Rocketship Futuro Academy (SBE)

Explore the performance of Rocketship Futuro Academy (SBE) under California's Accountability System.

Chronic Absenteeism

Yellow

Suspension Rate

Blue

English Learner Progress

No Performance Color

English Language Arts

No Performance Color

Mathematics

No Performance Color

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 Futuro Academy (SBE)

ADDRESS
2351 Olivera Road
Concord, CA 94520-1626

WEBSITE
https://www.rocketships...

GRADES SERVED
K-5

Student Population

Explore information about this school's student population.

Enrollment

424

Socioeconomically Disadvantaged
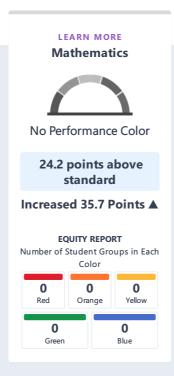
77.6%

English Learners
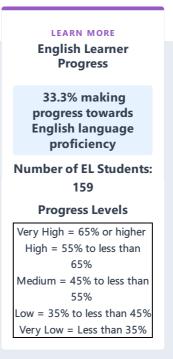
54.7%

Foster Youth

0.2%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

No Performance Color

7.7 points below standard

Increased 34.8 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

0	0
Green	Blue

Mathematics

No Performance Color

24.2 points above standard

Increased 35.7 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

0	0
Green	Blue

English Learner Progress

33.3% making progress towards English language proficiency

Number of EL Students: 159

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

Implementation of Academic Standards

STANDARD MET

Academic Engagement

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

Chronic Absenteeism

Yellow

13% chronically absent

Declined 4.7% ▼

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow
0	0	3

Green	Blue
0	0

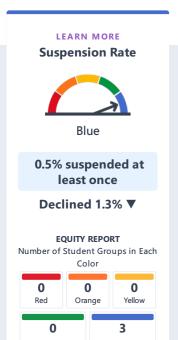## Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

ROCKETSHIP FUTURO ACADEMY (SBE)

Conditions & Climate

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

LEARN MORE

Suspension Rate

Blue

0.5% suspended at least once

Declined 1.3% ▼

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow
0	0	0

Green	Blue
0	3

Green	Blue

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Parent and Family Engagement

STANDARD MET

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.

All Students

No Performance Color

7.7 points below standard

Increased 34.8 Points ▲

Number of Students: 73

Student Group Details

All Student Groups by Performance Level

0 Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

No Students

Blue

No Students

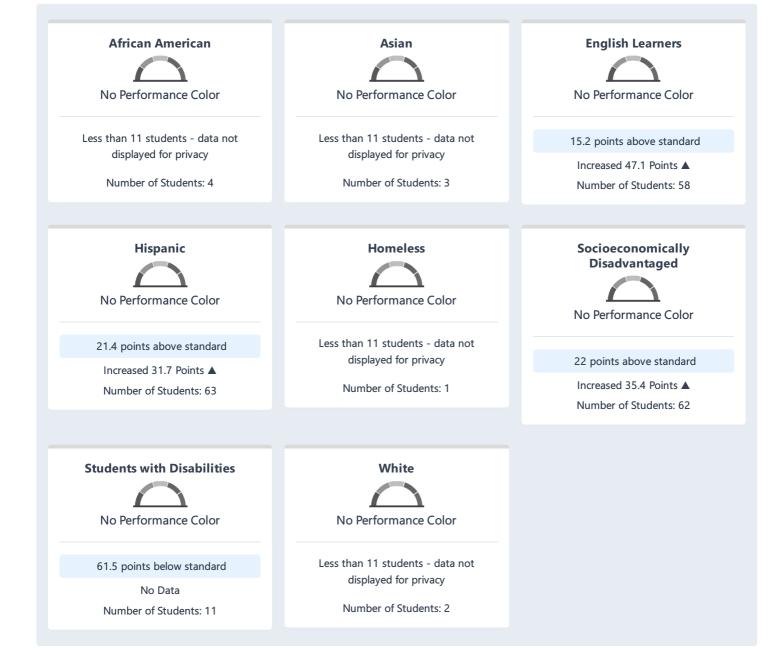No Performance Color

African American

Asian

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

White

○ ○ ○ ○ ●

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners

No Performance Color

23.4 points below standard

Increased 57.8 Points ▲

Number of Students: 58

Hispanic

No Performance Color

7.9 points below standard

Increased 46 Points ▲

Number of Students: 63

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged

No Performance Color

8.7 points below standard

Increased 40 Points ▲

Number of Students: 62

Students with Disabilities

No Performance Color

108.9 points below standard

No Data

Number of Students: 11

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

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	N/A	42.6 points below standard	7.7 points below 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
33 points below standard	No Data	33.8 points above standard
Increased 55.9 Points ▲	No Data	No Data
Number of Students: 52	Number of Students: 6	Number of Students: 11

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

No Performance Color

24.2 points above standard

Increased 35.7 Points ▲

Number of Students: 73

Student Group Details

All Student Groups by Performance Level

0 Student Groups

Red	Orange	Yellow
No Students	No Students	No Students

Green	Blue	No Performance Color
No Students	No Students	African American
		Asian
		English Learners
		Hispanic
		Homeless
		Socioeconomically Disadvantaged
		Students with Disabilities
		White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners

No Performance Color

15.2 points above standard

Increased 47.1 Points ▲

Number of Students: 58

Hispanic

No Performance Color

21.4 points above standard

Increased 31.7 Points ▲

Number of Students: 63

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged

No Performance Color

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22 points above standard

Increased 35.4 Points ▲

Number of Students: 62

Students with Disabilities

No Performance Color

61.5 points below standard

No Data

Number of Students: 11

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Distance From Standard (Mathematics)

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	N/A	11.5 points below standard	24.2 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
	Current English Learners		**Reclassified English Learners**		**English Only**

Current English Learners

6.8 points above standard

Increased 43.6 Points ▲

Number of Students: 52

Reclassified English Learners

No Data

No Data

Number of Students: 6

English Only

42.3 points above standard

No Data

Number of Students: 11

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.

LEARN MORE
English Learner Progress

33.3% making progress towards English language proficiency

Number of EL Students: 159

Performance Level

Very Low

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

ELPAC Levels

1   2   3   4

1   2L 2H   3L 3H   4

ELPI Levels

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

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.

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 |

English Language Development (Aligned to English Language Arts Standards)

| 4 | Full Implementation |

Mathematics – Common Core State Standards for Mathematics

| 4 | Full Implementation |

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 |

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

| 4 | Full Implementation |

History - Social Science

| 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 |

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 |

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 |

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 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

Yellow

13% chronically absent

Declined 4.7% ▼

Number of Students: 431

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

No Students

Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged

Green

No Students

Blue

No Students

No Performance Color

American Indian

Asian

African American

Students with Disabilities

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: 0

Asian

No Performance Color

13.3% chronically absent

No Data

Number of Students: 15

African American

No Performance Color

17.6% chronically absent

Declined 11.8% ▼

Number of Students: 17

Students with Disabilities

No Performance Color

22% chronically absent

Declined 0.8% ▼

Number of Students: 41

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

11.8% chronically absent

No Data

Number of Students: 17

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races

No Performance Color

13.6% chronically absent

Declined 9.4% ▼

Number of Students: 22

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners

Yellow

14.1% chronically absent

Declined 1.9% ▼

Number of Students: 284

Hispanic

Yellow

12.8% chronically absent

Declined 4.6% ▼

Number of Students: 366

Socioeconomically Disadvantaged

Yellow

13.5% chronically absent

Declined 5.1% ▼

Number of Students: 356

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.

All Students

Blue

0.5% suspended at least once

Declined 1.3% ▼

Number of Students: 438

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red	Orange	Yellow
No Students	No Students	No Students

Green

No Students

Blue

English Learners

Hispanic

Socioeconomically Disadvantaged

No Performance Color

African American

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

○ ○ ○ ○ ● ○

African American

No Performance Color

5.6% suspended at least once

Declined 0.3% ▼

Number of Students: 18

Asian

No Performance Color

0% suspended at least once

No Data

Number of Students: 16

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

0% suspended at least once

No Data

Number of Students: 17

Two or More Races

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 23

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 42

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners

Blue

0% suspended at least once

Declined 1.5% ▼

Number of Students: 288

Hispanic

Blue

0% suspended at least once

Declined 1.3% ▼

Number of Students: 370

Socioeconomically Disadvantaged

Blue

0.6% suspended at least once

Declined 1.2% ▼

Number of Students: 361

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 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 and Sustainability

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 and Sustainability

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 and Sustainability

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 chidren'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 89% 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 96% of students, and integration of home and school, reflected in the 95% of families that report being able to support student learning at home. One area where we're working to grow is arrival/dismissal, where currently 89% of students are having neutral-to-positive experiences, but we'd like to grow toward 100%.

Rocketship Futuro Academy (SBE)

Explore the performance of Rocketship Futuro Academy (SBE) under California's Accountability System.

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Yellow	Green	No Performance Color	No Performance Color

Mathematics	Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent and Family Engagement
No Performance Color	STANDARD MET	STANDARD MET	STANDARD MET

Local Climate Survey	Access to a Broad Course of Study
STANDARD MET	STANDARD MET

School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Rocketship Futuro Academy (SBE)	2351 Olivera Road Concord, CA 94520-1626	https://www.rocketships...	K-5

ROCKETSHIP FUTURO ACADEMY (SBE)

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

No Performance Color

42.6 points below standard

No Data

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

0	0
Green	Blue

Mathematics

No Performance Color

11.5 points below standard

No Data

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

0	0
Green	Blue

English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
48.4%

Level 3 - Moderately Developed
33.3%

Level 2 - Somewhat Developed
13.4%

Level 1 - Beginning Stage
4.8%

Local Indicators

Implementation of Academic Standards

STANDARD MET

Academic Engagement

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

Chronic Absenteeism

Yellow

17.7% chronically absent

Declined 11% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0	0	3
Red	Orange	Yellow

0	0
Green	Blue

Local Indicators

Access to a Broad Course of Study

STANDARD MET

ROCKETSHIP FUTURO ACADEMY (SBE)

Conditions & Climate

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

Suspension Rate

Green

1.7% suspended at least once

Declined 2% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0	0	1
Red	Orange	Yellow

2	0
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.

All Students

No Performance Color

42.6 points below standard

No Data

Number of Students: 28

Student Group Details

All Student Groups by Performance Level

0 Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

African American

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

○ ○ ○ ○ ○ ●

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners

No Performance Color

81.2 points below standard

No Data

Number of Students: 19

Hispanic

No Performance Color

53.9 points below standard

No Data

Number of Students: 24

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged

No Performance Color

48.7 points below standard

No Data

Number of Students: 22

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

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	N/A	42.6 points below 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
88.9 points below standard	No Data	No Data
No Data	No Data	No Data
Number of Students: 18	Number of Students: 1	Number of Students: 6

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

No Performance Color

11.5 points below standard

No Data

Number of Students: 27

Student Group Details

All Student Groups by Performance Level

0 Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

African American

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

○ ○ ○ ○ ●

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners

No Performance Color

31.9 points below standard

No Data

Number of Students: 18

Hispanic

No Performance Color

10.3 points below standard

No Data

Number of Students: 23

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged

No Performance Color

13.3 points below standard

No Data

Number of Students: 21

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Distance From Standard (Mathematics)

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	N/A	11.5 points below 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
36.8 points below standard	No Data	No Data
No Data	No Data	No Data
Number of Students: 17	Number of Students: 1	Number of Students: 6

English Learner Progress

English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
48.4%

Level 3 - Moderately Developed
33.3%

Level 2 - Somewhat Developed
13.4%

Level 1 - Beginning Stage
4.8%

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."
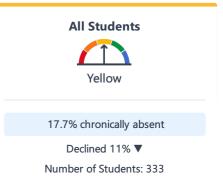
Academic Engagement

View data about academic participation.

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

Yellow

17.7% chronically absent

Declined 11% ▼

Number of Students: 333

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

No Students

Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged

Green

No Students

Blue

No Students

No Performance Color

American Indian

Asian

African American

Students with Disabilities

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: 0

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

African American

No Performance Color

29.4% chronically absent

No Data

Number of Students: 17

Students with Disabilities

No Performance Color

22.7% chronically absent

No Data

Number of Students: 22

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

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: 3

Two or More Races

No Performance Color

23.1% chronically absent

No Data

Number of Students: 13

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners

Yellow

16% chronically absent

Declined 14.6% ▼

Number of Students: 200

Hispanic

Yellow

17.5% chronically absent

Declined 10.2% ▼

Number of Students: 286

Socioeconomically Disadvantaged

Yellow

18.6% chronically absent

Declined 12.2% ▼

Number of Students: 269

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.
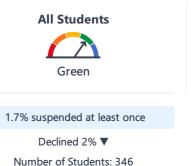
N/A

Conditions and Climate

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

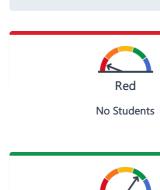## Suspension Rate

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.

All Students

Green

1.7% suspended at least once

Declined 2% ▼

Number of Students: 346

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Hispanic

Green

English Learners

Socioeconomically Disadvantaged

Blue

No Students

No Performance Color

African American

Asian

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

African American

No Performance Color

5.9% suspended at least once

No Data

Number of Students: 17

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

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

No Data

Number of Students: 13

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

No Performance Color

0% suspended at least once

No Data

Number of Students: 22

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Hispanic

Yellow

1.3% suspended at least once

Maintained -0.2%

Number of Students: 299

English Learners

Green

1.5% suspended at least once

Declined 1.4% ▼

Number of Students: 206

Socioeconomically Disadvantaged

Green

1.8% suspended at least once

Declined 1.4% ▼

Number of Students: 278

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018
Suspension Rate	3.7%	1.7%

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 boardat 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 29% of parents attend at least one event per month. 90% of parents attended 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 school and 95% of students feeling safe at school based, on 2015-16 baselines from other Rocketship schools. 86% of our parents satisfied with Futuro Academy, and 76% of students felt safe, for a difference of +8% and -19% respectively.

Rocketship Futuro Academy (SBE)

Explore the performance of Rocketship Futuro Academy (SBE) under California's Accountability System.

Suspension Rate

No Performance Color

English Learner Progress

No Performance Color

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

School Details

NAME
Rocketship Futuro Academy (SBE)

ADDRESS
2351 Olivera Road
Concord, CA 94520-1626

WEBSITE
https://www.rocketships...

GRADES SERVED
K-5

ROCKETSHIP FUTURO ACADEMY (SBE)

Student Population

Explore information about this school's student population.

Enrollment

Socioeconomically Disadvantaged

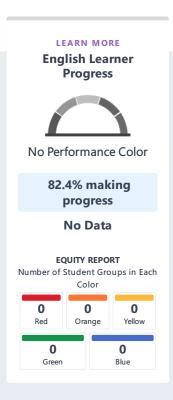### English Learners

Foster Youth

ROCKETSHIP FUTURO ACADEMY (SBE)

Academic Performance

View Student Assessment Results and other aspects of school performance.

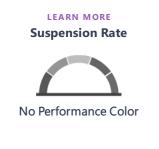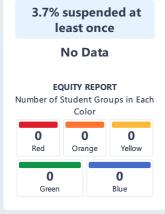### LEARN MORE
English Learner Progress

No Performance Color

82.4% making progress

No Data

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow
0	0	0

Green	Blue
0	0

Local Indicators

LEARN MORE
Implementation of Academic Standards

STANDARD MET

ROCKETSHIP FUTURO ACADEMY (SBE)

Conditions & Climate

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

LEARN MORE
Suspension Rate

No Performance Color

3.7% suspended at least once

No Data

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

0	0
Green	Blue

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Academic Performance

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

English Learner Progress

English Learner Progress Indicator

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

	2017
English Learner Progress	82.4%

LEARN MORE

English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
%

Level 3 - Moderately Developed
%

Level 2 - Somewhat Developed
%

Level 1 - Beginning Stage
%

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.
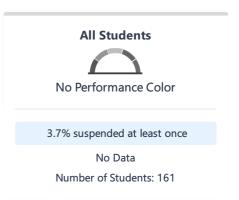
There is no data available for this report.

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.

All Students

No Performance Color

3.7% suspended at least once

No Data

Number of Students: 161

Student Group Details

All Student Groups by Performance Level

0 Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

African American

Asian

English Learners

Hispanic

Homeless

Two or More Races

Pacific Islander

Socioeconomically Disadvantaged

Students with Disabilities

White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

English Learners

No Performance Color

2.9% suspended at least once

No Data

Number of Students: 104

Hispanic

No Performance Color

1.5% suspended at least once

No Data

Number of Students: 132

Homeless

No Performance Color

0% suspended at least once

No Data

Number of Students: 13

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Socioeconomically Disadvantaged

No Performance Color

3.2% suspended at least once

No Data

Number of Students: 127

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Suspension Rate By Year

Percentage of students who were suspended.

	2017
Suspension Rate	3.7%

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

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

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.

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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.

As a first year school, data from the 2016-17 is used as a baseline for Rocketship Futuro. Futuro had 19% of parents attend at least one community event per month. This is less than the network average by 3 percentage points.

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.

As a first year school, data from the 2016-17 is used as a baseline for Rocketship Futuro. Futuro had 90% of parents an d72% of students respond that they feel safe at school. This exceeds the network average of 84% and 72%, respectively.