Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Rocketship Futuro Academy opened in August 2016 in Concord as a K-2 grade campus, the first East Bay Rocketship campus and the 12th Bay Area Rocketship campus. The school has now expanded to TK-4 and will grow to serve grades TK-5 in 2019-2020. Approximately 78% of the students are socioeconomically disadvantaged, 55% are English learners, and 85% are Hispanic/Latinx. The principal, Jason Colón, will continue to lead the school in 2019-20.

Rocketship Futuro Academy 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 Futuro Academy's 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 Futuro Academy also operates 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.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Futuro this fifth core value is purpose.

LCAP Highlights

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

We are proud of our academic achievement in Math with our students outperforming the state average. Additionally, our parent engagement is the strongest in the Rocketship network and meeting or exceeding standards in all measures of parent engagement. Our community meetings have an average of over 80% of our families in attendance. For our parent partnership hours, 91% of our families have met the goal for the year. Our school site council has identified attendance and enrichment as needs going forward and

we will hire a separate enrichment coordinator in response to parent requests. We will be engaging parents to develop recommendations to improve attendance.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

We are proud of our Suspension Rate at the Green (4) level with a decline of 2% from 2016-17. This is a result of our investment in social-emotional learning from last year. Chronic Absenteeism continues to be a concern at the Yellow (3) level. However, Chronic Absenteeism declined 11% from 2016-17 due to incentivizing regular attendance.

Referring to the California School Dashboard, 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

Chronic Absenteeism continues to be an area of need at the Yellow (3) level. Efforts at incentivizing attendance has not yet resulted in gains. Student health issues continue to negatively impact attendance. We plan to engage parents for recommendations to improve attendance throughout the year.

The Suspension Rate for the Hispanic student group is an area of need at the Yellow (3) level with the overall student group at the Green (4) level. We are addressing this student need with implementation of Positive Behavior Intervention and Supports (PBIS) and use of the Kimochi curriculum in the lower grades and the "Ruler" approach in the upper grades. We also hired a half-time social worker to ensure our students get the support they need.

English Language Arts achievement also continues to be an area of need. We have tightened and enhanced our guided reading

instructional system. Our Humanities teachers added a rotation for guided reading meaning they can provide more students small group reading instruction each day. Each teacher focused on planning and providing instruction to students at specific reading levels allowing for more targeted instruction. Our Love of Reading campaign has resulted in more students reading on their own, and now every student always has five books in his/her book bag and we see them reading around campus.

Referring to the California School Dashboard, 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

There are no performance gaps on the Dashboard for RFA.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

School not identified for CSI

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual	
English Learner Progress Indicator	2017-18 ELPAC scoring 3 or 4: 82%	
Maintain above 70%	2018-19 ELPAC scoring 3 or 4: Data not available yet	
ELA Indicator	2017-18 SBAC ELA % Meeting or Exceeding Standard	
Baseline – first year with testing grades	All Students	34%
	Economically Disadvantaged	35%

Math Indicator	2017-18 SBAC Math % Meeting or Exceeding Standard	
Baseline – first year with testing grades	All Students	43%
	Economically Disadvantaged	41%
	English Learners	37%
	Students with Disabilities	N/A

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.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Common Core-aligned instruction & materials** A-1. The Rocketship Futuro Academy **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 Futuro Academy operates	Rocketship Futuro used Core Curriculum budget to bolster math curriculum materials, socio-emotional Kimochi materials, and literacy resources. These benefit all students, including EL and those in Special Education because of the inclusion model run in our schools. Additionally, we continued aligning our science curriculum with NGSS and encompass the three Disciplinary Core Ideas of the NGSS: physical sciences, life sciences, and earth science. We also administered NGSS-aligned unit assessments. We integrated 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	Core Curriculum: $12,000 LCFF Base (4100) Books: $24,600 LCFF Base (4210)	Core Curriculum: $22,051 LCFF Base (4100) Books: $43,783 LCFF Base (4210)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Personalized Learning** A-2. RFA'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**. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important	Personalized Learning is one area that is continually improving and evolving at RFA. As we continue to further integrate technology into the classroom, it is allowing our teachers more time to work in small groups. This benefits our ELs and students in Special Education that benefit the most from 1:1 and small group instruction. We also continued to refine our approach to OLPs this year, by adding Lexia and Lightsail in literacy and Reflex and Freckle in STEM. We also focused on better integration of online curriculum in the	OLPs: $35,000 LCFF S+C (4411) Chromebooks: $26,927 LCFF S+C (4421)	OLPs: $33,752 LCFF S+C (4411) Chromebooks: $43,660 LCFF S+C (4421)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Students with Disabilities Served **Special Education supports** A-3. Although RFA 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 Futuro Academy operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. Next year Rocketship Futuro will operate a split SIP program with our new Antioch campus. SIP is a Specialized Inclusion Program for our Special Education students who require more intensive support. SIP focuses on providing	Our ISE team supported our students in Special Education through each of the methods listed to the left. We also provided additional training for General Education and Special Education teachers in co-planning and co-teaching at the beginning of the year. We devoted planning time to collaboration for small group instruction. We enhanced the instructional leadership support for inclusion specialists. We differentiated supports for new teachers by providing scripted curriculum in the form of Leveled Literacy Intervention.	Special Education Supports: $4,591 State Special Education funding IDEA (ISE 4360, ISE 4330, ISE 4340, ISE 4421) Contracted Services: $22,037 State Special Education funding (ISE 5802)	Special Education Supports: $5,436 State Special Education funding IDEA (ISE 4360, ISE 4330, ISE 4340, ISE 4421) Contracted Services: $24,252 State Special Education funding (ISE 5802)

meaningful inclusion opportunities to students with significant learning and/or behavioral needs through a combination of small

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English Learners Served **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 RtI 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	We held ongoing PD sessions throughout the year to help Literacy teachers master ELD and GLAD strategies. We continued 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 received 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. In Spring of 2018, we partnered with GLAD to rewrite the curriculum for English Language Learners. In 18-19, we implemented this curriculum in order to provide greater accessibility to content for our English Language Learners and all students in Humanities and STEM. We also restructured our network-wide ELL training of teachers to offer two sessions to all teachers and greater differentiation for newer teachers in the Spring to support completion of the GLAD certificate. Our school engaged in three weeks throughout the year of on-site planning, modeling and coaching on the implementation of ELD strategies. GLAD supported the implementation of Integrated ELD throughout the school day and Designated ELD support in the Humanities block to serve English	GLAD Training: $12,540 Title III (5804)	GLAD Training: $23,062 Title III (5804)

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 it is 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. On NWEA MAP, students at RFA are on track for 1.38 years of growth in math and 1.43 years of growth in reading. Math growth is similar to last year's average of 1.35 years of growth, but reading reading growth substantially exceeds last year's average of 1.03 years of growth. We don't yet have data on EL progress for the year, but hope that our ELPAC Summative and reclassification results mirror the upward trend we've seen in previous years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

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.

To stay in line with adjustments to the English Learner Progress Indicator (ELPI), we've updated our measurable outcomes for our English learners to include performance on the ELPAC as well as reclassification rate.

We have also added subgroup measures to our Smarter Balanced metrics for ELA and math to help us better determine the impact of our action/services on each student group.

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 Priorities: 1, 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
School provides standards-aligned instructional materials Met	Met
School provides standards-aligned professional development Met	Met
100% of full-time teachers have appropriate credentials Met – 100%	2018-19 full-time teachers with appropriate credentials: 100%

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.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Professional Development** B-1. *Summer PD* Each summer, RFA 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 Futuro Academy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RFA will establish a professional development fund to reward high-	B-1. Summer PD Last summer, RFA hosted an intensive three-week summer training for all teachers that emphasized foundational knowledge in culture and classroom. We provided training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduced foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions were differentiated by subject and grade and focus on skill-building to maximize teacher time. School leaders also engaged in two weeks of summer PD and one week of spring PD, plus a yearlong leadership development program for assistant principals through Relay Leverage Leadership Institute. Some examples of Summer PD sessions include: GLAD Training Home Visits Assessment Suite Overview Systems and Routines Practice with content in Humanities and STEM blocks Thursday PD Rocketship schools dedicated at least 200 hours throughout the school year for staff PD. We dismissed students 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 facilitated and organized sessions at each school, targeting the areas of development they saw as most beneficial to the staff, personalizing supports for teachers. Some examples of Thursday PD include:	Summer PD: $69,707 LCFF S+C (1301) Thursday PD: $42,226 LCFF S+C (1101) PD Fund: $12,000 LCFF S+C (5804)	Summer PD: $70,854 LCFF S+C (1301) Thursday PD: $42,921 LCFF S+C (1101) PD Fund: $5,000 LCFF S+C (5804)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **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	In compliance with state law, students took all of the required state assessments. Additionally, as mentioned above, we have 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 identify areas of weakness and growth for our students and better target our instruction toward them.	Assessments: $20,623 LCFF S+C (4414) Temporary Staff: $17,000 LCFF S+C (5838)	Assessments: $12,473 LCFF S+C (4414) Temporary Staff: $0 LCFF S+C (5838)

To ensure that our students are ready for

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Data Days** B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RFA 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.	RFA held five Data Days this year. During Data Days, School Leaders and NeST staff helped teachers analyze their students' assessment data to identify areas of individual weakness and common trends. From there, teachers revised lesson plans to target the areas of weakness.	Data Days: $26,810 LCFF S+C (1101, 1301)	Data Days: $27,251 LCFF S+C (1101, 1301)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

EL, Low Income Students Served **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. RFA 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.	Coaching is a fundamental piece of Rocketship's instructional model, and, as such, is the main activity for Assistant Principals and Principals. As planned, each School Leader was paired with a teacher, and they observed in class and offered feedback both in real time and during weekly 1:1 coaching sessions. This continues to be a cornerstone of Rocketship's teacher development.	Coaching: $107,813 LCFF S+C (1301)	Coaching: $75,255 LCFF S+C (1301)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **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. RFA partners with the Reach Institute for credentialing teachers. To help our teachers navigate the credentialing process, we've hired a full time credential analyst at the Network Level to support teachers.	100% of core teachers are in compliance with California Credential requirements. One teacher is enrolled in Reach's Intern Credential program and on track to obtaining the Preliminary Credential in June 2019.	$23,000 Title II & Educator Effectiveness Grant (5833)	$5,434 Title II & Educator Effectiveness Grant (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 been continuing to implement initiatives from last year to ensure that we meet each of these goals, most notable credentialing for this year. As explained above, our program that was implemented last year ensured that our teachers understand the requirements for credentialing and added staffing to further support teachers to meet the goal of 100% compliance with California Credential requirements.

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

Rocketship's implemented initiatives from last year ensured that we met our goal of 100% credentialed teachers. We also met our goals around providing standards-aligned materials and providing standards-aligned professional development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

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.

No changes planned

Goal 3

School environment will be safe and welcoming for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
3rd-5th grade students believe school is a safe environment to learn Increase to 73%	Student survey – Believe school is safe environment to learn: 80%
Parents believe school is safe Maintain above 85%	Parent survey – Believe school is safe: 80%

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.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **BOM** C-1. Rocketship Futuro Academy employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and	Our BOM continues to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. This year we shifted the structure as planned so that the principal manages the BOM instead of a regional director. In addition to having a principal as manager, the BOM now has additional coaching from a regional director.	Business Operations Manager (BOM): $103,125 LCFF S+C (2301)	Business Operations Manager (BOM): $123,323 LCFF S+C (2301)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **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 Futuro Academy will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs this year conducted by the BOM and the network operations team, during which the school was reviewed for potential items out of compliance with state standards. Additionally, we utilized a portal for BOMs and other school staff to submit maintenance requests. Rocketship employs a handyman to help solve these small repairs. As planned, Rocketship invested in new furniture as needed in order to replace aging furniture items. Teachers were given the stipends as planned for purchase of materials for outfitting and decorating their classrooms.	Building repairs: $40,500 LCFF Base (5601) Furniture: $12,080 LCFF Base (4430) Teacher room: $11,200 LCFF Base (4330)	Building repairs: $4,822 LCFF Base (5601) Furniture: $22,427 LCFF Base (4430) Teacher room: $10,329 LCFF Base (4330)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **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.	Custodial services occurred once a day, with two deep cleans throughout the school year (usually during winter and spring break). This year, Rocketship contracted with a custodial company to help get better pricing and create more consistent service.	Custodial Services + Supplies: $64,410 LCFF Base (5821)	Custodial Services + Supplies: $85,828 LCFF Base (5821)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **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.	This year we began using the term of Operations Specialists instead of Support Staff in order to better capture the role. Operations Specialists remain a critical investment providing the necessary staffing for our universal breakfast program, lunch, arrival and dismissal. Operations Specialists 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. Our Network and BOM teams completed meal service walk-throughs this winter to help Operations Specialists better support our National School Lunch and Universal Breakfast Programs in a compliant, efficient manner that increases enjoyment for students. Operations Specialists continued their essential functions as planned in supporting transitions on campus. They maintained posts and duties for the transition times and served	Support Staff: $138,616 LCFF S+C (2201)	Support Staff: $218,518 LCFF S+C (2201)

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.

We implemented the actions for Goal 3 as planned. Creating a safe environment for our students is one of our top priorities. Our BOM oversees facility and safety issues on the ground, with support from our network operations team. Having better support structures in place has allowed us to make progress in these areas. Having a solid 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. This year, 80% of students responded that they believe the school is a safe place to learn, compared to 76% last year; this is an increase of 4% from last year. When parents were surveyed in regards to safety, 81% believe our school is a safe place for their children, which is a decrease of 9% over last year's score of 90%. RFA will continue to make improvements to ensure our students and parents have a healthy, safe, and supportive environment that enables their child to succeed and achieve greatness because the sky's the limit for our Rocketeers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

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.

No changes planned

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 Priorities: 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Chronic Absenteeism Below 10%	**Chronic Absence Rate**

Chronic Absence Rate:

	2017-18 Actual	2018-19 Estimate
All Students	**18%**	**12.1%**
SED	19%	
EL	16%	

Expected	Actual
ADA Maintain above 95%	**Attendance Rate**

Attendance Rate:

	2017-18 Actual	2018-19 Estimate
All Students	94%	94.7%

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.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **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 other interests. 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.	Rocketship Futuro offered computers, physical education and art enrichment options. Physical Education included both sports and fitness aspects of PE.	Enrichment Coordinators: $91,200 LCFF S+C (2201)	Enrichment Coordinators: $220,145 LCFF S+C (2201)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Field Trips**	Each grade took a field trip together. Throughout the school year, field trips were planned to provide opportunities for students to apply the knowledge/skills they learned in	Field Trips: $33,000 LCFF S+C (5860)	Field Trips: $15,075 LCFF S+C (5860)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Social Emotional Learning** D-3. RFA 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.	Social emotional learning (SEL) has been an increasingly large focus, as well as student safety. 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. We also continued to work on bullying campaigns to educate parents and students about what bullying is and how they can work together to prevent it. We also added a half-time social worker in order to increase support for students.	Instructional Supplies: 3,990 LCFF S+C (4340)	Instructional Supplies: 18,103 LCFF S+C (4340) Educational Consultants: $29,769 LCFF S+C (5804)

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, and we continued to fully implement our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned. Enrichment and social emotional learning are built into each child's day, incentives are provided in support of attendance, and field trips bring learning to life for our students.

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

Our suspension rate decreased from 1.7% last year to 0.5% this year. Our school ADA has increased from 94.0% to 94.7%; we continue to strive towards our target of 95%. Our chronic absenteeism also decreased from 18% last year to 12.1%. We continue to look for methods of improvement to achieve our target of below 10%. We'll continue to identify attendance problems early so applicable support services and interventions can occur to combat chronic absenteeism.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

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.

In addition to measures for chronic absenteeism and attendance rate (ADA), we have added suspension and expulsion rates to our measurable outcomes for next year. We will be reporting chronic absenteeism, suspension and expulsion rates by subgroup as well to help us better determine the impact of our action/services on each student group.

Next year, we will be adding After School Programming as an action/service to further support goal 4.

Goal 5

Rocketship parents are engaged in their students' education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percentage of parents attending an average of at least one school event per month Increase to 30%	Parents attending one school event per month: 71%
Parents are satisfied overall with their school Maintain above 85%	Parent survey – Satisfied overall with school: 89%

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.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Parent involvement** **5.1. Community Events:** RFA hosts many	Parent engagement is one of the cornerstones of our educational plan. We provided frequent opportunities for parents to engage with school staff. This year, our we hosted	Parent Appreciation and Materials: $7,830 LCFF Base (5822, 4510)	Parent Appreciation and Materials: $15,182 LCFF Base (5822, 4510)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Parent Outreach** E-2. RFA provides many opportunities throughout the school year for parents to interact with RFA 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.	At Rocketship Futuro, we held monthly community meetings and/parent coffees (cafecitos) for parents to meet, interact with and offer feedback to staff. We also hosted a Spring Welcome Party for newly enrolled families and a summer barbecue for all families. These meetings are a great way for parents to build relationships with their students' teachers and school leaders. Every school also hosts an orientation for all families in the summer prior to kicking off the new school year. The Orientation format was well	Parent Outreach – School Leader Comp: $9,727 LCFF S+C (1101)	Parent Outreach – School Leader Comp: $5,644 LCFF S+C (1101)

This starts each summer with school orientation. We implemented orientation for the first time last year and found it really

received by parents and we plan on continuing that next year.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **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. The Futuro Academy Office Manager will partner with other school-based staff, such as the principal, and NeST staff, including the Student Information System team, to work on decreasing student truancy through better parent communication and clearer expectations on attendance.	The Office Manager is the first contact when entering the office, the OM has many roles and maintaining funding for this position is crucial to the success of the school. In addition to coordinating enrollment and parent engagement, our OMs have added responsibility this year for coordinating Immigrant family supports. The OM also maintains CUM files and supports with the collection of paperwork and student enrollment.	Office Manager: $81,875 LCFF Base (2401)	Office Manager: $23,955 LCFF Base (2401)

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 is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. We're proud of the strong and committed group of parents we have, particularly in the School Site Council. The Principal and the OM are the two staff members that do the most parent work, as well as parent engagement coordinators who work across all Rocketship schools. These people ensure our parents are actively involved in their child's education.

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

Parent satisfaction has increased to 89% compared to last year's parent satisfaction of 86% and we continue to exceed our target of 85%. Our goal for next year is to continue to find ways to improve parent satisfaction, engage our parents, specifically around academic achievement and how parents can support their students at home.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

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.

No changes planned

Stakeholder Engagement

LCAP Year: **2018-19**

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?

RFA 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, RFA 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. During the first SSC meeting of the school year, on October 9, 2019, school leaders helped 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. The formal engagement process with stakeholders began by administering our annual Parent Satisfaction Survey with our families in February and March 2019. The surveys were available in English, Spanish, Vietnamese, Somali and Arabic so all of our families could participate. 88% parents responded, a decrease of 11 points from last year. 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 Public Schools Staff, on April 16, 2019. 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. Students at RFA were also consulted in regards to their feelings on school safety and climate in a student safety survey. Parents were also asked about school culture in the Parent Satisfaction Survey. Rocketship Public Schools staff both on a school level and network level engaged in the LCAP review process. Teachers provided feedback via online survey starting on January 2, 2019, with 92% responding. In addition, the Rocketship Public Schools Finance Team met with the school leadership team in Spring of 2019 to discuss areas of growth and improvement at their school. Rocketship Public Schools' Board of Directors met on May 30, 2019 to review and finalize RFA'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 RFA. The stakeholder engagement opportunities listed above resulted in clear, and often correlating, suggestions for meaningful improvement for the upcoming academic year. In analyzing responses to the Parent Satisfaction Surveys to identify the most critical areas for improvement at RFA, the top three areas were: lunch and recess, school safety, and safety and efficiency of arrival/dismissal. Of students surveyed, 80% of students say they "Always" or "Usually" feel safe at school. Priorities in school safety and the safety and efficiency of arrival and dismissal will continue to be addressed through the work of the Business Operations Manager. SSC attendees noted improvements in relationships with school teachers and leaders, as well as strong academics. They expressed interest in improving the lunch and recess experience for students. They also identified the need for more enrichments and brainstormed ideas such as language classes, dance and sports, as well as expanding field trips and career days. Parent desire for focus on improving recess and lunch will be supported through the role and professional development of Operations Specialists.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

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 Priorities: 4, 8

Local Priorities: 2

Identified Need:

While RFA has performed well in comparison to neighboring schools with similar demographics, historically not all students have achieved proficiency. There is a subset of students who persistently do not meet the standard, and new students, in particular, who enter RFA, on average, 1.5 years below grade level. With the increased rigor of the CAASPP, it is even more essential that we invest in strategies to support all our students making progress towards proficiency.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA: % meeting/exceeding the standard	Baseline year is 2017-18; first year with tested grades	N/A	**2017-18 SBAC ELA** All Students: 34%	**2018-19 ELA Targets** All Students: 36%

SBAC Math: % meeting/exceeding the standard	Baseline year is 2017-18; first year with tested grades	N/A	**2017-18 SBAC Math** All Students: 43% Econ Dis: 41% EL: 37% SPED: N/A	**2018-19 Math Targets** All Students: 45% Econ Dis: 43% EL: 39% SPED:
ELs: % of students scoring 3 or 4 on ELPAC	2016-17 % scoring 4 or 5 on CELDT: 40%	2017-18: 82%	2018-19: Data not available yet	2019-20 Target: >80%
EL reclassification rate	Baseline year is 2017-18	2017: 4.84%	2018: 1.69%	2019 Target: 10%

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:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Common Core-aligned instruction & materials A-1. The Rocketship Futuro Academy **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 Futuro Academy 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 Futuro Academy 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	**Common Core-aligned instruction & materials** A-1. The Rocketship Futuro Academy **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 Futuro Academy 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 Futuro Academy 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	**Common Core-aligned instruction & materials** A-1. The Rocketship Futuro Academy **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 Futuro Academy 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 Futuro Academy 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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Core Curriculum: $18,000 Books: $27,300	Core Curriculum: $12,000 Books: $24,600	Core Curriculum: $12,000 Books: $27,300
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4100 4210	4100 4210	4100 4210

Action   2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Personalized Learning A-2. RFA'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 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 Futuro Academy operates an inclusion model. In particular, our Special Education students benefits from our RtI 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	**Personalized Learning** A-2. RFA'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**. 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 will also look at reworking the Learning Lab to make the time more useful, and use our data better to ensure that our students are meeting their goals. 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**. 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.	**Personalized Learning** A-2. RFA'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**. 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 will also look at reworking the Learning Lab to make the time more useful, and use our data better to ensure that our students are meeting their goals. 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**. 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

Year	2017-18	2018-19	2019-20
Amount	OLPs: $39,053 Chromebooks: $24,796 Technology Consultants: $75,000 Learning Lab Materials: $5,000 Leveled Libraries: $12,000 Printing and Reproduction: $5,600 RtI Curriculum: $1,800 Tutors: $101,888	OLPs: $35,000 Chromebooks: $26,927 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $4,800 Technology Consultants: $20,000 RtI Curriculum: $1,800 Tutors: $101,888	OLPs: $35,000 Chromebooks: $32,623 Learning Lab Materials: $12,000 Leveled Libraries: $9,600 Printing and Reproduction: $4,800 Technology Consultants: $20,000 RtI Curriculum: $1,800 Tutors: $257,266
Source	LCFF S+C (OLPs, Chromebooks, Technology Consultants) LCFF Base (Learning Lab Materials, Leveled Libraries, Printing and Reproduction) Title I (RtI Curriculum, Tutors)	LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors)	LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors)
Budget Reference	4411 4421 4390 4115 5807	4411 4421 4390 4115 5822 5807	4411 4421 4390 4115 5822 5807

Action 3

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
Students with Disabilities	All Schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Special Education supports A-3. Although RFA 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	**Special Education supports** A-3. Although RFA 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	**Special Education supports** A-3. Although RFA 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

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |

Amount	Special Education Supports: $6,600 Contracted Services: $5,500	Special Education Supports: $4,591 Contracted Services: $22,037	Special Education Supports: $9,172 Contracted Services: $22,037
Source	State Special Education funding + IDEA State Special Education funding + LCFF S+C	State Special Education funding + IDEA State Special Education funding	State Special Education funding + IDEA State Special Education funding
Budget Reference	ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802

Action   4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	Limited to English Learners	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 RtI 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.	**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 RtI 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.	**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 ELPAC 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 RtI 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

Year	2017-18	2018-19	2019-20
Amount	GLAD Training: $9,530 Ongoing literacy teacher PD: $36,000	GLAD Training: $12,540	GLAD Training: $17,055
Source	Title III	Title III	Title III

Budget Reference	5804 1101	5804	5804

(Select from New Goal, Modified Goal, or Unchanged Goal)

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 Priorities: 4

Local Priorities: 1, 2

Identified Need:

Now that Common Core State Standards are fully implemented, it is essential that we are providing students with aligned curriculum and materials. With the state-wide teacher shortage, it's also critical to hire qualified teachers and support their credentialing needs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

All students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	Actual: Met	Actual: Met	Target: Met
All teachers have access to standards-aligned professional development	Met/Not Met = 320 hours of PD provided each year	Actual: Met	Actual: Met	Target: Met
100% of full-time teachers have appropriate credentials	2016-17 Actual: 67%	2017-18 Actual: 100%	2018-19 Actual:100%	2018-19 Target: 100%

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:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<div align="center">**OR**</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development B-1. *Summer PD* Each summer, RFA 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 Futuro Academy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RFA 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	**Professional Development** B-1. *Summer PD* Each summer, RFA 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. 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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	**Professional Development** B-1. *Summer PD* Each summer, RFA 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 Futuro Academy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RFA 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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Summer PD: $69,707 Thursday PD: $42,226 PD Fund: $10,500	Summer PD: $69,707 Thursday PD: $42,226 PD Fund: $12,000	Summer PD: $69,707 Thursday PD: $42,226 PD Fund: 12,800
Source	LCFF Base (Summer PD) SL and Teacher compensation, LCFF S+C (Thursday PD) LCFF Base (PD Fund)	LCFF S+C	LCFF S+C
Budget Reference	1301, 1101 (Summer PD) 1301, 1101 (Thursday PD) 5804 (PD Fund)	1301 (Summer PD) 1101 (Thursday PD)	1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)

Action   2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income, Foster	Schoolwide	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 Futuro Academy 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. RFA will hire **temporary staff** members to facilitate administration and scoring of assessments.	**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 Futuro Academy 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. RFA will hire **temporary staff** members to facilitate administration and scoring of assessments	**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 ● State-mandated EL testing (ELPAC) To ensure that our students are ready for success on the CAASPP, Rocketship Futuro Academy 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. RFA will hire **temporary staff** members to facilitate administration and scoring of assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Assessments: $15,782 Temporary Staff: $10,500	Assessments: $20,623 Temporary Staff: $17,000	Assessments: $26,677 Temporary Staff: $17,000
Source	LCFF S+C (Assessments) LCFF Base (Temporary Staff)	LCFF S+C	LCFF S+C
Budget Reference	4414 (Assessments) 5838 (Temporary Staff)	4414 (Assessments) 5838 (Temporary Staff)	4414, 4360 (Assessments) 5838 (Temporary Staff)

Action   3

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Data Days	**Data Days**	**Data Days**
B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RFA 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.	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RFA 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.	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RFA 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

Year	**2017-18**	**2018-19**	**2019-20**
Amount	Data Days: $26,810	Data Days: $26,810	Data Days: $26,810
Source	LCFF Base	LCFF S+C	LCFF S+C
Budget Reference	1101, 1301	1101, 1301	1101, 1301

Action   4

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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. RFA 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.	**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. RFA 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.	**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. RFA 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

Year	2017-18	2018-19	2019-20
Amount	Coaching: $107,813	Coaching: $107,813	Coaching: $107,813
Source	AP Compensation, LCFF Base	LCFF S+C	LCFF S+C
Budget Reference	1301	1301	1301

Action   5

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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. RFA partners with the Reach Institute for credentialing teachers.	**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. RFA partners with the Reach Institute for credentialing teachers. To help our teachers navigate the credentialing process, we've hired a full time credential analyst at the Network Level to support teachers.	**Teacher Credentialing** B-5. We will continue to ensure 100% of core teachers are in compliance with the state as well as hold the proper English Learner Authorization. We are also partnering with Loyola Marymount University beginning in the 19-20 school year. LMU's Intern Credential program is highly regarded across the country and we are looking forward to partnering with them to ensure our teachers receive the best development possible. Additionally, Rocketship has expanded to have a three-person credential team focused on ensuring teachers receive high level support in obtaining the proper credentials, that our schools remain 100% in compliance at all points in the year, and to continue to innovate on credential systems.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$17,000	$23,000	$59,375
Source	Title II & Educator Effectiveness Grant	Title II & Educator Effectiveness Grant	Title II & Educator Effectiveness Grant
Budget Reference	5833	5833	5833

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

School environment will be safe and welcoming for all students

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: 1, 6

Identified Need:

In order to be ready to learn, students need to know they are in a safe environment. While Rocketship Futuro Academy has a strong foundation in positive behavioral practices, including implementation of the Positive Behavioral Intervention and Supports (PBIS) framework, we believe it is critical to maintain these high standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3rd – 5th grade student survey: % of students that believe school is a safe environment to learn	2016-17 Actual: 72%	2017-18 Actual: 76%	2018-19 Actual: 80%	2019-20 Target: 85%
Parent survey: % of parents that believe school is safe	2016-17 Actual: 90%	2017-18 Actual: 81%	2018-19 Actual: 80%	2019-20 Target: 85%

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:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
BOM C-1. Rocketship Futuro Academy 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 RFA's and the state's goals for student safety and maintaining facilities.	**BOM** C-1. Rocketship Futuro Academy 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 RFA's and the state's goals for student safety and maintaining facilities. Next year, our BOM will report directly to their principal instead of a NeST manager. We hope this integrates the BOM and Principal work more closely.	**BOM** C-1. Rocketship Futuro 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 Rocketship Futuro's and the state's goals for student safety and maintaining facilities. Next year, our BOM will continue to report directly to their principal instead of a NeST manager so the BOM and the Principal work more closely together. We will continue to provide the additional regional director coaching support for the BOM.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	BOM: $103,125	Business Operations Manager (BOM): $103,125	Business Operations Manager (BOM): $104,156
Source	LCFF Base	LCFF S+C	LCFF S+C
Budget Reference	2301	2301	2301

Action 2

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 Futuro Academy will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	**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 Futuro Academy will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	**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 Futuro Academy will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Building repairs: $26,200	Building repairs: $40,500 Furniture: $12,080 Teacher room: $11,200	Building repairs: $44,400 Furniture: $15,335 Teacher room: $10,400
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5601 4430 4330	5601 4430 4330	5601 4430 4330

Action   3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	**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.	**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 utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Custodial Services: $57,240	Custodial Services + Supplies: $64,410	Custodial Services + Supplies: $65,079
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5821	5821	5821 4320

Action   4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	**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.	**Operations Specialists** 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 Operations Specialists 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

Year	2017-18	2018-19	2019-20
Amount	Support Staff: $179,992	Support Staff: $138,616	Operations Specialists: $151,687
Source	Support Staff Compensation, LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	2201	2201	2201

Action 5

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Not implemented in 2018-19	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Security Services Rocketship Futuro Academy 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.	N/A	**Security Services** Rocketship Futuro Academy 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

Year	2017-18	2018-19	2019-20
Amount	Security Services: $5,656	N/A	Security Services: $39,000
Source	LCFF Base		LCFF S+C
Budget Reference	5823		5823

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

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 Priorities: 5, 6

Local Priorities: 7, 8

Identified Need:

In order to close the achievement gap, Rocketeers must continue to value education beyond their time at Rocketship. We recognize our students must develop life-long academic skills in elementary school in order to success once their graduate from Rocketship. We see

a need to increase our level of student engagement to ensure that students are invest in their education. We want our students to come to school every day and enjoy it.

Suspension rate improved and is good school wide (green), but the Hispanic subgroup does have a higher rate of suspensions (yellow).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absenteeism rate	**2016-17 Actuals** All Students: 26% SED: 29% EL: 29% SPED: N/A	**2017-18 Actuals** All Students: 18% SED: 19% EL: 16% SPED: 23%	**2018-19 Estimates** All Students: 12.1% SED: EL: SPED:	**2019-20 Targets** All Students: <10% SED: EL: SPED:
Attendance rate (ADA)	**90.1%**	**2017-18 Actuals** All Students: 94.0%	**2018-19 Estimates** All Students: 94.7%	**2019-20 Targets** All Students: >95%
Suspension rate	**2016-17 Actuals** All Students: 3.7% SED: 3.1% EL: 2.9% SPED: N/A	**2017-18 Actuals** All Students: 1.7% SED: 1.8% EL: 1.5% SPED: 0.0%	**2018-19 Estimates** All Students: 0.5% SED: EL: SPED:	**2019-20 Targets** All Students: <1% SED: EL: SPED:
Expulsion rate	**2016-17 Actuals** All Students: 0%	**2017-18 Actuals** All Students: 0%	**2018-19 Estimates** All Students: 0%	**2019-20 Targets** All Students: 0%

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	**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 other interests. 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.	**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 other interests. 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.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	Enrichment Coordinators: $91,200	Enrichment Coordinators: $91,200	Enrichment Coordinators: $94,050
Source	LCFF Base	LCFF S+C	LCFF S+C
Budget Reference	2201	2201	2201

Action   2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	**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.	**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 cornerstones of our field trip experience are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go to Groveland, CA for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Field Trips: $27,500	Field Trips: $33,00	Field Trips: $38,500
Source	LCFF Base	LCFF S+C	LCFF S+C
Budget Reference	5860	5860	5860

Action   3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Social Emotional Learning D-3. RFA 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.	**Social Emotional Learning** D-3. RFA 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.	**Social Emotional Learning** D-3. RFA 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Instructional Supplies: $3,160	Instructional Supplies: $3,990	Instructional Supplies: $5,510 Educational Consultants: $30,000

Source	LCFF Base	LCFF S+C	LCFF S+C
Budget Reference	4340 5803	4340 5804	4340 5804

Action 4

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Implemented in 2019-20	Implemented in 2019-20	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		After School Program D-4. RFZ will run an afterschool program to provide our students with additional academic exposure. The after-school program combines homework help/tutoring, enrichment, including opportunity for physical activity and family education services. The after school program helps our unduplicated pupils by providing additional time to focus on structured academics, as well as helps our parents who are in need of high-quality after school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	After School Program: $100,000
Source			LCFF S+C
Budget Reference			5911

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 5

Rocketship parents are engaged in their students' education

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: 3, 5, 8

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 Futuro Academy 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
Parent attendance: % of parents attending an average of at least one school event per month	29%	2017-18 Actual: 90%	2018-19 Actual: 71%	2019-20 Target: 75%
Parent survey: % of parents that are satisfied overall with their school	92%	2017-18 Actual: 86%	2018-19 Actual: 89%	2019-20 Target: >85%

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:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent involvement **E-1. Community Events:** RFA 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, RFA invests in parent appreciation items and provides a materials budget. **Parent Volunteer Opportunities:** Rocketship Futuro Academy parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RFA 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.	**Parent involvement** **E-1. Community Events:** RFA 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, RFA invests in parent appreciation items and provides a materials budget. **Parent Volunteer Opportunities:** Rocketship Futuro Academy parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RFA 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. In particular, RFA will work on integrating parents into centers and volunteering with students in the classroom.	**Parent involvement** E-1. **Community Events:** RFA 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, RFA invests in parent appreciation items and provides a materials budget. In the coming year, we will be offering additional resources, education and opportunities such as workshops and classes. **Parent Volunteer Opportunities:** Rocketship School parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RFA 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. We will be expanding the volunteer options to be more inclusive of working parents.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	Parent Appreciation and Materials: $11,040	Parent Appreciation and Materials: $7,830	Parent Appreciation and Materials: $10,790

Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5822 4510	5822 4510	5822 4510 4720

Action   2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learner, Foster, Low Income	Schoolwide	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Outreach E-2. RFA provides many opportunities throughout the school year for parents to interact with RFA 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.	**Parent Outreach** E-2. RFA provides many opportunities throughout the school year for parents to interact with RFA 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.	**Parent Outreach** E-2. RFA provides many opportunities throughout the school year for parents to interact with RFA 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.

Budgeted Expenditures

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

Action   3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 are 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	**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. The Futuro Academy Office Manager will partner with other school-based staff, such as the principal, and NeST staff, including the Student Information System team, to work on decreasing student truancy through better parent communication and clearer expectations on attendance.	**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. In addition to their continuing role in parent engagement, Office Managers will be equipped to provide referrals to community resources as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Office Manager: $79,875	Office Manager: $81,875	Office Manager: $82,694
Source	OM Compensation, LCFF Base	LCFF Base	LCFF Base
Budget Reference	2401	2401	2401

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$780,130	15.44%

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).

The three most significant ways that RFA 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.

Following are the specific Actions and Services contributing to meeting the Increased or Improved Services Requirement:

Goal 1 Action 2 (EL, Foster, Low Income):

Personalized Learning: RTI Curriculum and Tutors, Learning Lab Materials, Leveled Libraries, Online Learning Programs, Chromebooks, Technology Support Consultants, Printing and Reproduction Budget

Goal 1 Action 4 (English Learners):

Guided Language Acquisition Design (GLAD) Professional Development through Project GLAD to support staff to embed ELD principles throughout program, deliver explicit ELD instruction, and tutoring as needed.

Goal 2 Action 1 (EL, Foster, Low Income):

Summer Professional Development to ensure foundational knowledge in culture and classroom. Weekly PD targeting areas of need and personalizing supports for teachers. PD Fund to provide additional learning opportunities to veteran teachers.

Goal 2 Action 2 (EL, Foster, Low Income)

Internal and External Assessments and staffing to support.

Goal 2 Action 3 (EL, Foster, Low Income):

Data Days for analysis of interim assessment data to improve and tailor instructional practice to student needs.

Goal 2 Action 4 (EL, Foster, Low Income):

Instructional Coaching by administrators for teachers.

Goal 3 Action 1 (EL, Low Income):

Business Operations Manager

Goal 3 Action 4 (EL, Low Income):

Support Staff (Operations Specialists)

Goal 3 Action 5 (EL, Foster, Low Income):

Security Services

Goal 4 Action 1 (EL, Foster, Low Income):

Enrichment offerings such as PE, arts, science.

Goal 4 Action 2 (EL, Foster, Low Income):

Field Trips

Goal 4 Action 3 (EL, Foster, Low Income):

Social Emotional Learning instruction and supports

Goal 4 Action 4 (EL, Foster, Low Income):

Afterschool Program

Goal 5 Action 2 (EL, Foster, Low Income):

Parent Outreach

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

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.

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. 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 California School Dashboard, 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 California School Dashboard, 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 California School Dashboard, 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as 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 entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "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 entering "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:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" 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.

- Enter "Unchanged Action" 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 enter "Unchanged Action" 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 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;

   C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);

   D. The English learner reclassification rate;

   E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

   F. 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:

   (A) enrolled less than 31 days

   (B) enrolled at least 31 days but did not attend at least one day

   (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

   (i) are enrolled in a Non-Public School

   (ii) receive instruction through a home or hospital instructional setting

   (iii) are attending a community college full-time.

   (2) The number of students who meet the enrollment requirements.

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

(b) "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).

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

   (1) For a 4-Year Cohort Graduation Rate:

   (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

   (B) The total number of students in the cohort.

   (C) Divide (1) by (2).

   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

   (A) The number of students who either graduated as grade 11 students or who earned any of the following:

   (i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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?