






Rocketship Mosaic Elementary

Explore the performance of Rocketship Mosaic Elementary under California's Accountability System.

<div>Chronic Absenteeism</div> <div><div>Green</div></div>	<div>Suspension Rate</div> <div><div>Blue</div></div>	<div>English Learner Progress</div> <div><div>No Performance Color</div></div>	<div>English Language Arts</div> <div><div>Green</div></div>
<div>Mathematics</div> <div><div>Blue</div></div>	<div>Basics: Teachers, Instructional Materials, Facilities</div> <div>STANDARD MET</div>	<div>Implementation of Academic Standards</div> <div>STANDARD MET</div>	<div>Parent and Family Engagement</div> <div>STANDARD MET</div>
<div>Local Climate Survey</div> <div>STANDARD MET</div>	<div>Access to a Broad Course of Study</div> <div>STANDARD MET</div>		

School Details

<div>NAME</div> <div>Rocketship Mosaic Elementary</div>	<div>ADDRESS</div> <div>950 Owsley Avenue San Jose, CA 95122-3109</div>	<div>WEBSITE</div> <div>https://www.rocketships...</div>	<div>GRADES SERVED</div> <div>K-5</div>
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Student Population

Explore information about this school's student population.


<div>Enrollment</div> <div>579</div>	<div>Socioeconomically Disadvantaged</div> <div>76%</div>	<div>English Learners</div> <div>44.6%</div>	<div>Foster Youth</div> <div>0%</div>
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Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Green

26.2 points above standard

Maintained -1.6 Points

EQUITY REPORT

Number of Student Groups in Each Color

0
Red

0
Orange


1
Yellow

3
Green

0
Blue

LEARN MORE

Mathematics



Blue

53.3 points above standard

Increased 11.9 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0
Red

0
Orange

0
Yellow

1
Green

3
Blue

LEARN MORE

English Learner Progress

35% making progress towards English language proficiency

Number of EL Students: 220

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



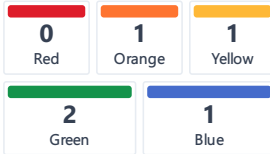
Green

3.9% chronically absent

Declined 1% ▼

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

ROCKETSHIP MOSAIC ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



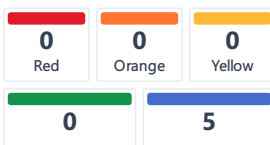
Blue

0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color



Green

Blue

Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family
Engagement**

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

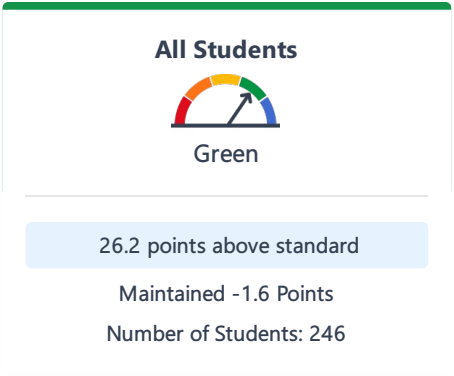
Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

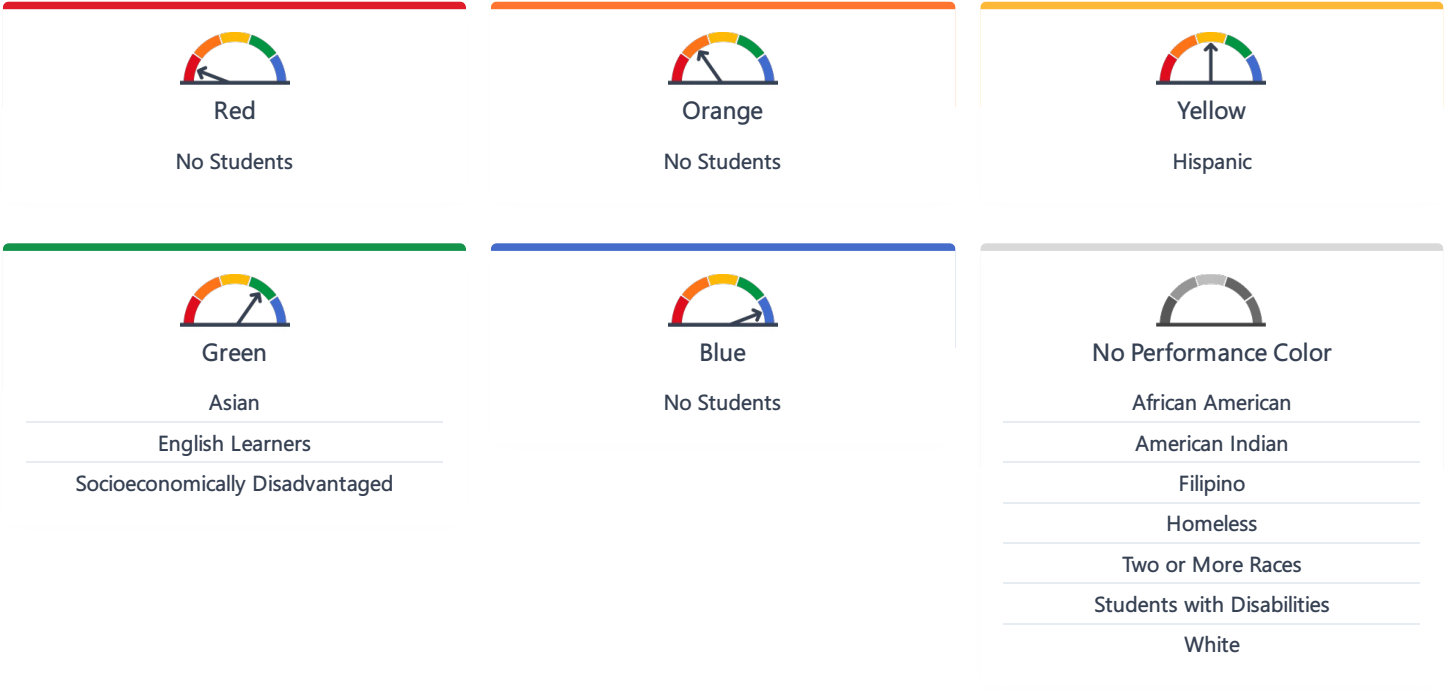
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

61.9 points below standard

Increased 18.5 Points ▲

Number of Students: 32

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



Yellow

6.6 points below standard

Increased 3.2 Points ▲

Number of Students: 130

Asian



Green

69.6 points above standard

Declined 9.5 Points ▼

Number of Students: 99

English Learners



Green

26 points above standard

Maintained 2 Points

Number of Students: 207

Socioeconomically Disadvantaged



Green

21.8 points above standard

Maintained -2.1 Points

Number of Students: 187

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	2 points above standard	27.8 points above standard	26.2 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
35.6 points below standard Increased 13.4 Points ▲ Number of Students: 113	100 points above standard Increased 9 Points ▲ Number of Students: 94	14.1 points above standard Declined 15.1 Points ▼ Number of Students: 32

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue







53.3 points above standard

Increased 11.9 Points ▲

Number of Students: 246

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups		
 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>No Students</p>	 <p>Yellow</p> <p>No Students</p>
 <p>Green</p> <p>Hispanic</p>	 <p>Blue</p> <p>Asian</p> <p>English Learners</p> <p>Socioeconomically Disadvantaged</p>	 <p>No Performance Color</p> <p>African American</p> <p>American Indian</p> <p>Filipino</p> <p>Homeless</p> <p>Two or More Races</p>

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



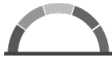
No Performance Color

38.1 points below standard

Increased 15.6 Points ▲

Number of Students: 32

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



Green

19.6 points above standard

Increased 14.9 Points ▲

Number of Students: 130

Asian



Blue

98 points above standard

Increased 5.8 Points ▲

Number of Students: 99

English Learners



Blue

55.7 points above standard

Increased 15.7 Points ▲

Number of Students: 207

Socioeconomically Disadvantaged



Blue

51.8 points above standard

Increased 14.3 Points ▲

Number of Students: 187

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	33.4 points above standard	41.4 points above standard	53.3 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

2.9 points above standard

Increased 21.7 Points ▲

Number of Students: 113

Reclassified English Learners

119.2 points above standard

Increased 25.2 Points ▲

Number of Students: 94

English Only

33.5 points above standard

Maintained -0.5 Points

Number of Students: 32

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

ELPAC Levels

1234

12L 2H3L 3H4

ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

35% making progress towards English language proficiency

Number of EL Students: 220

Performance Level

Low

Local Indicators

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation
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English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation
---	---------------------

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

3	Initial Implementation
---	------------------------

History - Social Science

3	Initial Implementation
---	------------------------

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

5	Full Implementation And Sustainability
---	--

History - Social Science

5	Full Implementation And Sustainability
---	--

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

History - Social Science

4	Full Implementation
---	---------------------

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

4	Full Implementation
---	---------------------

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

5	Full Implementation And Sustainability
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Health Education Content Standards

3	Initial Implementation
---	------------------------

Physical Education Model Content Standards

4	Full Implementation
---	---------------------

Visual and Performing Arts

3	Initial Implementation
---	------------------------

World Language

5	Full Implementation And Sustainability
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Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

5	Full Implementation And Sustainability
---	--

Identifying the professional learning needs of individual teachers

5	Full Implementation And Sustainability
---	--

Providing support for teachers on the standards they have not yet mastered

5	Full Implementation And Sustainability
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Additional Comments

We have indicated that Career Technical Education and World Language are at "Full Implementation and Sustainability", although they do not apply to elementary schools because we have completed all obligations for these standards.

Academic Engagement


View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Green

3.9% chronically absent


Declined 1% ▼

Number of Students: 588

Student Group Details


All Student Groups by Performance Level

5 Total Student Groups




Red

No Students




Orange

Students with Disabilities



Yellow


Hispanic



Green

English Learners

Socioeconomically Disadvantaged



Blue

Asian

No Performance Color

American Indian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American



No Performance Color

8.3% chronically absent

No Data

Number of Students: 12

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

7.1% chronically absent

No Data

Number of Students: 28

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

4% chronically absent

Declined 12.7% ▼

Number of Students: 25

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Students with Disabilities



Orange

10.2% chronically absent

Increased 4.5% ▲

Number of Students: 59

Hispanic



Yellow

6% chronically absent

Maintained 0.1%

Number of Students: 298

English Learners



Green

4.6% chronically absent

Maintained 0.1%

Number of Students: 326

Socioeconomically Disadvantaged



Green

4.4% chronically absent

Declined 0.8% ▼

Number of Students: 451

Asian



Blue

1.3% chronically absent

Declined 1.8% ▼

Number of Students: 236

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

We have an inclusion approach to education. All students in our school -- regardless of group affiliation -- are included in a broad course of study. We track this through a number of tools, including school day schedules that build academic subjects and topics like physical education and enrichment; assessment data trackers for all students (including those in unduplicated groups and with exceptional needs); thoughtful and compliant IEPs for relevant students; and attendance data trackers for all students to ensure students are in school to access the broad course of study. In addition, we offer additional structures to further broaden the course of study for specific students who would benefit, such as extension work and check-in-check-out systems. We have robust data tracking processes to ensure each student is engaged and succeeding across areas of study.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As mentioned, our inclusion approach to education and carefully-constructed set of tools ensures that all students have access to a broad course of study. This is true across all student groups, including students with disabilities, English Language Learners, Socioeconomically Disadvantaged students, and all other subgroups. This philosophy has been a core tenet of Rocketship from the start, and we are proud that this is true each year.

3. Identification of any barriers preventing access to a broad course of study for all students.

There are no specific barriers preventing students from achieving access to a broad course of study, since all students are integrated into our general education classrooms and school day. While some students with exceptional needs are pulled out for additional services as described in their IEPs, we are always mindful of ensuring their IEPs still give them access to a broad course of study.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

We will continue to implement new structures to ensure our ability to provide a broad course of study continues to grow. For instance, Rocketship recently hired a full-time Adaptive Physical Education Specialist on staff to ensure that students with special needs are still able to access physical education in their regular schedule.

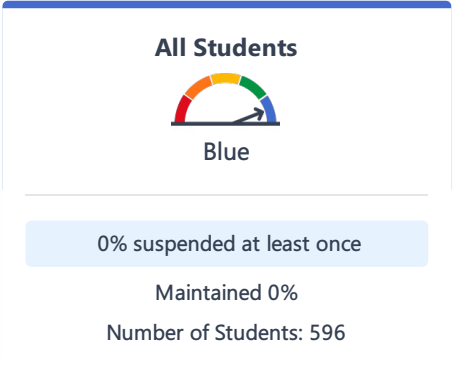
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

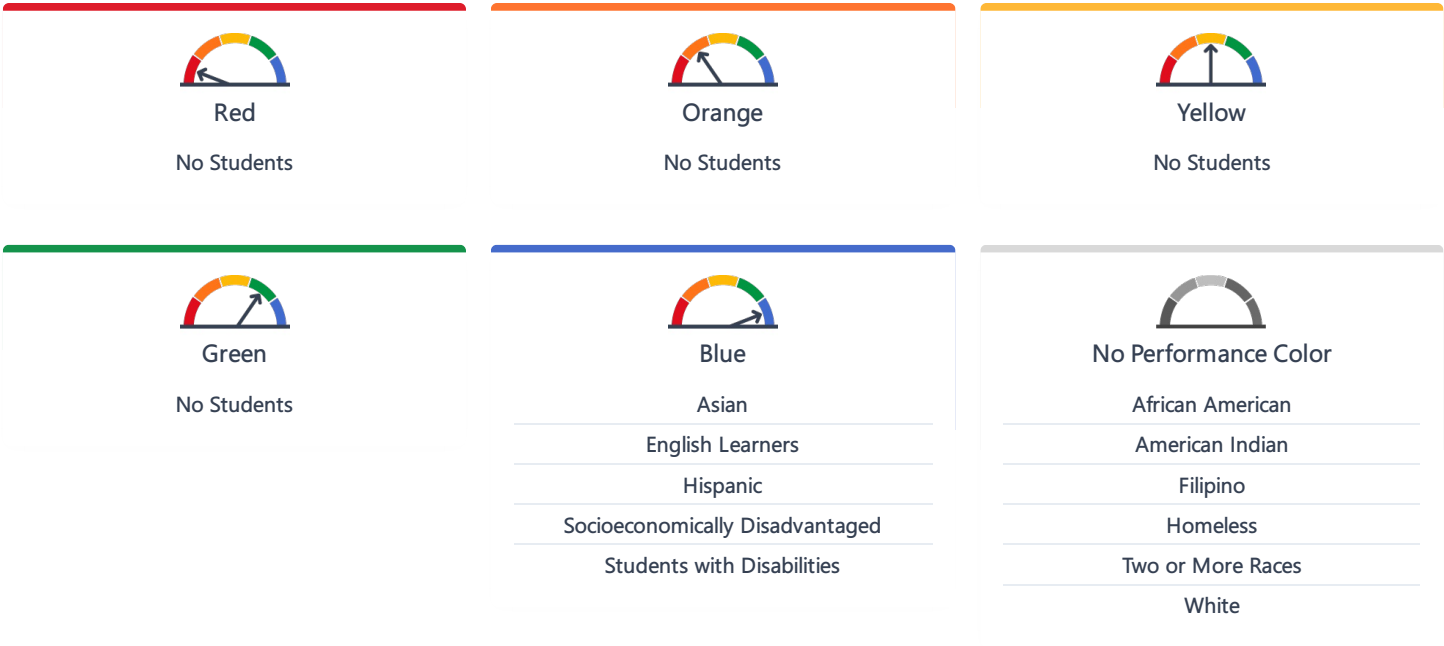
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



African American



No Performance Color

0% suspended at least once

No Data

Number of Students: 13

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Homeless



No Performance Color

0% suspended at least once

No Data

Number of Students: 28

Two or More Races



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 25

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 242

English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 330

Hispanic



Blue

0% suspended at least once

Maintained 0%

Number of Students: 299

Socioeconomically Disadvantaged



Blue

0% suspended at least once

Maintained 0%

Number of Students: 458

Students with Disabilities



Blue

0% suspended at least once

Maintained 0%

Number of Students: 59

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing boardat a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners
1
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
0

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation

2. Rate the LEA’s progress in creating welcoming environments for all families in the community.

Full Implementation

3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.

Full Implementation

4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

Briefly describe the LEA’s current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Relationship between teachers and parents is critical to our work. The school actively builds meaningful, authentic relationships and proactively communicates with parents, which proactives develops a strong school and evironment and helps to prevent challenges. The school provides specialized staff training for key staff-parent interactions including: Home Visits--annual visits where the teacher gets to know the family in a respectful and authentic way in their own environment, Community Meetings--monthly meetings where the full school community comes together to receive updates and have discussion, Parent-Family Meetings--potlucks and other communal/sharing experiences, Parent Conferences--regular meetings to partner with families about what their child needs and create space for authentic feedback, Other Interactions-- encouraging phone calls and in-person conversations over texts and/or emails that foster engagement and opportunities to connect.

5. Rate the LEA’s progress in providing professional learning and support to teachers and

principals to improve a school's capacity to partner with families.

Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

In order to achieve high expectations, the school seeks to work with families to help them become effective champions of their child's education and see us as critical partners. As parents are their children's first teachers, it behooves us to build a meaningful relationship with parents so that we can truly partner with them in this collaborative effort to meet and deliver for their child every single day. We accomplish this by reaching out to the community proactively and by creating opportunities to build community within the school, build relationships, and create low-pressure situations where the power dynamics are balanced and family input is pursued and heard.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Initial Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

In addition to significant informal opportunities for parents and teachers to connect, the school is building out formal structures to support family engagement through advisory groups and enhance parent engagement in the formal governance process. We have formalized our SSC and ELAC nomination and election process to increase parent participation and enhanced our training to help parents better understand how to hold effective meetings and engage the formal process. We also facilitate parent leadership and sharing across schools so that parent members of advisory groups can learn from peers and share best practices. The school is focused on new methods of getting parents and staff to work more collaboratively to review and discuss substantive issues, learning from other schools and getting feedback on school practices and approaches.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary


The school administers surveys to gauge school safety and connectedness. This survey is created with the input of several teams, including School, Achievement, and Family Engagement to gauge parent and student satisfaction with their schools across several categories. This comprehensive survey is tailored specifically to the needs and goals of Rocketship, and serves as a common marker across the organization on feelings toward the school. It is used for measuring progress against LCAP goals, among others. It is available in Spanish and Vietnamese to those who need translations.

Families are largely satisfied with the school, with 95% of respondents reporting that they were satisfied or very satisfied. High rates of satisfaction could be driven by strong relationships with staff and teachers, which were reported for 93% of students, and general student happiness, reflected in the 89% of students that reported being happy and excited to come to school each day. One area where we're working to grow is lunchtime management. While no respondents felt negatively about it, there were some who reported neutral feelings (25%) and we would like to move towards a positive lunch experience for all students.


Rocketship Mosaic Elementary

Explore the performance of Rocketship Mosaic Elementary under California's Accountability System.


Chronic Absenteeism


Green


Suspension Rate


Blue


English Learner Progress


No Performance Color

English Language Arts


Blue

Mathematics


Blue

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

School Details

NAME

Rocketship Mosaic Elementary

ADDRESS

950 Owsley Avenue
San Jose, CA 95122-3109

WEBSITE

<https://www.rocketships...>

GRADES SERVED

K-5

Student Population

Explore information about this school's student population.

Enrollment

574

Socioeconomically Disadvantaged

81.5%

English Learners

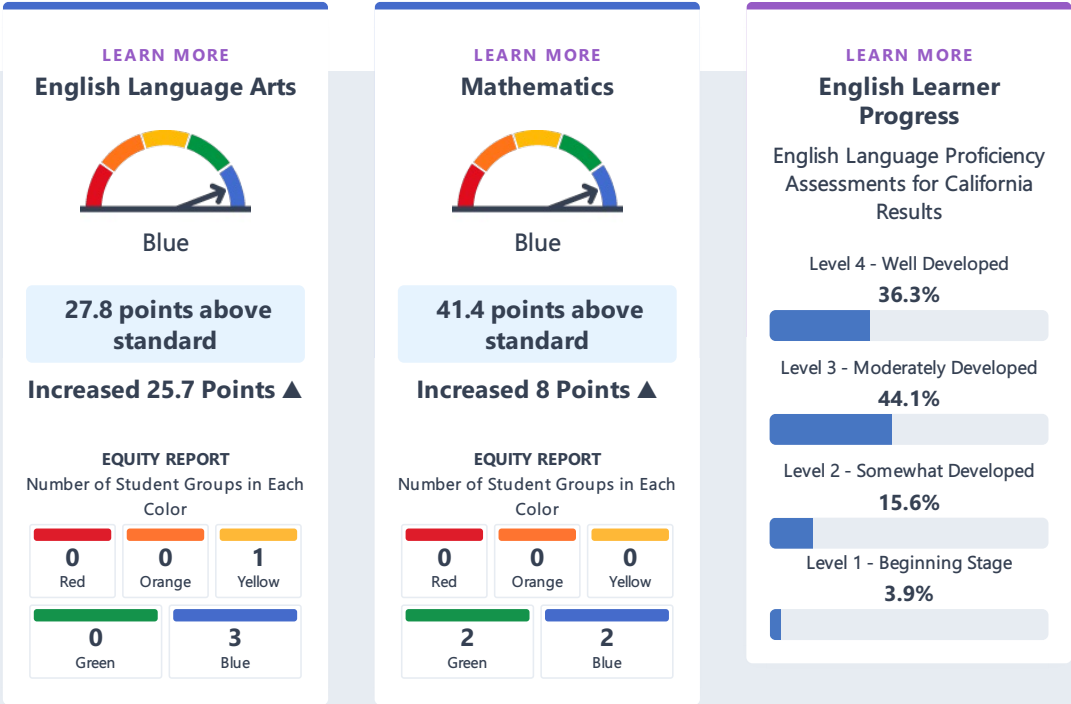
64.1%

Foster Youth

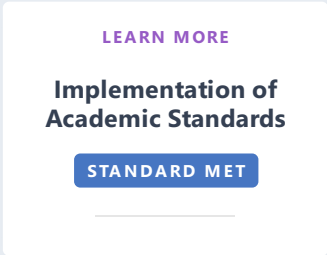
0%

Academic Performance

View Student Assessment Results and other aspects of school performance.



Local Indicators



Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism



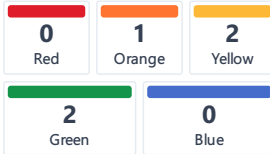
Green

4.9% chronically absent

Declined 0.7% ▼

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

ROCKETSHIP MOSAIC ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



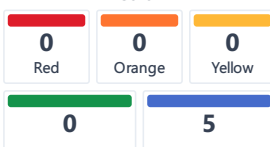
Blue

0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color



Green

Blue

Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family
Engagement**

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

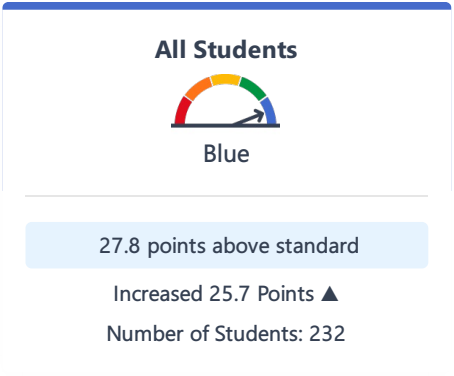
Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

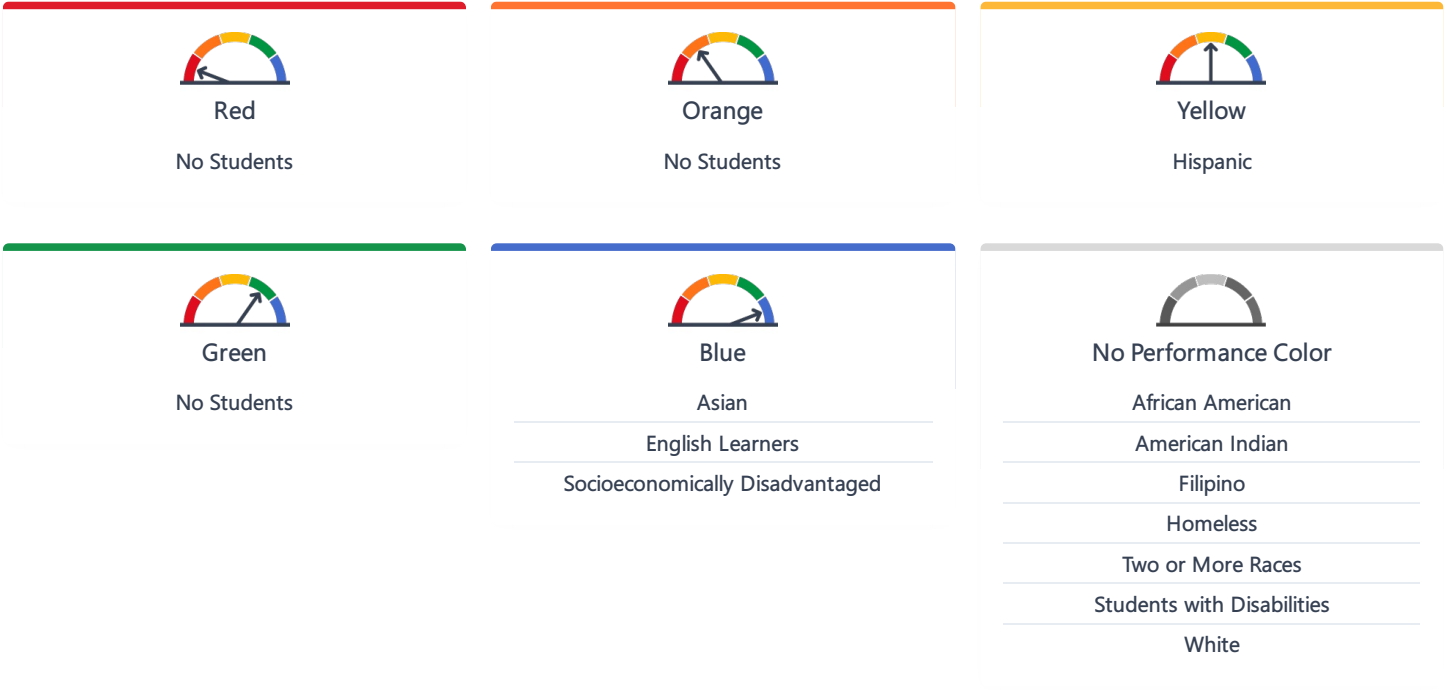
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

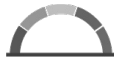


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

75.6 points below standard

Increased 49 Points ▲

Number of Students: 30

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



Yellow

9.8 points below standard

Increased 22.5 Points ▲

Number of Students: 131

Asian



Blue

79.2 points above standard

Increased 15.4 Points ▲

Number of Students: 93

English Learners



Blue

24 points above standard

Increased 24.4 Points ▲

Number of Students: 186

Socioeconomically Disadvantaged



Blue

23.9 points above standard

Increased 25.5 Points ▲

Number of Students: 195

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	2 points above standard	27.8 points above standard

English Language Arts Data Comparisons: English Learners


Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
49 points below standard	91 points above standard	29.2 points above standard
Increased 35.1 Points ▲	Increased 36.2 Points ▲	Increased 47.1 Points ▲
Number of Students: 89	Number of Students: 97	Number of Students: 37

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Blue







41.4 points above standard

Increased 8 Points ▲

Number of Students: 232

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups		
 Red No Students	 Orange No Students	 Yellow No Students
 Green Asian Hispanic	 Blue English Learners Socioeconomically Disadvantaged	 No Performance Color African American American Indian Filipino Homeless Two or More Races

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

51.2 points below standard

Increased 21.6 Points ▲

Number of Students: 30

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



Green

92.3 points above standard

Declined 7.2 Points ▼

Number of Students: 93

Hispanic



Green

4.7 points above standard

Increased 7.9 Points ▲

Number of Students: 131

English Learners



Blue

40.1 points above standard

Increased 8.7 Points ▲

Number of Students: 186

Socioeconomically Disadvantaged



Blue

37.5 points above standard

Increased 8.7 Points ▲

Number of Students: 195

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	33.4 points above standard	41.4 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

18.8 points below standard

Increased 14.1 Points ▲

Number of Students: 89

Reclassified English Learners

94 points above standard

Increased 20.1 Points ▲

Number of Students: 97

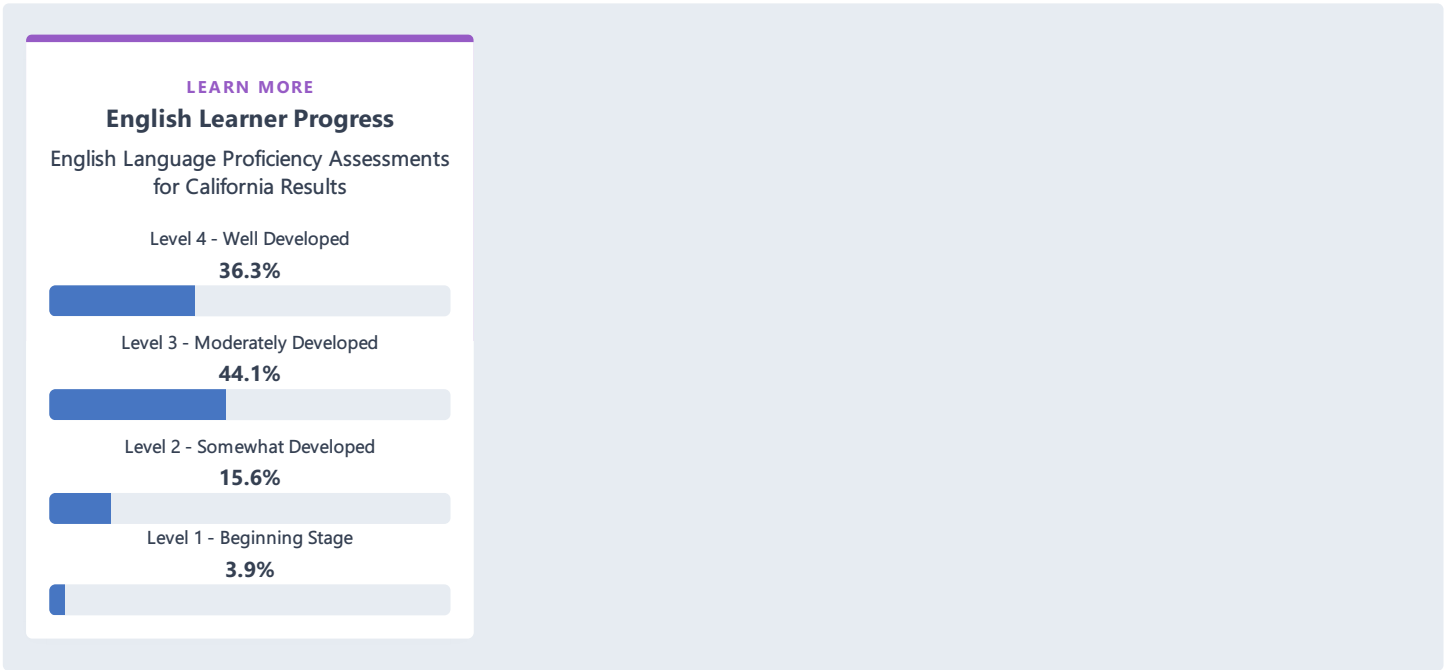
English Only

34 points above standard

Increased 20.7 Points ▲

Number of Students: 37

English Learner Progress



Local Indicators

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Narrative Summary

"The Humanities block is focused around our Rocketeers mastering literacy through a personalized and thematic approach. Thus, each day, it is critical that our Rocketeers deeply immerse themselves in this thematic unit and the content so that they can master the Enduring Understandings as well as gain the tools and skills necessary for them to be fervent, excellent readers and writers. The objective of the Humanities block is not to perceive each block as separate (i.e. writing v. reading comprehension v. guided reading) components, but rather they should feed off of one another to build our Rocketeer's depth of understanding, engagement, context, and ability to move even faster in their mastery and engagement.

We define a thematic approach as aligning and integrating the majority of the content students receive throughout the day within a theme. Our Thematic Units are mostly aligned on a topic or an idea. For instance, when the unit is aligned on a topic, students might learn about life cycles of fish and amphibians through informational articles while they read a story such as *Fish is Fish* to obtain character's perspective of a tadpole, growing up to become a frog. Alternatively, a thematic unit may align on an idea. For example, when students read *Roll of Thunder Hear My Cry*, a book about America during the Great Depression, students may read informational texts about leaders throughout history who have stood up for what they believe in - a theme that reveals itself repeatedly throughout the text.

Our thematic units are built to help students arrive at an enduring understanding--a statement that summarizes the big ideas that are central to the unit and provides the rationale around why these ideas are important and transferrable to students' lives. The units are not built solely around the specific (historical, etc.) content. Many of our nonfiction texts will help students better build their background knowledge of science and social studies topics that are required for each grade level based on NGSS and California History Standards. Our nonfiction texts are mapped out to teach students a set of skills or a historical timeline over a period of several years. For example, from 4th to 5th grade, students will learn about the age of exploration to the modern era. Our scientific texts are meant to closely align with the timeline and content of the science units in STEM classrooms. This means that sometimes narrative texts will align on an idea, not necessarily a topic."

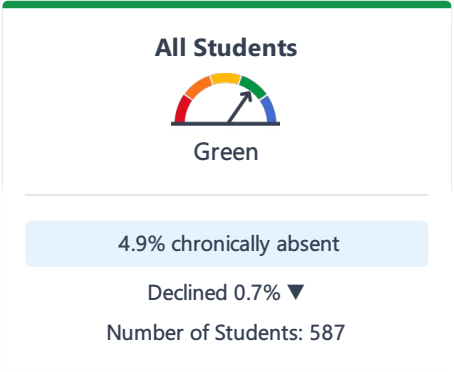
Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

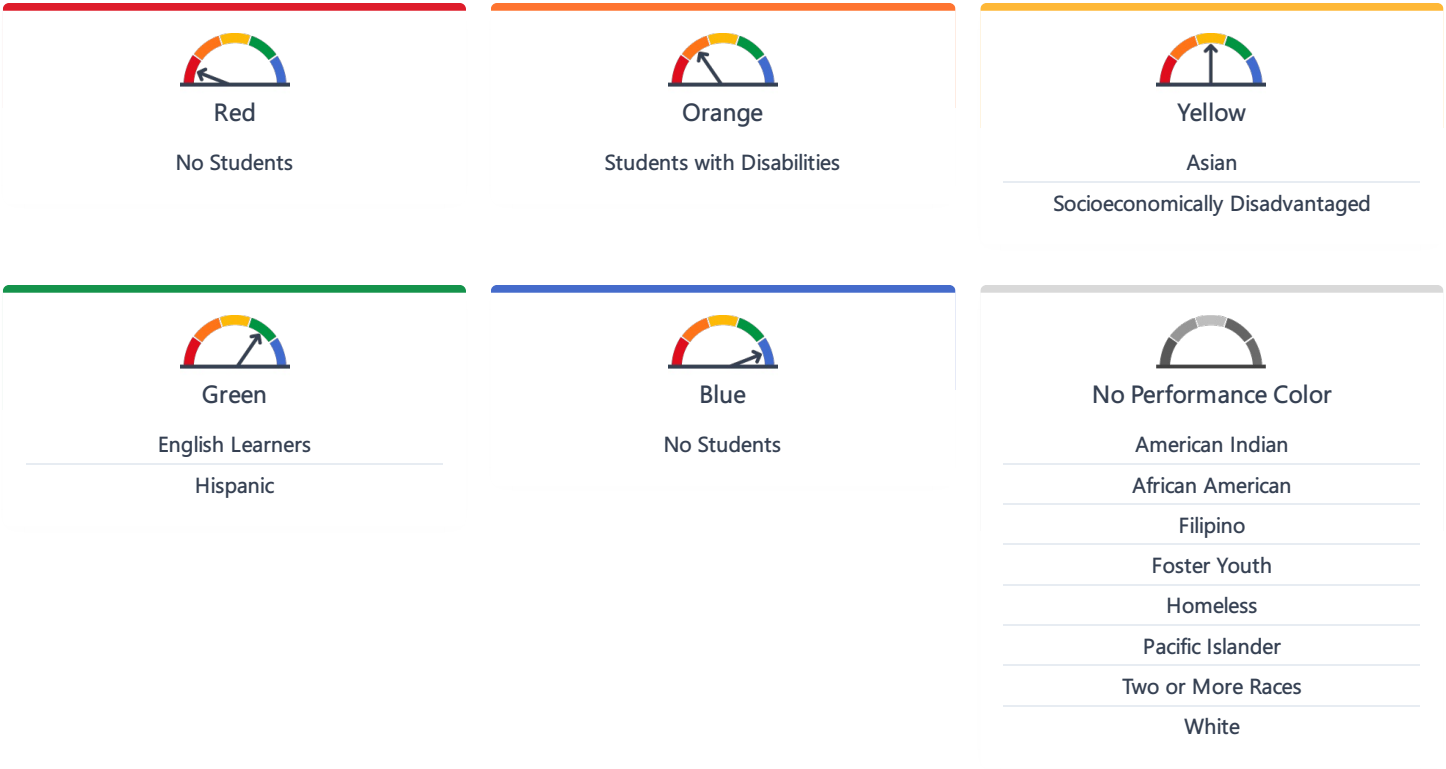
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino

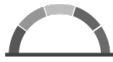


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

16.7% chronically absent

Declined 8.3% ▼

Number of Students: 18

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



Orange

5.7% chronically absent

Increased 2.5% ▲

Number of Students: 53

Asian



Yellow

3% chronically absent

Increased 1.1% ▲

Number of Students: 230

Socioeconomically Disadvantaged



Yellow

5.2% chronically absent

Maintained -0.1%

Number of Students: 478

English Learners



Green

4.5% chronically absent

Maintained -0.4%

Number of Students: 378

Hispanic



Green

6% chronically absent

Declined 1.1% ▼

Number of Students: 319

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Rocketship reviews student data on a weekly to monthly basis to ensure all students are accessing a broad course of study.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Rocketship does not differentiate courses of study for individual students, and strives to ensure that all students, including our English Learners and Special Education students have access to all material. Rocketship runs a full inclusion model to the fullest extent possible and all teachers are trained in GLAD strategies to ensure that our English Learners are able to participate in their classes.

3. Identification of any barriers preventing access to a broad course of study for all students.

None

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

N/A

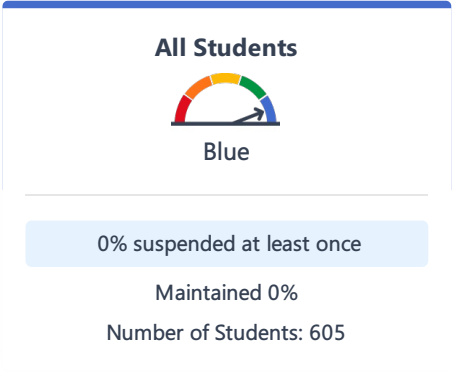
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

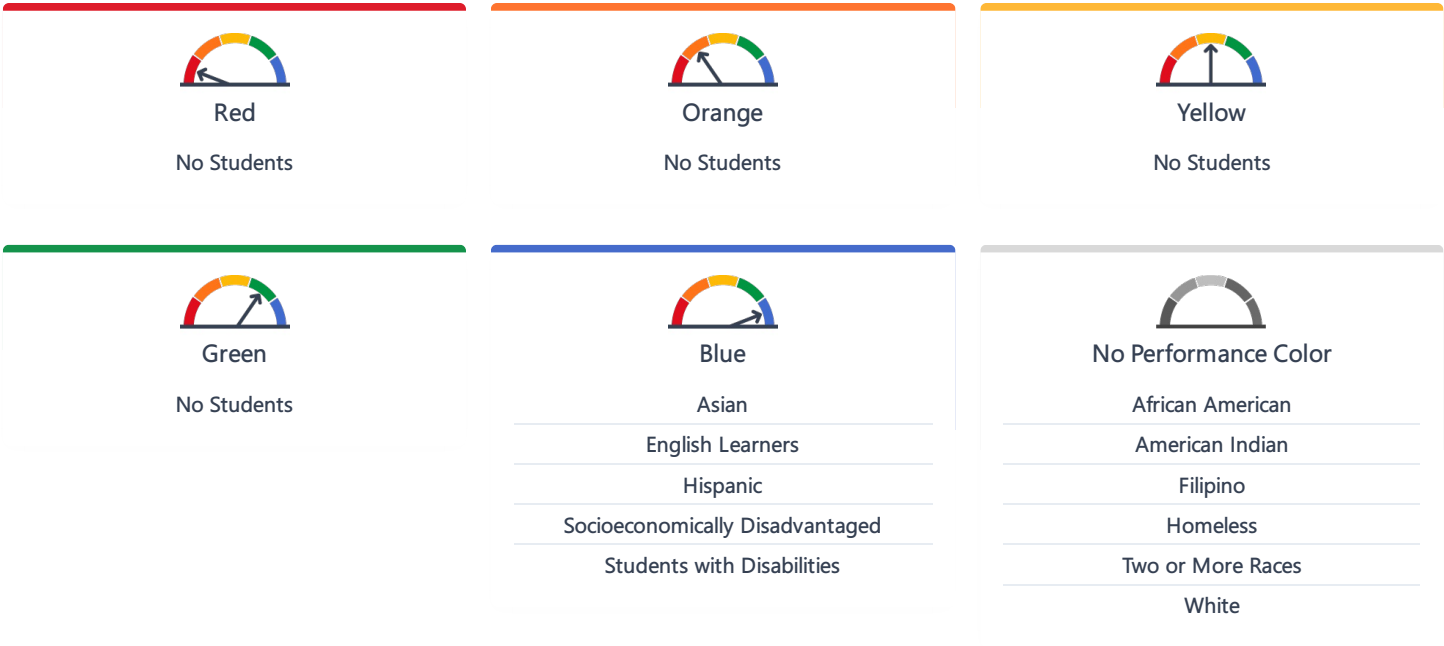
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Homeless

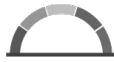


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Two or More Races



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 21

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 238

English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 384

Hispanic



Blue

0% suspended at least once

Maintained 0%

Number of Students: 326

Socioeconomically Disadvantaged



Blue

0% suspended at least once

Maintained 0%

Number of Students: 484

Students with Disabilities



Blue

0% suspended at least once

Maintained 0%

Number of Students: 53

Suspension Rate By Year

Percentage of students who were suspended.

	2016	2017	2018
Suspension Rate	N/A	N/A	N/A

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners
0
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
0

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Local Survey of Parents/Guardians

Rocketship tracks parent engagement using an online system. Using this data, we are able to determine the percentage of parents who attend at least one school event per month, on average. administers a survey to all parents during the winter of each year.

Additional Comments

Our goal, based on a 2016-17 baseline, was to have 38% of parents attend at least one event per month. 58% of parents attend at least one school event per month.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Rocketship administers two different surveys to gauge school safety and connectedness. This survey is created with the input of several teams, including School, Achievement and Family Engagement to gauge parent satisfaction with Rocketship schools across several categories. This comprehensive survey is tailored specifically to the needs and goals of Rocketship, and serves as a common marker across the organization on parent feelings toward the school. It is used for measuring progress against LCAP goals, among others. This includes a question in the parent satisfaction survey which is offered to all parents in all grades. It is available in Spanish and Vietnamese to our parents who need translations. The student safety survey is administered to one cohort per grade for grades 3-5.


Additional Comments

Our goal was 78% of parents reporting satisfaction with their school and 93% of students feeling safe at school based, on 2015-16 baselines. 88% of our parents satisfied with Mosaic, and 72% of students felt safe, for a difference of +10% and -19% respectively.

Rocketship Mosaic Elementary


Explore the performance of Rocketship Mosaic Elementary under California's Accountability System.

Suspension Rate




Blue

English Learner Progress




No Performance Color

English Language Arts



Green

Mathematics



Green

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD NOT MET

School Details

Optional Narrative Summary

Completed By Rocketship Mosaic Elementary

Although Mosaic tests ELs on CELDT every year, the school did not receive a color performance level in Fall 2017 because CELDT labels did not include prior year scores in 2015-16. Without the prior year scores, EL Progress from 14-15 to 15-16 could not be calculated and used to determine the Change level for the dashboard. Prior scores were included on the 2016-17 CELDT labels and the current EL Progress status is reported on the tabs "Status and Change Report" and "Detailed Report".

NAME

Rocketship Mosaic Elementary

ADDRESS

950 Owsley Avenue
San Jose, CA 95122-3109

WEBSITE

<https://www.rocketships...>

GRADES SERVED

K-5

Student Population

Explore information about this school's student population.

Enrollment

Socioeconomically Disadvantaged

English Learners

Foster Youth

583

83%

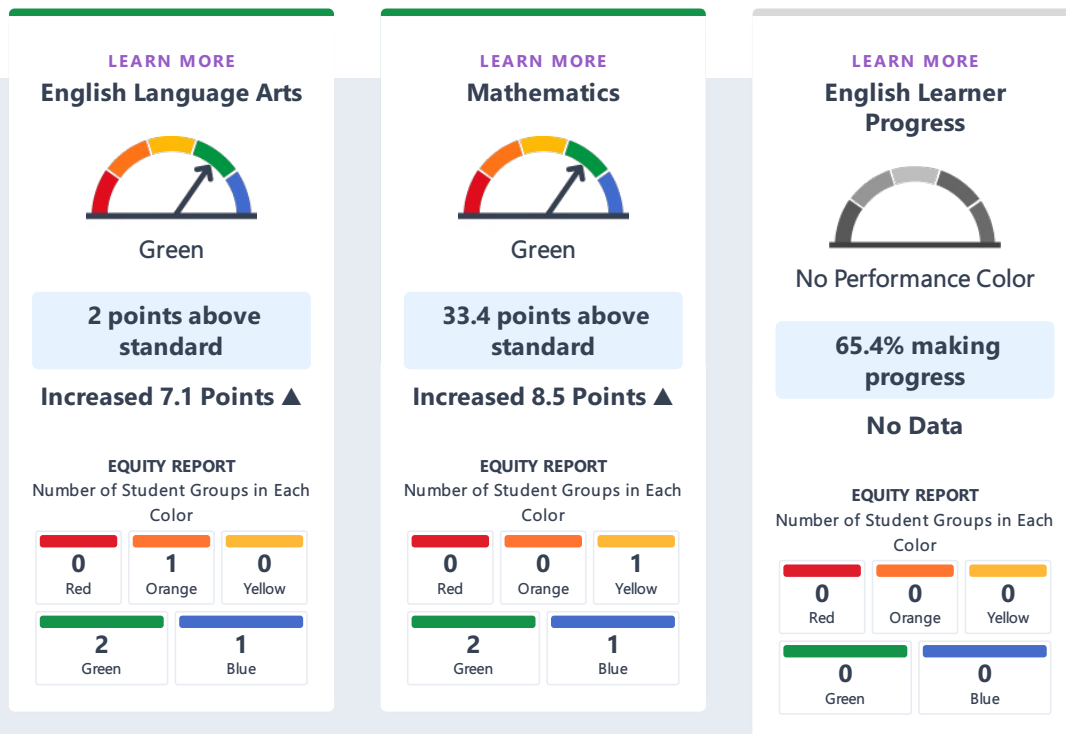
65.4%

0%

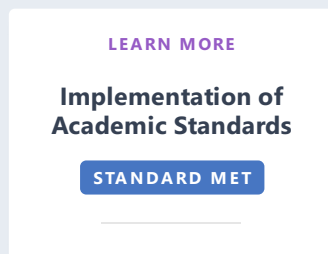
ROCKETSHIP MOSAIC ELEMENTARY

Academic Performance

View Student Assessment Results and other aspects of school performance.



Local Indicators



ROCKETSHIP MOSAIC ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



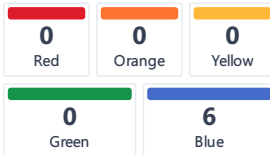
Blue

0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[LEARN MORE](#)

Parent and Family Engagement

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD NOT MET

Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green

2 points above standard


Increased 7.1 Points ▲

Number of Students: 246

Student Group Details


All Student Groups by Performance Level

4 Total Student Groups




Red

No Students




Orange

Hispanic



Yellow


No Students



Green


English Learners

Socioeconomically Disadvantaged



Blue

Asian



No Performance Color

African American

Filipino

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

28.6 points below standard

Increased 3.9 Points ▲

Number of Students: 31

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

124.6 points below standard

Declined 7.4 Points ▼

Number of Students: 31

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



Orange

32.3 points below standard

Maintained -1.4 Points

Number of Students: 158

English Learners



Green

0.4 points below standard

Increased 5.9 Points ▲

Number of Students: 189

Socioeconomically Disadvantaged



Green

1.6 points below standard

Increased 8.3 Points ▲

Number of Students: 210

Asian



Blue

63.8 points above standard

Maintained 1.4 Points

Number of Students: 82

Distance From Standard (Grades 3-8)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2015

2016

2017

Grades 3-8

13.6 points below standard

5.1 points below standard

2 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
84.2 points below standard	54.8 points above standard	18 points below standard
Declined 23.6 Points ▼	Declined 4.6 Points ▼	Maintained 0.2 Points
Number of Students: 75	Number of Students: 114	Number of Students: 44

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green







33.4 points above standard

Increased 8.5 Points ▲

Number of Students: 245

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups		
 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>No Students</p>	 <p>Yellow</p> <p>Hispanic</p>
 <p>Green</p> <p>English Learners</p> <p>Socioeconomically Disadvantaged</p>	 <p>Blue</p> <p>Asian</p>	 <p>No Performance Color</p> <p>African American</p> <p>Filipino</p> <p>Homeless</p> <p>Two or More Races</p> <p>Students with Disabilities</p>

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

14.1 points above standard

Increased 6.4 Points ▲

Number of Students: 31

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

72.8 points below standard

Increased 14.5 Points ▲

Number of Students: 31

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic

Yellow

3.2 points below standard

Declined 3.4 Points ▼

Number of Students: 157

English Learners

Green

31.3 points above standard

Increased 4 Points ▲

Number of Students: 188

Socioeconomically Disadvantaged

Green

28.8 points above standard

Increased 8.3 Points ▲

Number of Students: 209

Asian

Blue

99.5 points above standard

Increased 10.4 Points ▲

Number of Students: 82

Distance From Standard (Grades 3-8)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2015	2016	2017
Grades 3-8	20.9 points above standard	24.9 points above standard	33.4 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

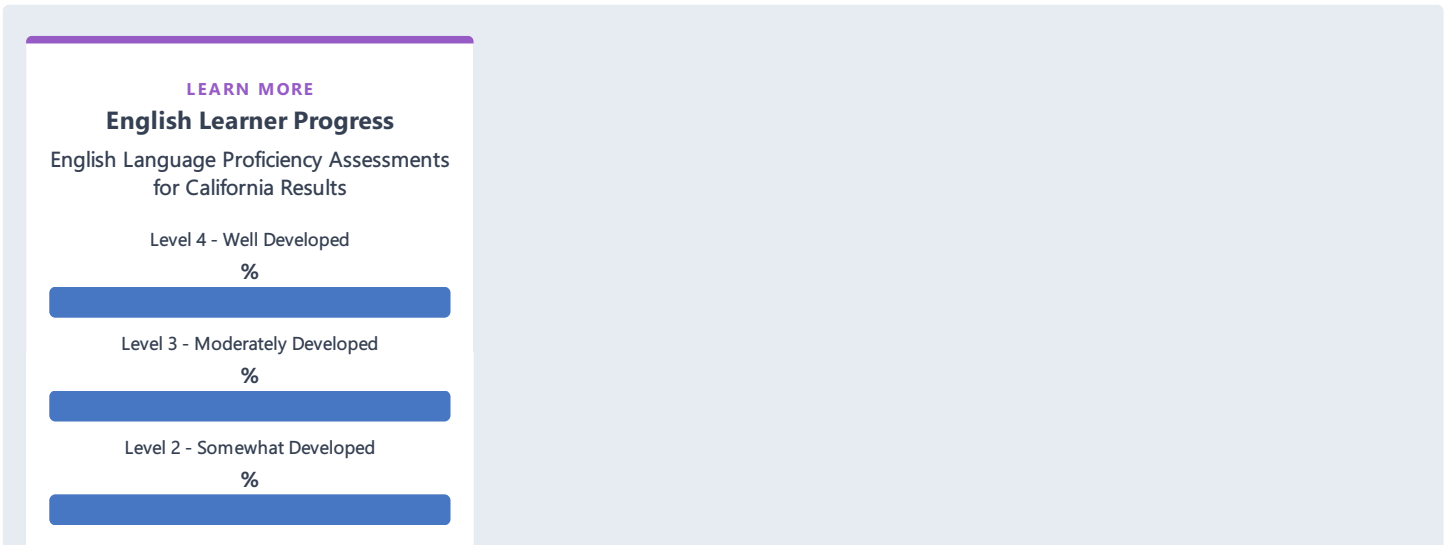
Current English Learners	Reclassified English Learners	English Only
32.8 points below standard	73.9 points above standard	13.4 points above standard
Declined 18.9 Points ▼	Declined 3 Points ▼	Increased 14.1 Points ▲
Number of Students: 75	Number of Students: 113	Number of Students: 44

English Learner Progress

English Learner Progress Indicator

Additional information on English learners in grades kindergarten through grade 12 who made progress towards English proficiency.

	2016	2017
English Learner Progress	78.6%	65.4%



Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Narrative Summary

"The Humanities block is focused around our Rocketeers mastering literacy through a personalized and thematic approach. Thus, each day, it is critical that our Rocketeers deeply immerse themselves in this thematic unit and the content so that they can master the Enduring Understandings as well as gain the tools and skills necessary for them to be fervent, excellent readers and writers. The objective of the Humanities block is not to perceive each block as separate (i.e. writing v. reading comprehension v. guided reading) components, but rather they should feed off of one another to build our Rocketeer's depth of understanding, engagement, context, and ability to move even faster in their mastery and engagement.

We define a thematic approach as aligning and integrating the majority of the content students receive throughout the day within a theme. Our Thematic Units are mostly aligned on a topic or an idea. For instance, when the unit is aligned on a topic, students might learn about life cycles of fish and amphibians through informational articles while they read a story such as Fish is Fish to obtain character's perspective of a tadpole, growing up to become a frog. Alternatively, a thematic unit may align on an idea. For example, when students read Roll of Thunder Hear My Cry, a book about America during the Great Depression, students may read informational texts about leaders throughout history who have stood up for what they believe in - a theme that reveals itself repeatedly throughout the text.

Our thematic units are built to help students arrive at an enduring understanding--a statement that summarizes the big ideas that are central to the unit and provides the rationale around why these ideas are important and transferrable to students' lives. The units are not built solely around the specific (historical, etc.) content. Many of our nonfiction texts will help students better build their background knowledge of science and social studies topics that are required for each grade level based on NGSS and California History Standards. Our nonfiction texts are mapped out to teach students a set of skills or a historical timeline over a period of several years. For example, from 4th to 5th grade, students will learn about the age of exploration to the modern era. Our scientific texts are meant to closely align with the timeline and content of the science units in STEM classrooms. This means that sometimes narrative texts will align on an idea, not necessarily a topic."

Academic Engagement

View data about academic participation.

There is no data available for this report.

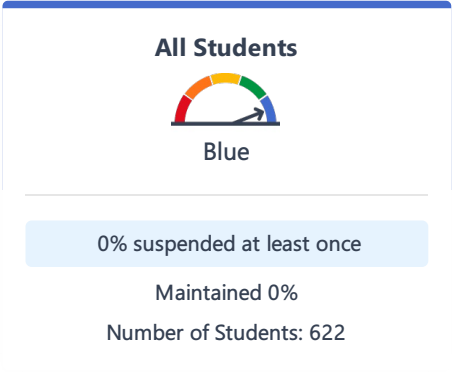
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

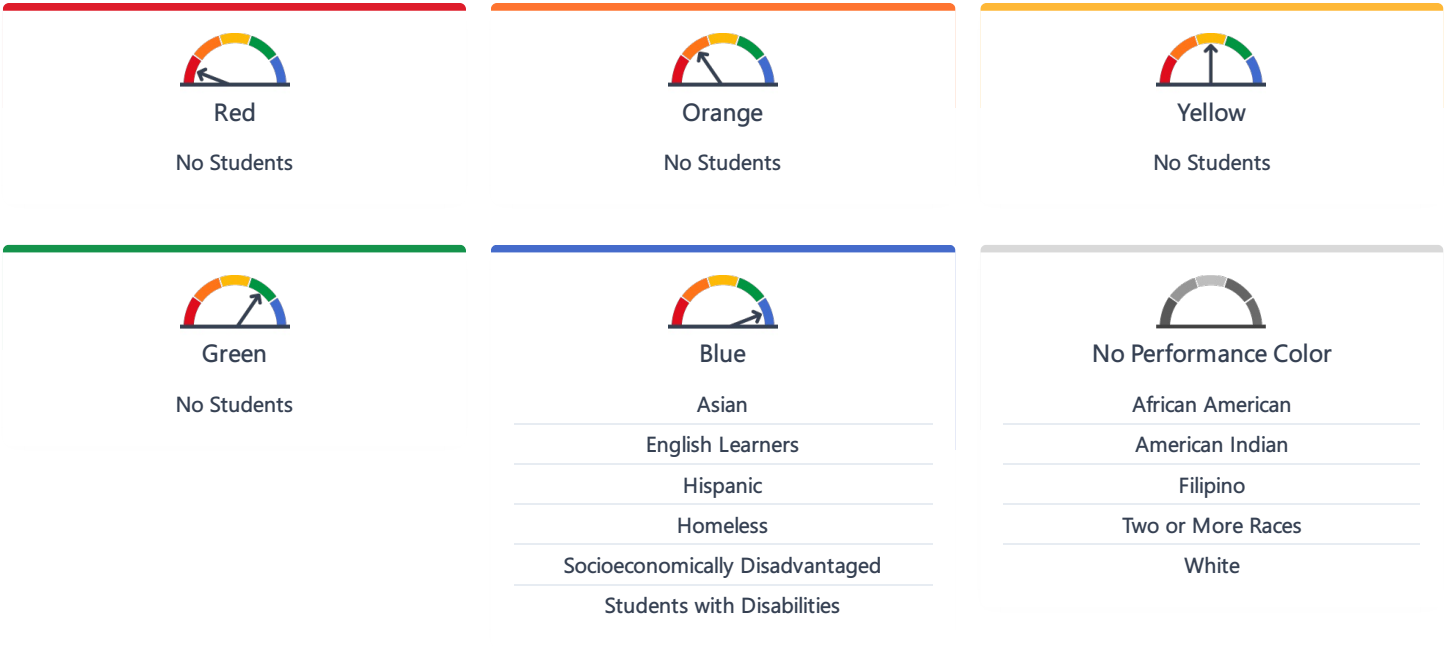
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



African American

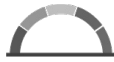


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

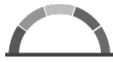


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races

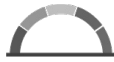


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 220

English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 401

Hispanic



Blue

0% suspended at least once

Maintained 0%

Number of Students: 369

Homeless



Blue

0% suspended at least once

Maintained 0%

Number of Students: 69

Socioeconomically Disadvantaged



Blue

0% suspended at least once

Maintained 0%

Number of Students: 502

Students with Disabilities



Blue

0% suspended at least once

Maintained 0%

Number of Students: 65

Suspension Rate By Year

Percentage of students who were suspended.

	2015	2016	2017
Suspension Rate	0.2%	N/A	N/A

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners
0
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
0

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Local Survey of Parents/Guardians

Rocketship administers a survey to all parents during the winter of each year. This survey is created with the input of several teams, including School, Achievement and Family Engagement to gauge parent satisfaction with Rocketship schools across several categories. This comprehensive survey is tailored specifically to the needs and goals of Rocketship, and serves as a common marker across the organization on parent feelings toward the school. It is used for measuring progress against LCAP goals, among others.

Our goal, based on a 2016-17 baseline, was to have 41% of parents attend at least one event per month. 38% of parents responded saying that they attended at least one school event per month. We failed to meet our goal by 3 percentage points.

STANDARD NOT MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the

public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Rocketship administers two different surveys to gauge school safety and connectedness. This includes a question in the parent satisfaction survey which is offered to all parents in all grades. It is available in Spanish and Vietnamese to our parents who need translations. The student safety survey is administered to one cohort per grade for grades 3-5.

Our goal was 95% of parents feeling safe at school and 91% of students feeling safe at school based on 2015-16 baselines. 86% of our parents felt the campus is safe, and 69% of students felt safe, for a difference of -9% and -22% respectively.