

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Rocketship Fuerza Community Prep		
Contact Name and Title	Principal Juan Mateos	Email and Phone	<a href="mailto:jmateos@rsed.org">jmateos@rsed.org</a> 408-708-5744

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Rocketship Fuerza opened in August 2014 as TK-4th grade campus, the ninth Rocketship campus to open in San Jose. The campus now serves TK-5. The school is led by Juan Mateos, a first year principal who was previously an Assistant Principal at Rocketship Fuerza.

Rocketship Fuerza operates a highly **personalized educational** model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Fuerza' instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Fuerza also operated under the principles that **excellent teachers and leaders** create transformational schools and **engaged parents** are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship parents are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

Rocketship Fuerza Fast Facts	
Enrollment	622
FRL Population	77.20%
EL Population	52.30%
Special Education Population	5.80%

Population by Ethnicity: Asian: 11.30% African-American: 1.1% Hispanic: 81.2% White: 0.8% Other: 5.6%
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All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Fuerza this fifth core value is *ganas*. *Ganas* is the fuel that makes the core values of respect, persistence, empathy, and responsibility come to life and ignites students' desires and zest to achieve their best. Cultivating *ganas* means that students will find joy and meaning in a challenge and push themselves to overcome it. It means that students will not just work persistently towards achievement but deeply desire it. Students with *ganas* will also encourage and motivate their peers to be better students, friends, sons, daughters, and community members. Rocketeers fueled by *ganas* are expected to face challenges head on with intelligence, resolve, and pride. They will create solutions instead of making excuses and push beyond expectations of themselves and their community. This core value reminds our Rocketeers that success comes not only through hard work but also through a deep desire to reach one's goals and help others achieve theirs.

## LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

As a relatively new school (third year of operation), Rocketship Fuerza Community Prep only has dashboard data for ELA and Math, both of which are in the yellow range. Students improved from 2014-15 to 2015-16, and we're hoping to continue to build upon first year growth this year and in the future. Fuerza's stakeholder engagement this spring brought to light other areas in need of improvement as well, most notably school safety.

To address academic growth, Fuerza will continue to prioritize strong parent-school relationships. The details of this can be found in Goal 5. To address school safety, Fuerza will implement a new social-emotional learning curriculum and hire outside security services. The details of both of these can be found under Goal 4 and Goal 3, respectively.

Because the Governor's May Revise was less conservative than we initially thought, Principal Mateos will have \$30,000 discretionary budget to use in a manner that will best service her students toward reaching the goals below. Principal Mateos and Rocketship staff will review the LCAP and consult with stakeholders to identify an area that would best serve their unduplicated students. See Goal 4.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## GREATEST PROGRESS

The greatest progress at Rocketship Fuerza was academic achievement, particularly exceeding SBAC goals in math and ELA. This will be continued next year by continuing to prioritize strong parent-school relationships. Having a strong relationship allows for parents to be active participants in their child's education and continue progress made at school at home.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

There are no areas of need based on the dashboard. However, 31% of students do not feel safe at school, and parents indicated that school safety (27%) and school culture and discipline (17%) were two of their top three priorities for the school. Subsequently, Principal Mateos has indicated that he would like to place greater emphasis on social-emotional learning next year. He will do this by bringing in an outside consultant, Seneca Service, to provide more help in this area. We will also be hiring security services. See below in Goals 3 and 4 for more details.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **PERFORMANCE GAPS**

No performance gaps.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The three most significant ways that Rocketship Fuerza Community Prep improves services for our unduplicated pupils are through our **Personalized Learning** Program, our intensive teacher **professional development and coaching**, and our commitment to **involving parents** in their student's education. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. Finally, Rocketship parents are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. These are opportunities that parents of EL and low income students are not always afforded, and research shows that students with involved parents do better in school.

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$ 7,331,937
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,852,099
	\$ 5,804,220

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Facility lease expense, management fee, authorizer fee, general operating services (i.e. telecommunications, utilities), administrative costs (i.e. audit, software), food service, teacher base compensation, school leader base compensation

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1</h2>	<p>Improve Rocketeers' proficiency in key content areas, overall and for key subgroups</p>
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. Reclassification rate: Increase from 7% to 8%
2. Progress on CELDT: baseline
3. CAASPP Proficiency Rates

	Y1 - 2016-17		
	ELA	M	S
<b>CAASPP Overall</b>	28	41	19
<b>CAASPP EL</b>	18	31	16
<b>CAASPP SPED</b>	2	13	2
<b>CAASPP SED</b>	27	42	18

#### ACTUAL

Data not yet available

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services

**PLANNED**  
**Common Core-aligned instruction & materials**  
 A-1. The Rocketship Fuerza **curriculum** follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Fuerza operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.

Rocketship Fuerza utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.

**ACTUAL**  
 RFZ used Core Curriculum budget to bolster math curriculum materials, socio-emotional Kimochi materials, and literacy resources. These benefit all students, including EL and special education because of the inclusion model run in our schools. Additionally, we are aligning our curriculum with NGSS and encompass the three Disciplinary Core Ideas of the NGSS, physical sciences, life sciences, and earth science. We also administer NGSS-aligned unit assessments.

We integrate science instruction throughout various mediums so that skills that can be applied to subject matter at any time (i.e. recording observations, reading maps, using timelines). By teaching these core subjects in various modalities, we’re helping all students, including special education and English Learners master the concepts via the method they respond to best.

Social Studies is also integrated into humanities blocks. All students are exposed to social studies concepts, particularly by working to master non-fiction texts.

Expenditures

**BUDGETED**  
 \$24,000 (4100) Core Curriculum  
 LCFF-base

\$21,100 (4210) Books

**ESTIMATED ACTUAL**  
 \$11,535 (4100) Core Curriculum  
 LCFF-base

\$35,310 (4210) Books

LCFF-base

LCFF-base

Action

2

Actions/Services

### PLANNED

#### Personalized Learning

A-2. RFZ's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for Rtl include **Rtl curriculum** and **tutors**. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Fuerza operates an inclusion model. In particular, our Special Education students benefits from our Rtl model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students.

We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in **technology support consultants**..

### ACTUAL

Personalized Learning is one area that is continually improving and evolving at RFZ. This year we made strides toward further integrating technology into the classroom, which allows our teachers more time to work in small group. This benefits our ELs and Special Education students that benefit the most from 1:1 and small group instruction.

We continued to refine our approach to OLPs this year, by working with targeted, differentiated lessons in Dreambox and created curated texts sets that could be assigned based on STEP level with MyON.

Expenditures

**BUDGETED**  
**Learning Labs**  
OLPs: \$44,100 (4411) LCFF-S+C  
  
Chromebooks: \$43,300 (4421) LCFF-S+C  
  
Learning Lab Materials \$3,000 (4390) LCFF-base  
  
Leveled Libraries \$3,000 (4115) LCFF-base  
  
Rtl Curriculum \$1,800 (4120)  
Tutors \$232,000 (2101)  
Title I  
  
Technology Consultants  
\$29,700 (5807)  
LCFF base

**ESTIMATED ACTUAL**  
OLPs: \$36,083 (4411) LCFF-S+C  
  
Chromebooks: \$6,445 (4421) LCFF-S+C  
  
Learning Lab Materials \$7,427 (4390) LCFF-base  
  
Leveled Libraries \$13,327 (4115) LCFF-base  
  
Rtl Curriculum \$2,514 (4120)  
Tutors \$324,028 (2101)  
Title I  
  
Technology Consultants  
\$22,406 (5807)  
LCFF base

Action

3

Actions/Services

**PLANNED**  
**Special Education supports**  
A-3. Although RFZ runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

**ACTUAL**  
Our ISE team supported our Special Education student through each of the methods listed to the left.



Expenditures

**BUDGETED**

\$6,600  
(ISE 4360, ISE 4330, ISE 4340, ISE 4421)

*State Special Education funding  
IDEA*

Contracted Services  
\$5,500 (ISE 5802)  
*State Special Education funding*

**ESTIMATED ACTUAL**

\$1,874  
(ISE 4360, ISE 4330, ISE 4340, ISE 4421)

State Special Education funding  
IDEA

Contracted Services  
\$44,153 (ISE 5802)  
State Special Education funding

Action **4**

Actions/Services

**PLANNED**

**Class size reductions**

A-4. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. RFZ accomplishes this by not back-filling empty seats in grades 4-5 from natural attrition, forgoing additional per pupil funding.

**ACTUAL**

In 2014-15, RFZ reduced class sizes by an average of 2 students per class by admitting fewer new students and by refraining from backfilling departures in the upper grades. Over the past two years, we've been committed to keeping our class sizes at an average of 28:1 instead of 30:1, and this year, the average class size at RFZ was 26 students. This allows us to afford each of our students more personalized attention, which benefits all students but particularly ELs and Special Education students.

Expenditures

**BUDGETED**

Class size reductions  
\$258,600 (1101)

*LCFF-S+C*

**ESTIMATED ACTUAL**

Class size reductions  
\$7,846 (1101)

*LCFF-S+C*

Action **5**

Actions/Services

**PLANNED**  
**GLAD Training**  
 A-5. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with **Project GLAD** (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the Rtl tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide **ongoing professional development** to our literacy teachers to help them with EL instruction throughout the school year.

**ACTUAL**  
 RFZ continues to partner with Project GLAD to ensure all teachers are trained on the GLAD strategies for ELD instruction and are familiar with the new ELD framework developed by the CDE. All new teachers receive GLAD training at the beginning of the year, with returning teachers getting a refresher course. GLAD strategies are imbedded in all of our instruction, including STEM, so that students are practicing English skills in all areas of the school day.  
 We have ongoing PD sessions throughout the year to help Literacy teachers master GLAD and other ELD strategies.

Expenditures

**BUDGETED**  
 GLAD Training \$18,060 (5804)  
 Title III  
  
 Ongoing literacy teacher PD  
 \$36,000 (1101)  
 Title III

**ESTIMATED ACTUAL**  
 GLAD Training \$12,000 (5804)  
 Title III  
  
 Ongoing literacy teacher PD  
 \$35,844 (1101)  
 Title III

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Each of the action items for this goal is embedded into our Rocketship model, giving these action items the support of school teams and the network support team to help guide high-level thinking, with support and ongoing professional development throughout the school year to ensure its being implemented with fidelity.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While SBAC and other state testing data is not yet available, Rocketship uses a cadre of internal assessments to track student progress throughout the year. Students are RFZ are on track for 1.36 years of growth in math and 1.24 years of growth in reading. Math has improved slightly over last year when students averaged 1.28 years of growth. ELA has remained almost constant (1.23 last year)  
We don't yet have data on EL progress for the year, but hope that our CELDT and reclassification results mirror the upward trend we saw last year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

RFZ invested heavily in new books and classroom libraries this year so had to make cuts in other curriculum areas to be able to afford this. RFZ prioritized having more reading materials to make kids excited about reading, especially for our EL and SED children that might not have access to leveled texts at home.

RFZ was under budget in almost every line item for this action item, with the exception of our books. One other exception to this is our ISE Consultant budget, which we were over significantly. We were unable to hire positions regionally, such as occupational therapists and psychologists, and had to use consultants, driving up our costs in this area. Our GLAD expenditures were significantly below budget because we only had one new-to-Rocketship teacher who needed to attend GLAD training.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Next year, we will be removing Class Size Reduction as an action item, not because we plan on allowing our class sizes to grow, but because this has become the new norm at our schools.

Next year we will be pushing greater for greater OLP integration in the classroom. See Action Items Goal 1 below. We will be adding in budget for printing and reproduction so teachers can make copies of important text and materials. We will also be adding additional tutoring capacity.

# Goal 2

Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1. School provides standards-aligned instructional materials with focus on non-fiction and vocabulary study in social studies
2. School provides standards-aligned professional development with focus non-fiction and vocabulary study in social studies
3. 100% of full-time teachers have appropriate credentials

### ACTUAL

1. Met
2. Met
3. Not Met – 80%

Action

# 1

Actions/Services

### PLANNED

#### Professional Development

B-1. *Summer PD*

Each summer, RFZ hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

*Thursday PD*

### ACTUAL

As indicated last year, Professional Development at RFZ is a significant part of our plan to ensure our teachers have the skills necessary to be most effective for our students. One initiative for this year is to include more differentiated instruction for our teachers. This benefits our new teachers and our returning teachers by helping them build the skills that will be most helpful in their classrooms.

Some examples of Summer PD sessions include:

- GLAD Training
- Home Visits
- Assessment Suite Overview
- Systems and Routines

Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers.  
*Professional Development Fund*

Rocketship Fuerza has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RFZ will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.

Some example of Thursday PD include:

- Exit Ticket Tracking
- Review of GLAD/ELD
- Universal Emotional Screener
- Habits of Discussion

Some examples of PD fund activities RFZ teachers took advantage of this year include:

- Language Immersion
- Targeted special education inclusion strategies

**BUDGETED**

**Summer:** \$102,410 SL and Teacher compensation (1301, 1101)  
LCFF-S+C

**Thursday:** \$46,052  
SL and Teacher compensation (1301, 1101)  
LCFF-S+C

**PD Fund**  
\$30,000 (5804)  
LCFF-S+C

**ESTIMATED ACTUAL**

**Summer:** \$87,614 SL and Teacher compensation (1301, 1101)  
LCFF-S+C

**Thursday:** \$53,074  
SL and Teacher compensation (1301, 1101)  
LCFF-S+C

**PD Fund**  
\$1,580 (5804)  
LCFF-S+C

Expenditures

Action

2

**PLANNED**

**Assessments**

B-2. Students will take a variety of internal and external **assessments** to determine progress and areas of weakness. Assessments include:

- Four rounds of cumulative assessments

**ACTUAL**

In compliance with state law, RFZ students took all of the required state assessments. Additionally, as mentioned above, RFZ has a cadre of internal assessments, and we did in fact administer four rounds of cumulative assessments, three rounds of NWEA testing and four round of STEP testing. This helps us

Actions/Services

<ul style="list-style-type: none"> <li>• NWEA three times per year</li> <li>• STEP at least four times per year</li> <li>• State-mandated CAASPP</li> </ul> <p>To ensure that our students are ready for success on the CAASPP, Rocketship Fuerza transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards.</p> <p>RFZ will hire <b>temporary staff</b> members to facilitate administration and scoring of assessments</p>	<p>identify areas of weakness and growth for our students and better target our instruction toward them.</p>
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Expenditures

<p><b>BUDGETED</b></p> <p>Assessments \$28,700 (4414) LCFF-S+C</p> <p>Temps \$16,700 (5838) LCFF-S+C</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Assessments \$25,023 (4414) LCFF-S+C</p> <p>Temps \$15,894 (5838) LCFF-S+C</p>
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Action

### 3

Actions/Services

<p><b>PLANNED</b></p> <p><b>Data Days</b></p> <p>B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RFZ will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.</p>	<p><b>ACTUAL</b></p> <p>All of the data we collect from student assessments is not helpful if our teachers and school leaders don't know how to use it! As a result, we have three data days per year. During data days, School Leaders and NeST staff helps teachers analyze their students' data to identify areas of individual weakness and common trends. From there, teachers revise lesson plans to target the areas of weakness.</p>
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Expenditures

<p><b>BUDGETED</b></p> <p>\$39,595 Teacher and SL compensation (1101, 1301) LCFF-S+C</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$33,698 Teacher and SL compensation (1101, 1301) LCFF-S+C</p>
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Action

# 4

Actions/Services

**PLANNED**  
**Coaching**  
 B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RFZ teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.

**ACTUAL**  
 Coaching is a fundamental piece of Rocketship’s instructional model, and, as such, is the main activity for Assistant Principals and Principals. Each School Leader is paired with a teacher, and they observe in class and offer feedback both in real time and during weekly 1:1 coaching sessions. This continues to be a cornerstone of Rocketship’s teacher development.

Expenditures

**BUDGETED**  
 Coaching  
 \$69,000  
 AP compensation (1301) LCFF-S+C

**ESTIMATED ACTUAL**  
 Coaching  
 \$71,792  
 AP compensation (1301) LCFF-S+C

Action

# 5

Actions/Services

**PLANNED**  
**Teacher Credentialing**  
 B-5. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status. RFZ partners with the Reach Institute for credentialing teachers.

**ACTUAL**  
 With our growth and the lack of Teacher talent, we’ve hired more and more teachers who had credentialing needs (due to them coming from out of state and/or being new to teaching and needing to obtain a credential). Currently, 20% of RFZ teachers do not have the appropriate credentials. In August of 2016, we established a new credentialing program to help ensure that our teachers are appropriately assigned and qualified. We revised the Credentialing Memo sent with Teacher Offer Packages to clearly outline requirements and expectations. We also held individual calls with hired teachers to go over their next steps. We’ve also increased our support to new teachers by having a dedicated Talent Manager work with teachers in need of credentialing, as well as rolled out a new HRIS system.

Expenditures

**BUDGETED**  
 Credentialing  
 \$25,400  
 (5833)

**ESTIMATED ACTUAL**  
 Credentialing  
 \$28,999  
 (5833)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Rocketship deeply values our teacher development, and the action items related to this goal demonstrate the seriousness of which we approach ensuring that our students are being taught by high-level instructors. We've worked on several new initiatives to ensure that we meet each of these goals, most notably credentialing for this year. As explained above, we've implemented new programs this year to ensure that our teachers understand the requirements for credentialing.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our teacher credentialing is in a much better place than it was a year ago, and our staff have noted anecdotally that they feel as though they have a better understanding of what is expected of them. By dedicating a Network Support Team member to support teachers, teachers and School leaders have more capacity to devote time to things like on-going professional development and coaching.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We were under budget for our PD expenditures because our staffing costs came in under budget. This is because we have many teachers and school leaders that are in their first or second year, so have a lower salary. Our teachers did not take advantage of the PD fund to the full potential and we will push for teachers to use these funds next year. Our credentialing is over budget because, as noted, 20% of teachers do not have the appropriate credential.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We are continuing to improve our credentialing systems for 2017-18 so that we can ensure each student is being taught by an appropriately assigned, credentialed instructor. This is noted under Goal 2 below. Our PD model will also remain constant, with the flexibility to introduce new sessions that are relevant to next year's staff and students. We will also be ready to devote more funds to assessments if necessary to prepare for the new EL exam.



# Goal 3

School environment will be safe and welcoming for all students

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1. Parents believe school is a safe place for their children: 81%
2. 3rd-5th grade students believe school is a safe environment to learn: 94%
3. Student suspension rate below that of neighboring schools
4. Student expulsion rate <1%

### ACTUAL

1. Parents believe school is a safe place for their children: 85%
2. 3rd-5th grade students believe school is a safe environment to learn: 74%
3. Student suspension rate below that of neighboring schools: yes, current suspension rate is 1.4% (1.8% for the district)
4. Student expulsion rate <1%: 0%

Action

# 1

Actions/Services

### PLANNED BOM

C-1. Rocketship Fuerza employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RFZ's and the state's goals for student safety and maintaining facilities.

### ACTUAL

Our BOM is an integral part of the RFZ team. As planned, we hired and employed a BOM to coordinate daily operations. Our BOM at RFZ is Christopher Castro.

Expenditures	<b>BUDGETED</b> \$100,650 BOM (2301) LCFF-S+C	<b>ESTIMATED ACTUAL</b> \$101,875 BOM (2301) LCFF-S+C
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Action **2**

Actions/Services	<b>PLANNED</b> <b>School Maintenance</b> C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff.	<b>ACTUAL</b> There are 3-4 facilities walkthroughs each year conducted by the BOM and the network operations team, during which the school is reviewed for potential items out of compliance with state standards. Additionally, there is a portal for BOMs and other school staff to submit maintenance requests. Rocketship employs a handyman to help solve these small repairs.
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Expenditures	<b>BUDGETED</b> \$36,300 Building repairs (5610) LCFF-base	<b>ESTIMATED ACTUAL</b> \$56,922 Building repairs (5610) LCFF-base
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Action **3**

Actions/Services	<b>PLANNED</b> <b>Capital Facilities Repairs</b> C-3. We allocate funds for capital facilities projects that extend beyond general maintenance and upkeep. These projects are large improvements on our facilities and benefit all students, families and staff.	<b>ACTUAL</b> No capital repairs – came out of building repairs budget
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Expenditures	<b>BUDGETED</b> \$58,363 Building repairs (5610) LCFF-S+C	<b>ESTIMATED ACTUAL</b> \$0 Building repairs (5610) LCFF-S+C
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Action **4**

Actions/Services

**PLANNED**  
**Custodial Services + Supplies**  
 C-4. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we employ a custodial team to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.

**ACTUAL**  
 Custodial services happen once a day, with two deep cleans throughout the school year (usually during winter and spring break).

Expenditures

**BUDGETED**  
 \$58,363  
 Custodial services (5821)  
 LCFF-base

**ESTIMATED ACTUAL**  
 \$117,890  
 Custodial services (5821)  
 LCFF-base

Action

5

Actions/Services

**PLANNED**  
**Support Staff**  
 C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.

**ACTUAL**  
 Support staff remain a critical investment at RFZ, providing the necessary staffing for our universal breakfast program, lunch, arrival and dismissal. Support staff are our families' daily touchpoint with the school, providing support during arrival and dismissal and are a key aspect of school safety and parent satisfaction. Support staff also oversee lunch, another area of concern for many families. Our Network and BOM teams completed meal service walk-throughs this winter to help Support Staff better support our National School Lunch and Universal Breakfast Programs in a compliant, efficient manner that increases enjoyment for students.

Expenditures

**BUDGETED**  
 \$139,500  
 Support Staff Compensation (2201)  
 LCFF-S+C

**ESTIMATED ACTUAL**  
 \$195,632  
 Support Staff Compensation (2201)  
 LCFF-S+C

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Creating a safe environment for our students is one of our top priorities and we've implemented many new systems to help with the main pain points RFZ commonly hears from parents and other stakeholders: school safety 27% and school culture 17%

There were many new initiatives this year, including hiring additional BOM managers at the network level to better support our BOMs. Having better support structures in place has allowed us to make progress in these areas. Having a solid leader operations leader on campus is a huge priority for our school, and creating a safe environment would not be possible without these systems.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Creating a safe environment for our students is one of our top priorities and we saw an increase from students of 1 percentage point from 68% to 69%, however, our parent score decreased from 93% to 87%. Our goal for next year is to increase student safety to over 75% and regain the percentage points we lost in the parent safety survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We overspent in some areas and under-spent in others. Our support staff costs were over because we used additional staff members to help with arrival, dismissal and other heightened times to help foster the sense of safety we're trying to achieve. Our custodial services were provided by an expensive provider and next year they will be looking for a less-expensive vendor. As a three-year old building, there were no capital repairs, although Fuerza made the following building repairs: Repair parking lot lights, ball net installation, upgrade the controlled access system to a Netronix system

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Next year, Capital Repairs will not hit the school budgets. This will reduce the need for Principal Mateos to have to make tough decisions about the safety of the building and other areas, such as instructional supplies. As noted above, we will bring in Seneca Services to help with social-emotional issues, a critical factor in student's feelings about safety.

# Goal 4

Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

1. Student suspension rate: Below norm for schools with similar populations (3.2%)
2. Student expulsion rate: <1%
3. Student chronic absenteeism: <3%
4. School ADA rate: >95%

**ACTUAL**

1. Student suspension rate: 2.7%
2. Student expulsion rate: 0%
3. Student chronic absenteeism: 8.0%
4. School ADA rate: 96.2%

Action

**1**

Actions/Services

**PLANNED  
Enrichment**

D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our Special Education students, this can be an especially motivating and engaging portion of their day.

**ACTUAL**

Rocketship Fuerza offered Ballet Folklorico, Physical Education, Spanish, which is a direct commitment to serving our largely Latino population.

Expenditures

**BUDGETED**

Enrichment Coordinators  
\$146,636  
(2101) LCFF-S+C

**ESTIMATED ACTUAL**

Enrichment Coordinators  
\$162,014  
(2101) LCFF-S+C

Action

**2**

Actions/Services

**PLANNED**

**Field Trips**

D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstone of our field trip experience is Fifth Grade Camp. Each year, Rocketship 5<sup>th</sup> graders goes to Groveland, CA for one week of hiking, science lessons, outdoor exploration and camp fun. For many Rocketeers, this is one of their first experiences leaving home.

**ACTUAL**

Each grade at Fuerza took a field trip together. The cornerstone of our field trip program is fourth and fifth grade overnight trips. Our fourth graders attend Vida Verde for an overnight science trip. Our fifth graders take part in a week long science camp at Yosemite. For many of our students, this trip is often the first time they spend significant time away from their homes, preparing them for middle school the following year. Our younger students went to Children's Discovery Museum, San Jose City Hall, Tech Museum and the Monterrey Bay Aquarium.

Expenditures

**BUDGETED**

Field Trips  
\$38,500  
(5860) LCFF-S+C

**ESTIMATED ACTUAL**

Field Trips  
\$30,578  
(5860) LCFF-S+C

Action

**3**

Actions/Services

**PLANNED**

**Social Emotional Learning**

D-3. RFZ has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.

**ACTUAL**

Social emotional learning (SEL) has been an increasingly large focus at Fuerza. As noted above, our 69% of our students feel safe at school. We know that feeling safe can have multiple meaning, which often extend beyond physical space and into mental space. As a result, we've continued to implement the Kimochi and RULER approaches, as appropriate for our students.

Expenditures

**BUDGETED**

\$6,300  
Instructional supplies (4340)  
LCFF-Base

**ESTIMATED ACTUAL**

\$5,054  
Instructional supplies (4340)  
LCFF-Base

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us. Our staff satisfaction increased this year and our students are happy with their enrichment and field trip offerings. Enrichment is built into each child's day and teachers have the autonomy to pick field trips for their students based on lessons.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our suspension rate at 1.4% higher than last year and points to our social-emotional efforts not being effective, and more than a quarter of students do not always feel safe at school. Our school ADA has dipped slightly from 95.1% to 94.8%, falling below our goal of over 95% ADA.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Fuerza prioritized spending more on enrichment coordinators to hire people with the skills they desired, like Spanish because families really like it. Fuerza was under budget on field trips because they took trips closer to campus, reducing transportation costs.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will implement new social-emotional learning programs next year (see below in Goal 4), as well as more parent engagement on suspensions. There will be a large focus on reducing suspensions next year by working with parents and improving parent-school communication regarding suspensions.

**Goal 5**

Rocketship parents are engaged in their students' education

State and/or Local Priorities Addressed by this goal: STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

1. Percentage of parents attending an average of at least one school event per month: 24%
2. Parent satisfaction: 76%
3. Number of community meetings each year: at least 5 meetings
4. Number of parent conferences: at least 3

**ACTUAL**

1. Percentage of parents attending an average of at least one school event per month: 41%
2. Parent satisfaction: 86%
3. Number of community meetings each year: at least 5 meetings
4. Number of parent conferences: at least 3

Action

1

Actions/Services

**PLANNED**

**Parent involvement**

**E-1. Community Events:** RFZ hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RFZ invests in parent appreciation items and provides a materials budget.

**Parent Volunteer Opportunities:** Rocketship Fuerza parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RFZ teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events.

**ACTUAL**

Parent engagement is one of the cornerstones of Rocketship Fuerza educational plan. RFZ provides frequent opportunities for parents to engage with school staff. Parents frequently lead these efforts along with school staff, thereby building their own skills as community leaders. There have been more parent skill building sessions this year, as well as a commitment to one community meeting per year.

Expenditures

**BUDGETED**

Parent Appreciation and Materials  
\$13,800  
(5822, 4510)

*LCFF-base*

**ESTIMATED ACTUAL**

Parent Appreciation and Materials  
\$8,287  
(5822, 4510)

*LCFF-base*



Action

## 2

Actions/Services

### PLANNED

#### Parent Outreach

E-2. RFZ provides many opportunities throughout the school year for parents to interact with RFZ staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education.

### ACTUAL

This year, Principal Mateos and her staff hosted community meetings, parent coffees and celebrations throughout the year, with at least one opportunity to interact with school leadership per month.

Expenditures

### BUDGETED

Parent Outreach  
\$7,800  
(1101), LCFF-base

### ESTIMATED ACTUAL

Parent Outreach  
\$5,384  
(1101), LCFF-base

Action

## 3

Actions/Services

### PLANNED

#### Office Manager

E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community.

### ACTUAL

The Office Manager at RFZ is Ms. Yajaira Jaimes. She has been a staple at Fuerza for many years and is a continually strong presence at the school.

Expenditures

### BUDGETED

\$75,915  
OM Compensation (2401)  
LCFF-S+C

### ESTIMATED ACTUAL

\$65,998  
OM Compensation (2401)  
LCFF-S+C

### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Parent involvement starts when parents first walk in the school door, and our Office Manager is often the first and most common point of contact at the school. The OM and the Principal work together to ensure that parents receive frequent and appropriate communication from the school.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although exceeding goals, parent satisfaction dropped several points from 90% to 86%. We also failed to meet our goal of parents attending at least one event per month (24%), but increased several percentage points 35% to 41%. Fuerza has one of the highest rates of parent participation in the Rocketship network.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

RFZ is under budget for each of the action items in this goal. Our Office Manager is new this year, so her salary is under the average we were expecting.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Next year, we will change parent communication practices to better reach parents early and often during the school year. We will ensure that we have one meeting per month so that parents have regular access to Principal Mateo and his staff. See Goal 5 below.

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Rocketship Fuerza Community Prep provides regular opportunities for stakeholders to give input on the running of their school. These opportunities include, but are not limited to, monthly coffee chats with the principal, community meetings, and 1:1 meetings with the school leadership team.

In all of these engagement opportunities, Rocketship Fuerza Community Prep encourages school stakeholders to comment on the strengths they see in the school and any operational or instructional concerns they may have, which in turn influence the school's LCAP action items and school initiatives.

The formal engagement process with stakeholders began by sharing our annual Parent Satisfaction Survey with our families in February 2017. The surveys were available in English and Spanish so all of our families could participate. The survey included a question for participants to indicate the top two priorities for school improvement at Rocketship Fuerza Community Prep. 279 parents responded. The results of the surveys were tallied and then presented to the School Site Council, a school group composed of parents, teachers, school leaders and Rocketship Education Network Staff, on May 1, 2017. The School Site Council, using the results from the Parent Satisfaction survey, the CA Dashboard and other internal metrics, such as NWEA scores, identified the areas most in need of improvement.

Concurrently, Rocketship Fuerza Community Prep held an in-person Community Meeting on March 27, 2017 to for all families understand the components of LCAP and to discuss how we could best use the LCFF funds to serve our students and improve services in alignment with the state priorities. In addition to sharing the state's goals, we shared information about services and resources currently offered by the school that align with those priorities and initial proposals for additional services and resources we could offer. If families did not complete the February Parent Satisfaction Survey, they were given the option to complete an online survey indicating the two areas they felt are most in need of improvement. Parent representatives from all student subgroups, including Hispanic and Asian student subgroups and parents of ELs, attended the meeting.

Students at Rocketship Fuerza Community Prep were also consulted in regards to their feelings on school safety and climate in a student safety survey. 70 students in grades 3-5 responded to this ask. Parents were also asked about school culture in the Parent Satisfaction Survey.

Rocketship Education staff both on a school level and network level engaged in the LCAP review process. Teachers provided feedback via online survey starting on March 14, 2017. In addition, the Rocketship Education Network Finance Team met with each the Rocketship Fuerza Community Prep leadership team on to discuss areas of growth and improvement at their school. Rocketship Education's Board of Directors met on May 25, 2017 to review and finalize Rocketship Fuerza Community Prep.'s LCAP.

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Feedback from our parents, students, teachers, school leadership and staff is crucial for continued success at Rocketship Fuerza. The stakeholder engagement opportunities listed above resulted in clear, and often correlating, suggestions for meaningful improvement for the upcoming academic year.

When parents were asked during the Parent Satisfaction Surveys what were the most critical areas for improvement at Rocketship Fuerza the top three responses were: School Safety (27%), Quality of Teachers (23%) and School Culture and Discipline (17%). All response rate topics were below Rocketship Education network average.

Students expressed a similar interest in the importance of addressing safety concerns. Of the 70 students surveyed, 39% of students say they “Always” feel safe at school and 69% “Always” or “Usually” feel safe. Students felt unsafe primarily through the surrounding neighborhood and students being bullied.

The list of areas of improvement that surfaced with parents and students expanded upon with teachers, staff and school leadership. Upon reflecting on the previous academic year, school leaders felt that areas of focus for next year are: increasing parent engagement and volunteerism as well as increasing resources for social-emotional learning. During the school’s SSC meeting, English Language Arts and suspension rates, and parent relationship building were critical areas of improvement.

In summary, our stakeholders recommend that social-emotional development of students and parent engagement are areas for improvement during the next academic year. Additional funding for curriculum and training for social-emotional learning will decrease parent concerns around school culture as well as student concerns around bullying. In addition, school stakeholders understand that engaging their families is an added partnership to ensure that teachers and staff are meeting overall metrics for success. With this idea in mind, the Rocketship Fuerza recommends that improving parent engagement to allow for greater communication around performance improvement (such as English Language Arts and Suspension) as well as greater incentives to come onto campus and volunteer more frequently. Similarly, improvements should also be made in teacher training for home visits, getting the absolute most out of connecting the parents to the school. All recommendations will allow for Rocketship Fuerza to continue the strong foundation of good work that has been established by the school community.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New                       Modified                       Unchanged

### Goal 1

Improve Rocketeers' proficiency in key content areas, overall and for key subgroups

#### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

#### Identified Need

While Rocketship Fuerza has performed well in comparison to neighboring schools with similar demographics, historically not all students have achieved proficiency. In particular, there is a subset of students who persistently perform in the Below Basic or Far Below Basic quintiles, and new students in particular, enter Rocketship Fuerza, on average, 1.5 years below grade level. With the increased rigor of the SBAC, it is even more essential that we invest in strategies to support all our students making progress towards proficiency. Our ELA and Math scores are about even, but are currently in the yellow range (low) on the Dashboards. We would like to increase our absolutes to closer to Level 3 in both subjects.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner Progress Indicator	80%, n/a for change	Maintain 80% or above and increase		
ELA Indicator	Low (24.2 points below level 3), increased 5.4	Increase 15 points to 9 points below level 3		
Math Indicator	Low (13.8 points below level 3), increased 4.2 points	Increase 14 points to level 3		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><b>Common Core-aligned instruction &amp; materials</b>            A-1. The Rocketship Fuerza <b>curriculum</b> follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Fuerza operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical</p>		

tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.

Rocketship Fuerza utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> \$18,000 Core Curriculum: LCFF-base \$36,660 Books: LCFF-S+C	<b>Amount</b>	<b>Amount</b>
<b>Source</b> See above	<b>Source</b>	<b>Source</b>
<b>Budget Reference</b> (4100) (4210)	<b>Budget Reference</b>	<b>Budget Reference</b>

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated

Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

**Personalized Learning**

A-2. RFZ's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. Our tutors are normally covered by Title I, however, in order to increase our math and ELA scores, we will hire additional tutors beyond our Title I allocation and cover them with LCFF funds.

This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students.

We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in **technology support consultants**.

Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students.

Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.

[BUDGETED EXPENDITURES](#)



2017-18

2018-19

2019-20

Amount

OLPs: \$41,053 (4411) LCFF-S+C

Chromebooks: \$30,084 (4421) LCFF-S+C

Learning Lab Materials \$5,000 (4390) LCFF-S+C

Leveled Libraries \$12,000 (4115) LCFF- S+C

Printing and Reproduction \$8000 (5822) LCFF-S+C

RtI Curriculum \$1,800 (4120)

Tutors \$297,619 200,000 (2101) Title I

Tutors \$97,619 LCFF-S+C

Technology Consultants  
\$25,000 (5807)  
LCFF base

Amount

[Redacted]

Amount

[Redacted]

Source

See above

Source

[Redacted]

Source

[Redacted]

Budget Reference

See above

Budget Reference

[Redacted]

Budget Reference

[Redacted]

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_RFZ\_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide   
  Schoolwide   
 OR   
  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools   
  Specific Schools: \_\_\_\_\_   
  Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

**2017-18**

**2018-19**

**2019-20**

New   
  Modified   
  Unchanged

New   
  Modified   
  Unchanged

New   
  Modified   
  Unchanged

**Special Education supports**

A-3. Although RFZ runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Fuerza operates an inclusion model. In particular, our Special Education students benefits from our Rtl model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff.

[BUDGETED EXPENDITURES](#)

**2017-18**

**2018-19**

**2019-20**

Amount

\$6,600  
 (ISE 4360, ISE 4330, ISE 4340, ISE 4421)  
*State Special Education funding*  
*IDEA*

Contracted Services  
 \$5,500 (ISE 5802)  
*State Special Education funding*

Amount

Amount

Source	See above	Source		Source	
Budget Reference	See above	Budget Reference		Budget Reference	

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**GLAD Training**  
 A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with **Project GLAD** (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the Rtl tutoring

program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide **ongoing professional development** to our literacy teachers to help them with EL instruction throughout the school year.

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
Amount	GLAD Training \$18,560 Ongoing literacy teacher PD \$36,000	Amount	Amount
Source	(5804) (1101)	Source	Source
Budget Reference	Title III	Budget Reference	Budget Reference

New       Modified       Unchanged

**Goal 2**

Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

Now that Common Core State Standards are fully implemented, it is essential that we are providing students with aligned curriculum and material. Rocketship Fuerza has used CCSS curriculum since it opened in 2014-15. RFZ is now working to leverage technology as a means of personalizing education for students and building students' technical fluency and invest in science and social studies curricula. With the state-wide teacher shortage, we've hired more and more teachers who had credentialing needs

due to them coming from out of state and/or being new to teaching and needing to obtain a credential. 23% of parents indicated that quality of teachers was their first or second priority on the parent satisfaction survey.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School provides standards-aligned instructional materials	Met/not met	Met		
School provides standards-aligned professional development	Met/not met - # of hours of PD provided each year	320		
100% of full-time teachers have appropriate credentials	Not met – 80%	Met – 100%		

**Action 1**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

## Professional Development

### B-1. Summer PD

Each summer, RFZ hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

### Thursday PD

Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers.

### Professional Development Fund

Rocketship Fuerza has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RFZ will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.

## BUDGETED EXPENDITURES

**2017-18**

Amount

\$120,066  
Summer LCFF S+C

\$72,733  
Thursday LCFF S+C

**2018-19**

Amount

**2019-20**

Amount

	\$15,000 PD Fund LCFF S+C		
Source	See above	Source	
Budget Reference	1301, 1101, 5804	Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Assessments**  
 B-2. Students will take a variety of internal and external **assessments** to determine progress and areas of weakness. Assessments include:

- Four rounds of cumulative assessments
- NWEA three times per year
- STEP at least four times per year
- State-mandated CAASPP

To ensure that our students are ready for success on the CAASPP, Rocketship Fuerza transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. There will be additional investment in assessments, if needed, to get ready for the new EL test.

RFZ will hire **temporary staff** members to facilitate administration and scoring of assessments

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
Amount	Assessments \$29,595 (4414) LCFF-S+C  Temps \$20,000 (5838) LCFF-base		
Source	See above		
Budget Reference	See above		
Action	<b>3</b>		

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)



Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

**Data Days**

B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RFZ will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount \$46,179

Amount

Amount

Source LCFF-S+C

Source

Source

Budget Reference (1101, 1301)

Budget Reference

Budget Reference

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

**Coaching**

B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RFZ teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount

Coaching  
\$229,688

Amount

Amount

Source

1301

Source

Source

Budget Reference

LCFF-S+C

Budget Reference

Budget Reference

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_ RFZ \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

**Teacher Credentialing**

B-5. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status. RFZ partners with the Reach Institute for credentialing teachers.

Each teacher in need of credentialing is assigned a Talent Manager in the RSED HR team to help guide them through the process. There will be a new HR info system to track progress and ensure each teacher know what he or she needs to do to get their credential.

[BUDGETED EXPENDITURES](#)

**2017-18**

**2018-19**

**2019-20**

Amount 

Credentialing \$29,000
---------------------------

Amount 

--

Amount 

--

Source 

Title II Educator Effectiveness Grant
--

Source 

--

Source 

--

Budget Reference 

5833
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Budget Reference 

--

Budget Reference 

--

New  Modified  Unchanged

# Goal 3

School environment will be safe and welcoming for all students

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

In order to be ready to learn, students need to know they are in a safe environment. While Rocketship Fuerza has a strong foundation in positive behavioral practices, including implementation of the Positive Behavioral Intervention and Supports framework, we believe it is critical to maintain these high standards. We seek to make our campus feel safer. 69% of students think that their school is a safe place to learn, and 87% of parents think that campus is a safe place.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3rd-5th grade students believe school is a safe environment to learn	93%	69%		
Parents believe school is safe	91%	87%		

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

[Location\(s\)](#)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

**2017-18**

New     Modified     Unchanged

**BOM**

C-1. Rocketship Fuerza employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RFZ's and the state's goals for student safety and maintaining facilities.

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount	\$103,125
Source	LCFF-S+C
Budget Reference	2301

**2018-19**

Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners    Foster Youth    Low Income

[Scope of Services](#)

LEA-wide    Schoolwide   **OR**    Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools    Specific Schools: \_\_\_\_\_    Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

**2017-18**

**2018-19**

**2019-20**

New    Modified    Unchanged

New    Modified    Unchanged

New    Modified    Unchanged

**School Maintenance**

C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff.

Rocketship Fuerza will invest in new **furniture** to replace aging furniture items. This contributes to a feeling of safety in the classroom.

[BUDGETED EXPENDITURES](#)

**2017-18**

**2018-19**

**2019-20**

Amount

\$54,250 - Building repairs (LCFF-base)  
\$13,086 – Furniture (LCFF-S+C)

Amount

Amount

Source

See above

Source

Source

Budget Reference

5601  
4430

Budget Reference

Budget Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All    Students with Disabilities    [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools    Specific Schools: \_\_\_\_\_    Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide Student Group(s)     Schoolwide    **OR**     Limited to Unduplicated

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

**Custodial Services + Supplies**

C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we employ a custodial team to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.

The quality of custodial services can vary dramatically. The Rocketship network is in the process of negotiating a network-wide contract for custodial services. This will provide more consistent services for a lower price.

BUDGETED EXPENDITURES

**2017-18**

Amount    \$80,850

Source    5821

Budget Reference    LCFF-base

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action    **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

**Support Staff**

C-5. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	\$155,640 Support Staff Compensation
Source	LCFF-S+C
Budget Reference	2201

Amount	
Source	
Budget Reference	

Amount	
Source	
Budget Reference	



Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Security Services**  
 Rocketship Fuerza will be able to hire additional security services for their campus. These include patrols for weekends to ensure no one is using our space unauthorized or during nights. The goal is to reduce unauthorized people on campus and issues that make families feel unsafe, such as graffiti.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$7,000	Amount:	Amount:
Source: LCFF-S+C	Source:	Source:
Budget Reference: 5823	Budget Reference:	Budget Reference:

# Goal 4

Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

In order to close the achievement gap, Rocketeers must continue to value education beyond their time at Rocketship. We recognize that our students must develop life-long academic skills in elementary school to succeed once they graduate from Rocketship. We see a need to increase our level of student engagement to ensure that our students are invested in their education. We want our students to come to school every day and enjoy it. Suspensions have been a problem at RFZ, where the suspension rate increase 2.5percentage points last year from .2% to 2.7%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	14.9%	<10%		
ADA	94.8%	95.8%		
Student suspension Rate	1.4%	<1%		

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide Group(s)
  Schoolwide
 OR
  Limited to Unduplicated Student

[Location\(s\)](#)

All schools
  Specific Schools: \_\_\_\_\_
  Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

**2017-18**

New
  Modified
  Unchanged

**Enrichment**

D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, dance, and Spanish. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting.

**2018-19**

New
  Modified
  Unchanged

**2019-20**

New
  Modified
  Unchanged

[BUDGETED EXPENDITURES](#)

**2017-18**

**Amount**      Enrichment Coordinators  
 \$133,200

**Source**      LCFF-S+C

**Budget Reference**      2201

**2018-19**

**Amount**      \_\_\_\_\_

**Source**      \_\_\_\_\_

**Budget Reference**      \_\_\_\_\_

**2019-20**

**Amount**      \_\_\_\_\_

**Source**      \_\_\_\_\_

**Budget Reference**      \_\_\_\_\_

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All
  Students with Disabilities
  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

[Scope of Services](#)

LEA-wide  Schoolwide

**OR**

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**[ACTIONS/SERVICES](#)**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

**Field Trips**

D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstone of our field trip experience is Fifth Grade Camp. Each year, Rocketship 5<sup>th</sup> graders goes to Groveland, CA for one week of hiking, science lessons, outdoor exploration and camp fun. For many Rocketeers, this is one of their first experiences leaving home.

**[BUDGETED EXPENDITURES](#)**

**2017-18**

**2018-19**

**2019-20**

Amount 

Field Trips \$38,500
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Amount 

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Amount 

--

Source 

LCFF-S+C
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Source 

--

Source 

--

Budget Reference 

5860
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Budget Reference 

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Budget Reference 

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Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: RFZ \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    OR     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New     Modified     Unchanged

New     Modified     Unchanged

New     Modified     Unchanged

**Social Emotional Learning**

D-3. RFZ has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the “Kimochi’s” curriculum in the lower grades (pre-k through grade two), and the “RULER” approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.

Next year, RFZ will bring in Seneca Services to create a strong, positive culture and build skills for students with behavior issues. Licensed mental health clinicians from Seneca will provide supplemental direct and indirect services to support positive, prosocial behavior on campus. These services include social skills groups, professional development for teachers and school leaders, and consultative problem-solving for students experiencing behavioral and/or social-emotional challenges at school, including bullying.

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$6,350 Instructional supplies \$14,000 Educational Consultants	Amount		Amount	
Source	LCFF-S+C	Source		Source	
Budget Reference	4340 5804	Budget Reference		Budget Reference	

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_RFZ\_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide Student Group(s)     Schoolwide    **OR**     Limited to Unduplicated

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Principal Discretion**  
 Because the May Revise was less conservative than initially estimated, RFZ has a budget surplus. As a result, Principals will have funds to use at their discretion. Principals will need to align their spending to one of the five LCAP goals, and will need to consult with stakeholders prior to using their funds. The decisions will be reported on in next year's LCAP.

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$30,000	Amount		Amount	
Source	LCFF-S+C	Source		Source	
Budget Reference	unknown	Budget Reference		Budget Reference	

<b>Goal 5</b>	Rocketship parents are engaged in their students' education
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

We seek to increase engagement among parents and students alike. We view parents as critical partners in our work of educating students. Rocketship Fuerza has a number of effective parent engagement strategies, including a sophisticated parent council structure, upon which we will continue to build.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of parents attending an average of at least one school event per month	41%	43%		
Parents are satisfied overall with their school	86%	88%		

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

**Parent involvement**

**E-1. Community Events:** RFZ hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RFZ invests in parent appreciation items and provides a materials budget. Communication around parent events will happen earlier in the year, and will be more frequent.

**Parent Volunteer Opportunities:** Rocketship Fuerza parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RFZ teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount

Parent Appreciation and Materials  
\$12,110

Amount

Amount



Source	LCFF-S+C	Source		Source	
Budget Reference	(5822, 4510)	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Parent Outreach**  
 E-2. RFZ provides many opportunities throughout the school year for parents to interact with RFZ staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education.

This will start over the summer. The registration days before school, which have typically just been a day to turn in paperwork, will focus more on school culture and parental engagement so that parents have a better understanding of expectations for behavior, attendance and truancy before the school year starts.

Principal Mateos will ensure that there is at least one community meeting per month next year.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: Parent Outreach – School Leader Comp \$9,727	Amount:	Amount:
Source: LCFF-S+C	Source:	Source:
Budget Reference: 1101	Budget Reference:	Budget Reference:

Action **3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: RFZ \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Office Manager**  
E-3. Rocketship’s Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to

engage families in their children’s learning and the school community.

Office Managers will be a part of a truancy task force aimed at reducing chronic absenteeism and increase ADA next year. This task force will focus on creating parent-school partnerships to ensure students are in school every day while educating parents on the implications of students missing school.



BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$79,875 Office Manager	Amount		Amount	
Source	LCFF-S+C	Source		Source	
Budget Reference	2401	Budget Reference		Budget Reference	

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 1,354,607

Percentage to Increase or Improve Services:

30.44 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

**Personalized Learning** - RFZ's instructional model is built on the foundation of personalization. We believe that targeted small group instruction and 1:1 tutoring are the most effective ways to ensure that all students are moving towards proficiency. For our unduplicated population, and particularly our EL students, targeted small group instruction ensures that a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. Our investment in personalized learning, through our Learning Labs, which include adaptive online learning programs, technology and leveled libraries, makes state-of-the-art instructional tools available to our students who need it most. In addition, during small group guided reading time, staff will provide an EL center, which will be focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on level of progress.

**PD/Coaching** - All students benefit from highly trained and highly motivated teachers. RFZ invests heavily in teacher professional development through extensive summer PD. Additionally, over 200 hours during the school year will be devoted to PD through Thursday minimum days. All students, including unduplicated students, benefit from this investment. Further, these professional development opportunities are geared towards content most relevant to our unduplicated population, including Spanish language immersion, teaching in a special education inclusion model, and advanced EL instruction. The costs for this additional PD time is covered by supplemental and concentration funds. Because of Rocketship's unique model, we invest in ensuring that our teachers are comfortable with the rotational model as well as effectively teaching a high percentage of unduplicated students. Principals and Assistant Principals provide customized, targeted one-on-one coaching to each teacher. This is typically about three hours per week to support our newest teachers and less as staff become more comfortable. This particularly benefits our unduplicated students who need unique attention and specialized teaching methods.

**Assessments** - The commitment to data-driven instruction at RFZ, through continual assessment and teacher data training, ensures that our efforts in the Learning Lab and small group instruction are effective. By collecting and analyzing data, we are able to determine in which areas our students are excelling and in which areas they need additional help.

**BOM** - The BOM oversees the daily operations of the school and oversees key processes such as breakfast, lunch, arrival and dismissal. As such, the BOM interacts with all students and families at the school and therefore plays a critical role in setting and upholding the culture of the school. The BOM is also responsible for maintaining the safety and positive culture of all common spaces. All students, including unduplicated students, benefit from a school environment that is safe, welcoming, and efficiently run.

**Support Staff** - We know that our unduplicated population, and particularly our socio-economically disadvantaged students, can benefit from a high level of engagement with positive adult relationships throughout their school day. This investment in additional support staff will ensure that during critical transition points such as arrival, dismissal, lunch and recess, our unduplicated population is supported by adults who are ensuring they are provided with a safe and welcoming

environment throughout the day.

**ECCs** - Enrichment is a critical component of our unduplicated students' education. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities that our unduplicated students may not otherwise be able to access. The Coordinators play a critical role in strengthening school culture. RFZ will bring in outside consultants, such as gardening, to teach students skills beyond the areas of expertise of the Enrichment Center Coordinators.

**Field Trips** - Field trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken will be science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. Importantly, field trips provide real-life experiences that our unduplicated students may not otherwise experience, enriching their education and creating engaging learning opportunities. Our fifth grade students will attend a week-long camp near Yosemite National Park, exposing many of our unduplicated students to nature for the first time.

**Social emotional learning** - Our EL, Foster Youth and income students have unique social emotional needs, in addition to academic needs. We prioritize social-emotional learning for these students to understand how to identify feelings, how their feelings impact other people and how to act accordingly.

**Parent Appreciation/Outreach** - Many of our parents, particularly EL parents, have never volunteered in a school before and may initially feel uncomfortable doing so. We know that students do best in school when their parents are engaged, so we invest resources to make sure our parents feel comfortable on campus and have ample resources to volunteer and be involved in school in way that is meaningful to them.

**Office Manager** - Our Office Manager is often the first point of contact at the school for many families and helps administer important paperwork such as the Home Language Survey, FRL applications and provides resources to Immigrant families. Each of these helps us to identify our unduplicated students and provide services accordingly.

**Furniture** - Students need a safe, clean, and welcoming school environment that functions well so that staff's energy is put towards providing an excellent education and not towards mitigating challenges with the facility. By making strategic investments to replace aging furniture, invest in upgrades, our unduplicated students will enjoy a school that runs smoothly and efficiently and preserves time for instruction.

**Printing & Reproduction** - Our printing and reproduction budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version. This particularly helps our EL students so that they can better grasp the complexities of English

**Security** - Since we purposefully locate our school in areas of high-need, the immediate area is not always the safest. While we hope that the presence of a Rocketship school eventually helps the neighborhood become better, this is not always the case. As such, our school has budget to hire security services, such as weekend and evening patrols to keep the campus safe.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## [Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## [Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.



**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.



## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?