instruction, depending on the composition of the specific classroom's needs, students are either grouped solely with students at the same level or students in an adjacent language level for DELD. As teachers progress monitor students' language proficiency throughout the school year, students may shift groupsss to better meet their evolving needs.

5. What instructional materials does Rocketship Futuro Academy use for DELD?

Our instructional materials are internally developed by our Rocketship curriculum team. We have attached a sample of one of our DELD lessons as an example. Our team has received extensive

training on effectively meeting the needs of English Learners, having participated in the following trainings and communities of practice: EL RISE for Administrators (Californian's Together), Access for All (Santa Clara County Office of Education's Community of Practice), multiple webinars/workshops through California Department of Education's English Learner Services, CABE, and OELA. In addition, we have developed a strong partnership with Project GLAD since Rocketship's founding to both help develop our curriculum as well as train and coach our teachers and school leaders on the implementation of best practices for our English Learners. Finally, we have collaborated closely with our authorizers to continue to upgrade our instructional program for ELs. We have found great value from these partnerships and are eager to build a similar partnership with Mt. Diablo.

Learning Lab

Research is clear on the gap our low-income students face in access to diverse learning opportunities as well as the importance of building 21st century skills. As described in our original renewal application, Rocketship Futuro Academy seeks to educate the whole child including not just academic achievement but also the development of our students social-emotional skills, 21st century skills, as well as their exposure to diverse activities such as chess, lego robotics, art, and other enrichments. Our learning lab is a key contributor to closing both the achievement gap and the opportunity gap for our students.

As two points of clarification,

1. Our learning lab is staffed with non-certificated staff similar to tutors and therefore this time is not included in our sum of instructional minutes for students.
2. The majority of the student's time in the learning lab is not spent on computers but instead engaging in the diverse range of activities outlined in the original application..

Special Education

Currently, Rocketship Futuro Academy has 58 students with disabilities which represents 9.5% of Futuro's current 612 students. Of these 58 students with disabilities, 13 are speech-only, 39 are mild-moderate, and 6 students have moderate-to-severe disabilities. Rocketship Futuro Academy's percentage of students with disabilities has increased over the past four years as the school has grown from serving K-2 students to now Kindergarten through 5th grades. Because students with disabilities tend to be identified over the course of elementary school, Rocketship Futuro Academy's percentage of students with disabilities has naturally increased as it has added additional grade levels at 3rd, 4th, and 5th grade over the past couple of years. Additionally, Rocketship Futuro Academy has had increased enrollment from students with disabilities due to positive referrals from existing families and families seeking out Rocketship Futuro Academy's approach of meaningful inclusion and its provision of specialized support for students with moderate-to-severe disabilities. If an IEP team determines that a student requires services beyond those that Rocketship Futuro Academy is able to provide, the IEP team will make a referral to a non-public school (NPS) for which Rocketship Futuro Academy will be responsible for as the LEA.

In terms of funding for special education, similar to other public schools, Rocketship Futuro Academy relies on federal and state funding to cover a portion of the total cost of special

education. However, because those sources are insufficient to fully meet the expense of special education, Rocketship Futuro Academy must fund the full cost of special education through the combination of all of its revenue sources.

We are very proud that our students with disabilities are demonstrating greater than one year's of growth on NWEA in both Literacy and Math--disaggregated data for students with disabilities is included in the attachments.

2. Educational Program: Instructional Minutes

Review its block schedule to ensure that the amount of instructional minutes is sufficient to meet the requirement of Education Code section 47612.5

Rocketship Response:

We have attached a revised submission which includes a mathematical calculation of minutes for each grade level as well as tables which detail both the full day and our minimum day schedule. For every grade level, our annual instructional minutes exceed state requirements as outlined in the table on page 51.

In reference to staff's questions about asynchronous instruction, during both our Humanities and STEM blocks, teachers provide small group instruction while other students are engaged in independent work at Centers under the teachers direction and review.

We supplement our science instruction in the STEM block with STEM-related instruction and enrichment activities during other parts of the school day. As an example, Rocketship Futuro Academy provides science-based activities in the learning lab including experiments on the three states of matter, the life cycle of plants, and the study of velocity.

3. Measurable Pupil Outcomes: Subgroup Data

Provide alternative and local assessment measures for all subgroups of students, including those that are not statistically significant, for which State data is not available due to the lack of a sufficiently large cohort of tested students.

Rocketship Response:

We believe that the Petition does provide a reasonably comprehensive description of the measurable pupil outcomes and contains information that is substantive to the process of accountable and measurable, performance-based student outcomes. However, in the spirit of partnership and transparency, Rocketship has provided desegregated data by Subgroup and Grade of internal assessments for your review.

Regarding state assessment metrics, we recognize that 25 students is slightly less than the 30 student threshold recommended by the state but is above cutoffs for other Subgroups which we believe indicates that it remains an informative indicator of the schools performance.

Furthermore, while the new state indicator combines growth and proficiency to provide a final color-code, we believe that the outstanding absolute results for the 74 Rocketship Futuro Academy students who took CAASPP in the 18-19 school year in both ELA (51% proficiency) and Math (64% proficiency) clearly indicate that Rocketship Futuro Academy is one of the highest-performing elementary schools in Mt. Diablo. We believe this is particularly true for the 80% of Rocketship Futuro Academy's students who are Socioeconomically Disadvantaged (#1 in Math and #5 in ELA among Mt. Diablo elementary schools) and the 60% of Rocketship Futuro Academy's students who are English Learners (#1 in both Math and ELA among Mt. Diablo elementary schools).

As alternative assessment data, Rocketship has provided the percentage of students on grade level and the average growth years students achieve on NWEA MAP Mathematics and Reading for all subgroups. To clarify, growth on NWEA does take into account the student's baseline performance in order to determine what equates to a year's worth of growth. In terms of closing the achievement gap, we have also provided, as requested, the percentage of students above the 50th percentile by sub-group and grade level.

Rocketship administers the Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") three times a year. NWEA MAP is a nationally-normed assessment recognized as a high-quality and valid assessment of student achievement and progress. Rocketship anticipates NWEA MAP will be on the CA SBE's forthcoming list of approved verifiable data sources for authorizer evaluations. More than 8,500 schools in the United States, including more than 450 districts and school partners in California, administer NWEA MAP.

4. Measurable Pupil Outcomes: ELL Data

Improve the percentage of the Charter School's English Language Learners progressing towards proficiency in English to "medium" (45% to 55%) by the third renewal term.

Rocketship Response:

The 18-19 school year was the very first year of the State of California's implementation of its brand new measure, ELPi. On this measure, Rocketship Futuro Academy scored 33% which was below our expectations. We were very eager to see how our English Learners progressed in their language proficiency in the 19-20 school year when Futuro had its first class of 5th graders and we saw strong internal formative data. Unfortunately due to COVID, we were unable to complete the end of year ELPAC assessment last spring and therefore do not have reclassification data, ELPAC scores, or an ELPi score for the 19-20 school year. We are confident that as Rocketship Futuro Academy is now a fully built out K-5 school, it will be able to achieve ELPi scores in the medium range of 45-55%.

5. Governance: Parent Representation

Implement formal representation of local (Contra Costa County) parent representation on the National Board of Directors.

Rocketship Response:

Rocketship Public Schools is a national nonprofit network of public charter schools. We have thirteen charter schools in the Bay Area and regional offices located in each of the counties where we operate schools. Rocketship is in compliance with the requirements of Education Code section 47604.1(c)(4)(A). Board meetings are staffed with bilingual translators and accessible via live, two-way video conferencing and audio/video recorded for additional public access. We have increased accessibility options for parents and members of the public to include multiple opportunities for engagement at Board meetings at each one of our school locations.

The East Bay Regional Advisory Board was established by the Rocketship Public Schools Board of Directors on February 3, 2015. The advisory board has been meeting regularly since 2018 in accordance with Rocketship Board Policy 101.1 and the Bylaws which were adopted March 4, 2020. The Advisory Board includes at least one parent or legal guardian representative from each Rocketship school in the region (County), either elected by the school's School Site Council or designated by the school in another manner. The Advisory Board serves a variety of purposes which include, but are not limited to, giving voice to Rocketship student, family, and community needs from different regions within the Rocketship network, providing advice and counsel to the Rocketship Education Regional Director, providing meaningful input to Rocketship Board of Directors, building local partnerships, advocating for education equity, and speaking on behalf of the mission of Rocketship. Meetings are held quarterly (4 times within a school year) and a Spring dinner planning meeting unless an emergency meeting is deemed necessary by the Regional Director. The dates for all meetings will be voted upon and approved at the Spring dinner meeting of the term.

Rocketship is fortunate and honored to have such a diverse representation of individuals serving our schools on the Board of Directors. In addition to holding various professional positions in various industries, our Board Members also maintain personal ties and are reflective of the communities where we operate schools. Two members are current Rocketship parents: Yolanda Bernal Samano and Mai Huong Ho-Tran. Collectively, the Board governs our charter schools in California, including Rocketship Futuro Academy in Contra Costa County. Board Chair Louis Jordan makes scheduled visits to Contra Costa County to visit schools and participate in brown-bag lunch sessions to meet with teachers and engage with parents and students. Board member Charmaine Detweiler, a Contra Costa resident, regularly participates in special events, school tours and Regional Advisory Board meetings as the local liaison from the National Board.

Employee Qualifications: Teacher Performance Rubric

Develop written criteria for defining "significant" gains for teacher evaluation purposes, and what the ramifications of not attaining "gains" that are sufficiently significant,

including how to address potential reluctance to teach hard-to-serve students based on such criteria.

Rocketship Response:

The Petition provides a reasonably comprehensive description of the employee qualifications and contains information that is substantive to the process of accountable and measurable, performance-based student outcomes. Rocketship has provided a robust response on Renewal p. 79-80 and Appendix 9 which meets the requirements for Employee Qualifications.

The Rocketship teacher evaluation process assesses teacher performance based on multiple measures that include Student Achievement, Family Engagement, Core Characteristics and Teaching Performance Rubric as outlined on Renewal p. 79-80. The Student Achievement component makes up 50% of the teacher's overall evaluation and is how we capture whether a teacher is making "significant" academic gains. In the Student Achievement component of the evaluation, we include both absolute/mastery and growth metrics based on objective assessments such as NWEA MAP. Measures of student growth are weighted more heavily in the Student Achievement component at 35% compared to measures of absolute/mastery at 15% .

To address the board's concern of creating reluctance to teach hard-to-serve students, we believe that our evaluation process sets a framework in place for teachers to focus on the *hard-to-serve students*. A teacher's impact on student academic *growth* is a significant portion of their evaluation overall and is the most heavily weighted metric in the student outcomes section. Furthermore, the Rocketship performance rubric used for the teacher performance section of the evaluation is derived from the Charlotte Danielson "Framework for Teaching." Research demonstrates that the performance expectations and skills outlined in the rubric are correlated with student academic growth.^{2,3}

Rocketship staff go above and beyond on a daily basis to serve our students and families and are a critical factor for student success and operating excellent schools. Rocketship's overall teacher retention rates have steadily increased over the last three school years and 87% of teachers returned between school years 19-20 and 20-21. Rocketship has also demonstrated a track record of retaining our highest-performing teachers who have the most significant impact on moving student growth, with over 90% retention of our highest-performing teachers between school years 17-18 and 18-19 and 18-19 and 19-20.

² See "[Danielson's Framework for Teaching for Classroom Observations](#)" and "[Ensuring Fair and Reliable Measures of Effective Teaching](#)," Bill & Melinda Gates Foundation - Measures of Effective Teaching (MET) Project, 2010.

³ "[Rethinking Teacher Evaluation in Chicago](#)," Consortium on Chicago School Research, 2011.

Evaluation Section	
50%	Student Achievement 35% Student Growth 15% Absolutes / Mastery
15%	Family Engagement
15%	Core Characteristics • 5 core characteristics
20%	Teaching Performance <i>Based on the Rocketship teacher performance rubric</i>
	Overall Evaluation Rating Weighted average of components; 1-5 rating

6. Fiscal and Budget: Recalculated Budget

Provide a recalculated budget for each Fiscal Year encompassed in the Renewal term based upon the increases to the LCFF funding rate contained in the School Services Dartboard.

Rocketship Response:

The financial projections in Appendix 1 were prepared before the fiscal year 2021 state budget was approved. We will revise the Rocketship Futuro Academy budget to reflect the latest LCFF funding information in the School Services Dartboard. We will also revisit the expense assumptions and will provide more specific evidence of the types of insurance coverage, policy limits and deductibles, certificates and endorsements evidencing the District’s additional insured status. A revised Appendix 1 and supporting documents will be available as part of the MOU by December 15, 2020.

7. Fiscal and Budget: Audit

Perform a separate audit for Rocketship Futuro Academy only for each Fiscal Year encompassed by the Renewal Term.

Rocketship Response:

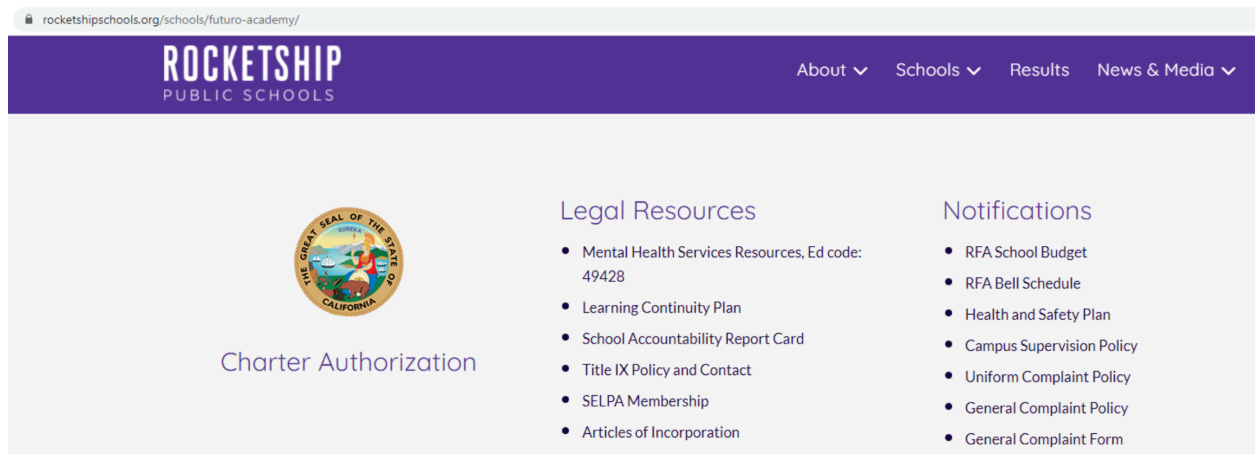
Rocketship agrees to a separate audit for Rocketship Futuro Academy, beginning with fiscal year 2021 through fiscal year 2022.

8. Fiscal and Budget: Transparency

Post all reports required by Education Code section 47604.32 (including but not limited to preliminary budget, interim reports, unaudited actuals, and final audit report) on the Rocketship Public Schools website.

Rocketship Response:

In the interest of financial transparency, Rocketship agrees to post requested financial reports on the public website, similar to current posting of final audit report and adopted budgets.



9. Memorandum of Understanding:

Execute an operational Memorandum of Understanding with the District, a form of which is attached hereto as Exhibit E.

Rocketship Response:

When Resolved and Ordered by the Mt. Diablo Unified School District Board of Education that the Board to grant the request to renew the Rocketship Futuro Charter Academy for an additional five-year term of July, 1, 2021 through June 30, 2026, based upon the Charter School’s written agreement to the conditions contained in Exhibits A and E of the Resolution; Rocketship agrees to execute the Memorandum of Understanding attached as Exhibit E to this Resolution, no later than December 15, 2020.

Petitioner Recommendation

Rocketship has provided reasonable information to adequately address and respond to the staff recommendations and findings to support Option 1 available to the District to grant the charter.

Based on the information contained herein, along with the complete charter petition appeal package and presentation on September 14, 2020, Rocketship has met all six criteria for the approval of a charter petition. In particular, and in response to the Staff Evaluation and Analysis Report regarding Rocketship Futuro Academy Charter Petition, MDUSD does not have sufficient evidence to show that; 1) the petition contains an unsound educational Program (Education Code § 47605(b)(1)), nor has the District produced sufficient evidence that 2). petitioners are demonstrably unlikely to successfully implement the program set forth in the petition (Education Code § 47605(b)(2)), or: 3). the petition fails to contain a reasonably comprehensive description of all 15 required elements set forth in Education Code § 4760(b). (Education Code § 47605(b) (5)(A)-(O).)

ATTACHMENTS

- A. Designated ELD Unit (Sample Unit)
- B. Rocketship Futuro Academy Instructional Minutes Calculations and Daily Schedules 2019-20
- C. Disaggregated Data by Subgroup
- D. Disaggregated Data by Grade
- E. Regional Advisory Board Policy #101.1
- F. East Bay Regional Advisory Board Bylaws

Rocketship Futuro Academy: NWEA Growth Years								
	Mathematics				Reading			
Subgroup	2016-17	2017-18	2018-19	2019-20*	2016-17	2017-18	2018-19	2019-20*
All students	1.33	1.35	1.38	1.27	1.10	1.03	1.43	1.20
EL	1.29	1.34	1.35	1.24	1.10	1.01	1.40	1.15
Hispanic	1.32	1.35	1.35	1.27	1.12	1.03	1.39	1.19
FRL	1.36	1.33	1.37	1.23	1.10	1.02	1.38	1.19
SPED	1.33	1.35	1.16	1.43	0.79	0.79	1.14	1.14

* Growth reported is Fall-to-Winter because spring assessment unable to be administered due to COVID school closures

Rocketship Futuro Academy: % At/Above 50th Percentile on NWEA Mathematics						
	2016-17		2017-18		2018-19	
<u>Subgroup</u>	<u># Tested</u>	<u>% At/Above 50th</u>	<u># Tested</u>	<u>% At/Above 50th</u>	<u># Tested</u>	<u>% At/Above 50th</u>
All Students	134	46%	263	57%	394	63%
ELLs	103	42%	203	53%	281	58%
FRL	96	49%	225	56%	321	61%
SPED	<15	NA	18	39%	44	18%
Hispanic	110	42%	222	55%	325	61%
Asian	<15	NA	<15	NA	16	88%
Black	<15	NA	<15	NA	18	61%
White	<15	NA	<15	NA	<15	NA

Rocketship Futuro Academy: % At/Above 50th Percentile on NWEA Reading						
	2016-17		2017-18		2018-19	
Subgroup	# Tested	% At/ Above 50th	# Tested	% At/ Above 50th	# Tested	% At/ Above 50th
All Students	135	36%	263	38%	394	56%
ELLs	104	30%	202	34%	281	47%
FRL	96	38%	224	36%	321	51%
SPED	<15	NA	18	6%	44	11%
Hispanic	111	33%	222	36%	325	53%
Asian	<15	NA	<15	NA	17	71%
Black	<15	NA	<15	NA	18	61%
White	<15	NA	<15	NA	<15	NA

Rocketship Futuro Academy: % At/Above 50th Percentile on NWEA Mathematics						
	2016-17		2017-18		2018-19	
Subgroup	# Tested	% At/ Above 50th	# Tested	% At/ Above 50th	# Tested	% At/ Above 50th
All Students	134	46%	263	57%	394	63%
K	76	58%	110	68%	116	78%
1st	30	33%	81	52%	112	67%
2nd	28	29%	43	51%	90	43%
3rd	0	0%	29	34%	48	60%
4th	0	0%	0	0%	28	57%

Rocketship Futuro Academy: % At/Above 50th Percentile on NWEA Reading						
	2016-17		2017-18		2018-19	
Subgroup	# Tested	% At/ Above 50th	# Tested	% At/ Above 50th	# Tested	% At/ Above 50th
All Students	135	36%	263	38%	394	56%
K	77	38%	109	44%	116	73%
1st	30	37%	82	28%	112	58%
2nd	28	29%	43	40%	90	32%
3rd	0	0%	29	38%	48	50%
4th	0	0%	0	0%	28	64%

Rocketship Futuro Academy: NWEA Growth Years								
	Mathematics				Reading			
Subgroup	2016-17	2017-18	2018-19	2019-20*	2016-17	2017-18	2018-19	2019-20*
All students	1.33	1.35	1.38	1.27	1.10	1.03	1.43	1.20
K	1.38	1.46	1.6	1.62	1.03	1.04	1.7	1.37
1st	1.33	1.31	1.24	1.09	1.3	0.92	1.25	1.07
2nd	1.2	1.17	1.31**	1.00	1.06	0.98	1.24**	1.06
3rd	N/A	1.19	1.31	1.56	N/A	1.32	1.2	1.39
4th	N/A	N/A	1.16	0.96	N/A	N/A	1.43	1.01
5th	N/A	N/A	N/A	1.27	N/A	N/A	N/A	1.24

* Growth reported is Fall-to-Winter because spring assessment unable to be administered due to COVID school closures
** Growth reported is Winter-to-Spring because 2nd graders administered incorrect NWEA assessment in Fall 2018

Regional Advisory Board Policy

Region(s): CA

This policy is meant to apply to all Rocketship schools in California, which are governed directly by the Rocketship Education Board of Directors. This policy was written in compliance with relevant state and authorizer requirements in those regions.

Rocketship Public Schools is governed by a single Board of Directors, and we believe it is critical that strong local partnerships inform our growth and maximize our impact in each of the communities we serve. To achieve this goal, each Rocketship region governed by the Rocketship Education Board of Directors shall establish an advisory board consisting of a diverse group of parents, teachers, and/or civic and business leaders committed to closing the achievement gap.

Advisory Board Structure Each Rocketship regional Advisory Board (“Advisory Board”) structure will vary based on the needs and circumstances of each region. Each Advisory Board will consist of three to sixteen members and meet at least three times per year. Each Advisory Board will adopt bylaws, subject to the approval of the Board of Directors, that govern the structure and operation of the Advisory Board.

Advisory Board Membership Each Advisory Board will include at least one parent or legal guardian representative from each school, either elected by the school’s School Site Council or designated by the school in another manner. In regions with 6 or more schools, a cross-section of schools will have representatives, for instance, one per authorizer or district. The remainder of the Advisory Board may be comprised of local civic and business leaders appointed by Rocketship Regional Director. The Rocketship Education Board of Directors may appoint an Advisory Board Chair and who may be invited to serve on Rocketship Education’s Board of Directors.

Advisory Board Responsibilities Advisory Board Members responsibilities are to:

- Serve as a formal structure giving voice to Rocketship student, family, and community needs from different regions within the Rocketship network.
- Provide advice and counsel to the Rocketship Education Regional Director and, when a vacancy occurs in this role, assist in the search and interview process for the regional leader’s successor.
- Provide meaningful input to Rocketship Public Schools and the Rocketship Education Board of Directors on topics such as plans and strategies for public and community engagement, local growth, model effectiveness and development, and staff development.
- Build local partnerships to enhance the quality and sustainability of Rocketship schools

while also promoting positive quality, impact, advocacy, and family, staff, and student culture.

- Take positions on matters of local or regional significance to Rocketship Public Schools, school communities, and Rocketship families and students.
- Guest speak at local events, political forums, and site visits to share a commitment with community partners, media, and support networks.

Advisory Board Member Commitments *Terms of Service:*

- School parent representatives will serve on the Advisory Board for the duration of their school appointment.
- Community representatives will serve on the Advisory Board for a two-year term and may be reappointed two additional terms for a maximum of six consecutive years.
- School representatives must be a parent of one or more currently-enrolled students to continue serving their terms.

Meeting Commitments:

- Advisory Board members will attend all regular Advisory Board meetings.
- The Advisory Board Chair will attend at least one meeting annually of Rocketship Education Board of Directors.

Other Time Commitments:

- Dedicate approximately one to three hours per month to outreach and collaboration related to Advisory Board goals.
- Attend select Rocketship Education events and site visits, and invite current or prospective supporters.

The Rocketship Education Board of Directors hereby approves the establishment of the following Advisory Boards.

- South Bay Advisory Board
- East Bay Advisory Board

EAST BAY REGIONAL ADVISORY BOARD BYLAWS

(Established 3/04/20)

Article I: Name and Purpose

Section 1: The name of the board is the Regional Advisory Board (RAB).

Section 2: The Regional Advisory Board (RAB) is a diverse group of community stakeholders (including parents, teachers, and/or civic and business leaders committed to closing the achievement gap) that is mandated by Rocketship Public Schools- Regional Advisory Board Policy- California (#101). The RAB serves a variety of purposes which include, but are not limited to, giving voice to Rocketship student, family, and community needs from different regions within the Rocketship network, providing advice and counsel to the Rocketship Education Regional Director, providing meaningful input to Rocketship Board of Directors, building local partnerships, advocating for education equity, and speaking on behalf of the mission of Rocketship.

Article II: Membership

Section 1: The composition of the membership of the Board will be twelve (12) members as follows:

- A. Rocketship Delta Prep (2 elected positions)
 - a. President of the School Site Council
 - b. Vice- President of the School Site Council
- B. Rocketship Futuro Academy (2 elected positions)
 - a. President of the School Site Council
 - b. Vice- President of the School Site Council
- C. City of Concord (2 appointed positions)
 - a. Civic and/or business leaders
- D. City of Antioch (2 appointed positions)
 - a. Civic and/or business leaders
- E. At- Large (4 elected and/or appointed positions)
 - a. Parents of Middle School or High School Students
 - b. Civic and/or business leaders

Section 2: Term Limits:

- A. Parents are elected to one year terms in alignment with the School Site Council term for their respective school. Parents may run for re-election for three terms.
- B. Civic and/or business leaders are appointed to two year terms. Members may be re-appointed for three terms.

Section 4: Removal of Board Members:

- A. Self Selection Removal:
 - i. In the event that an elected Board member declines to serve on the RAB, the remaining parent representatives of that school will select an alternate.

- B. Automatic Removal:
 - i. Board members who miss a total of two meetings in a given school year will be automatically removed from the board.
 - ii. Board members may then vote to fill that vacancy. New members must be approved by a 2/3rd majority vote.
- C. Removal by Vote:
 - i. If there are grounds for the dismissal of a member, an agenda item can be submitted for removal.
 - ii. The removal must be approved by a 2/3rd majority vote and must be based on the grounds noted below.
- D. Grounds for dismissal:
 - i. Severe or repeated physical or verbal harassment of a board member, community member, or self.

Article III: Bylaws

Section 1: Adoption of the Bylaws: The bylaws will be adopted during the Spring dinner meeting of each term and must be approved by a 2/3 majority vote.

Section 2: Process for amending the bylaws:

- A. Submission: A proposal to bylaw changes must be submitted as an agenda item a full seven days in advance of an RAB meeting.
- B. Approval: They are reviewed and approved within the same meeting. For approval, bylaw amendments must be approved by a 2/3rd majority vote of members of attendance.

Article IV: Meetings and Agendas

Section 1: Meetings shall be held quarterly (4 times within a school year) and a Spring dinner planning meeting unless an emergency meeting is deemed necessary by the Regional Director. The dates for all meetings will be voted upon and approved at the Spring dinner meeting of the term.

Section 2: Quorum: At least 2/3 of the committee must be present for quorum.

Section 3: Unless otherwise stated in these bylaws, all decisions will be made via a simple majority vote of members in attendance.

Section 4: An optional RAB retreat will be held once a year at the discretion of the Regional Director.

Section 5: Agendas

- A. Requests to add agenda items should be sent via email to the Regional Director more than 7 days prior to the meeting.