LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Mateo Sheedy Elementary

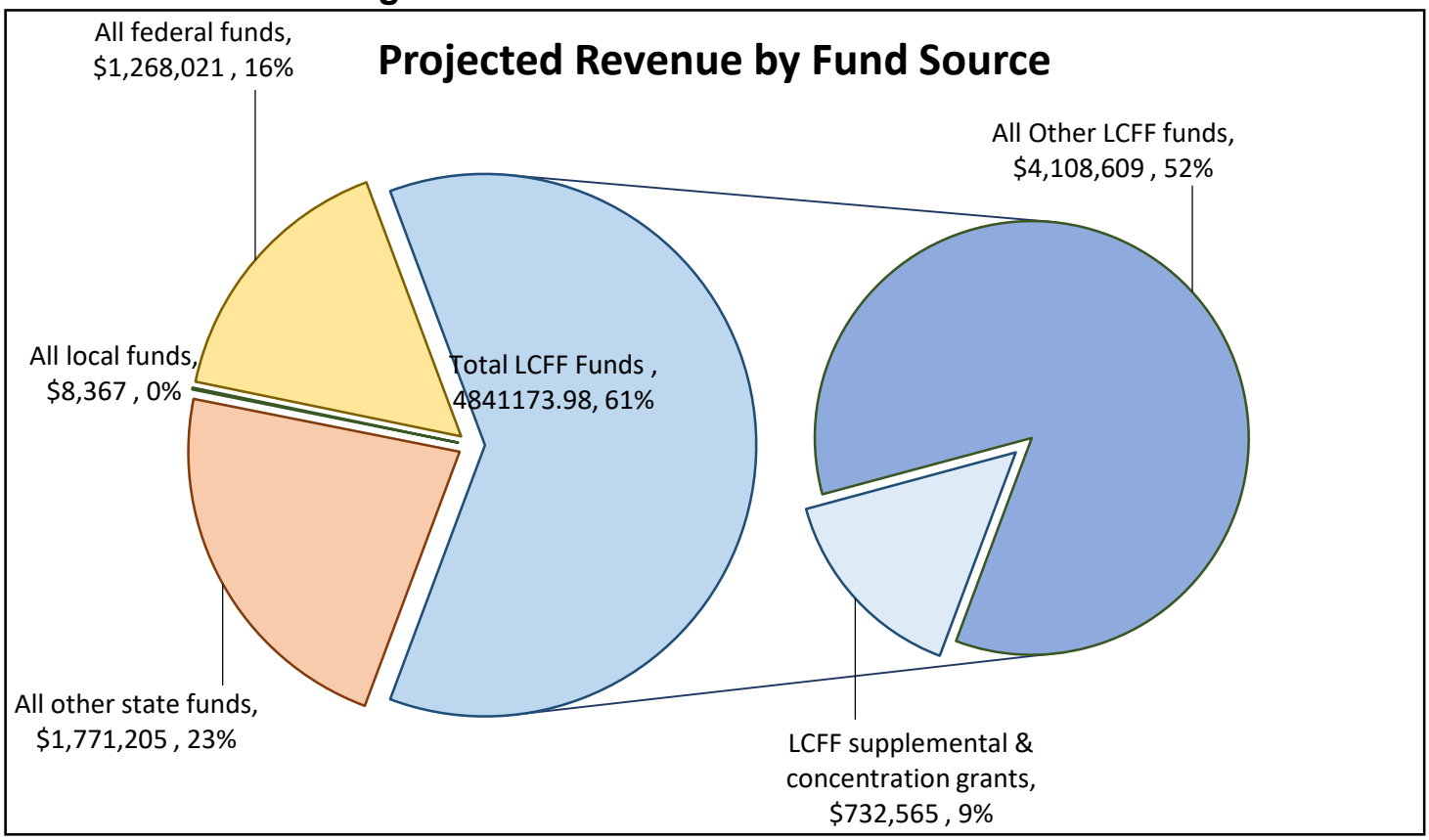
CDS Code: 43-10439-0113704

School Year: 2021 – 22

LEA contact information: Keysha Bailey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

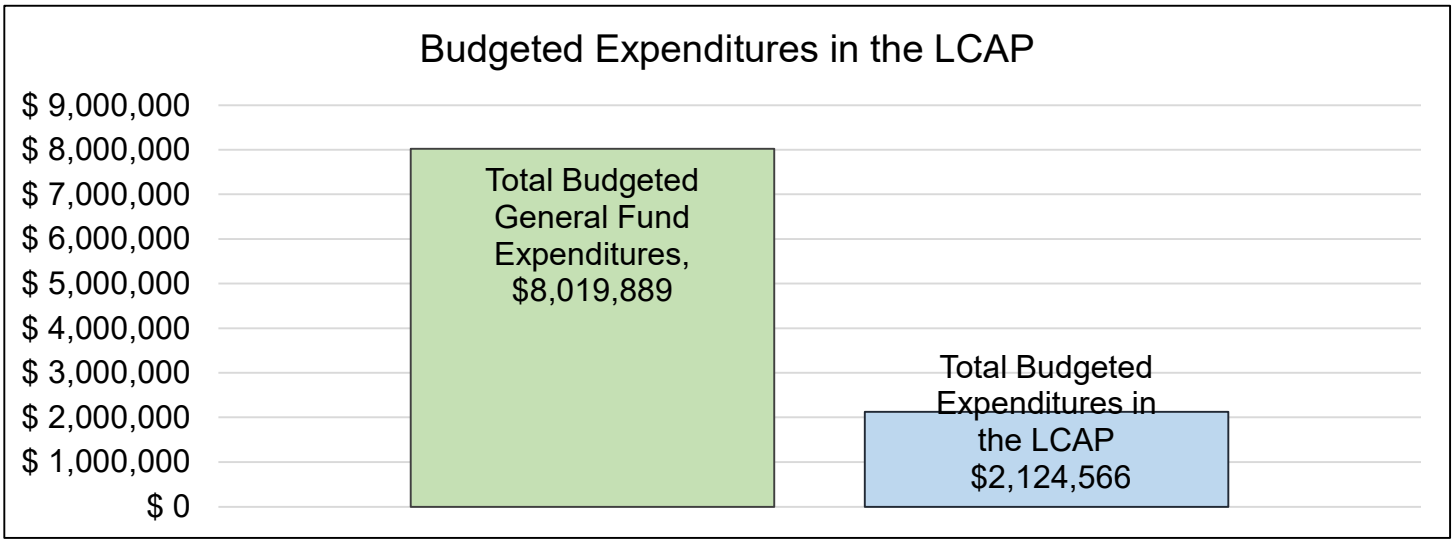


This chart shows the total general purpose revenue Rocketship Mateo Sheedy Elementary expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Mateo Sheedy Elementary is $7,888,766.90, of which $4,841,173.98 is Local Control Funding Formula (LCFF), $1,771,204.98 is other state funds, $8,367.00 is local funds, and $1,268,020.95 is federal funds. Of the $4,841,173.98 in LCFF Funds, $732,565.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Mateo Sheedy Elementary plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Mateo Sheedy Elementary plans to spend $8,019,888.78 for the 2021 – 22 school year. Of that amount, $2,124,565.83 is tied to actions/services in the LCAP and $5,895,322.95 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

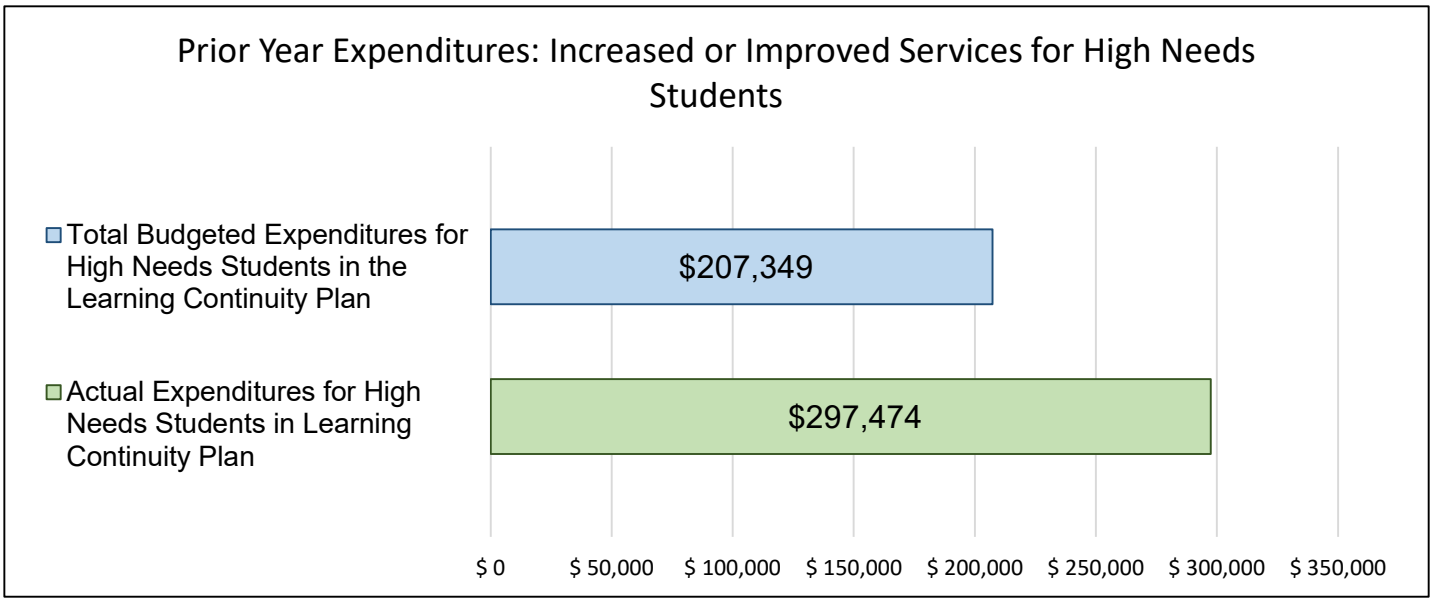
rent, utilities, building repairs & maintenance, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rocketship Mateo Sheedy Elementary is projecting it will receive $732,565.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Mateo Sheedy Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Mateo Sheedy Elementary plans to spend $1,165,353.66 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Rocketship Mateo Sheedy Elementary budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Mateo Sheedy Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rocketship Mateo Sheedy Elementary's Learning Continuity Plan budgeted $207,349.00 for planned actions to increase or improve services for high needs students. Rocketship Mateo Sheedy Elementary actually spent $297,474.32 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mateo Sheedy	Courtney English, Principal	cenglish@rsed.org (408) 286-3330

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
2018-19 SBAC ELA: % meeting/exceeding the standard targets	2018-19 SBAC ELA: % meeting/exceeding the standard All Students: 58.2% (met)

All Students: 53% Econ Dis: 53% EL: >25% SPED: >5%	Econ Dis: 56.4% (met) EL: 36% (met) SPED: 4% (not met) 2019-20 CAASPP Testing Cancelled
2018-19 SBAC Math: % meeting/exceeding the standard targets All Students: 65% Econ Dis: 65% EL: 45% SPED:>15 %	2018-19 SBAC Math: % meeting/exceeding the standard All Students: 65% (met) Econ Dis: 64.7% (not met) EL: 46.8% (met) SPED: 12% (not met) 2019-20 CAASPP Testing Cancelled
ELs: % of students scoring 3 or 4 on ELPAC: >80%	2017-18: 89.1% 2018-19: 71.4% (not met) 2019-20: Summative ELPAC cancelled
EL reclassification rate: 10%	2018-19: 13.8% 2019-20: 9.8% (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Mateo Sheedy **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 Mateo Sheedy 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.	Core Curriculum: $12,000 Books: $27,300 LCFF Base 4100 4210	LCFF Base $2,709 $25,496

Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.		
Personalized Learning A-2. RMS'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**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.	OLPs: $35,000 Chromebooks: $25,785 Learning Lab Materials: $5,000 Leveled Libraries: $12,000 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $200,397 LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors) 4411 4421 4390	LCFF S &C $46,722 $- $219 $51,816 $12,832 $20,981 Title I $85 $230,509

	4115 5822 5807 4120 2101	
Special Education supports A-3. Although RMS 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 Mateo Sheedy 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.	Special Education Supports: $9,172 Contracted Services: $22,037 State Special Education funding + IDEA ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	State SPED + IDEA $2,383 State SPED $116,374
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	GLAD Training: $16,303 Title III 5804	Title III $14,758

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.		
Reading Engagement A-5. As a suggestion from our parents, RMS will implement more reading engagement initiatives next year. These will include field trips to the library and bookstore, dress-up days as book characters and after school book clubs. In addition, we plan to have parents join in on the event planning as well for the Love of Reading initiatives.	Non-Instructional Supplies: $10,000 LCFF Base 4380	LCFF S &C $9,599

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Mateo Sheedy continued to use a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. We purchased paper Fountas and Pinnell leveled library book collections for guided reading, which allowed students to take books home so they could read more frequently. This supported our efforts to ensure that all students have access to a wide variety of texts at their own current reading level and to meet the different genre requirements in Common Core. We supported our ELA teachers to utilize our new Fountas and Pinnell library in their Guided Reading instruction, which gave our students access to more high quality text options. We also expanded the use of online learning programs in general education classrooms in order to facilitate small group instruction. These programs included Lexia and Lightsail for ELA, Freckle and Reflex for STEM, and ST Math for TK-1. We worked to better integrate Online Learning Programs in the classroom and increase student completion of OLP activities. 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 prioritized parts of the co-teaching block for literacy skills/guided reading. We enhanced the instructional leadership support for inclusion specialists. We differentiated support for new teachers by providing scripted curriculum in the form of Leveled Literacy Intervention. We saw strong results this year in terms of accelerated development for new SPED teachers as a result of implementing professional development and coaching expectations for new SPED teachers. We also focused this year on training teachers and

leaders in the ELD Framework and Standards. There was an increase of professional development and training to support implementation of Integrated and Designated ELD.

With the COVID-19 school closures, we mobilized in order to begin distance learning within 2-3 days of closure. We provided modified curriculum and lesson plans for teachers in support of distance learning. We provided devices to students to ensure that 100% have devices and have home internet access. We provided community time in morning launch and landing daily, live lunches and exercise. Instruction included synchronous and asynchronous instruction for students through Facebook and Google Classroom. Instruction included direct individualized 1 to 1 service for students with disabilities through SPED teachers and related service providers. Additionally, we set up daily surveys for families and Care Corps to identify family needs and connect them with resources along with food, housing, and other services. We implemented coaching calls where teachers connected with students on their OLPs, monitored progress, and just checked in on how they are doing 2-3 times per week. Designated ELD is occurring through individual coaching calls or group conferences via zoom. Ongoing support and resources are shared with school staff to support distance learning.

Both state and local testing was cancelled in the Spring, so we do not have data to determine progress. We also don't have summative ELPAC data for this year, and the reclassification process was challenged by school closures. Our reclassification rate was 9.8%, below our 10% target.

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 teacher

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual
All students have access to standards-aligned instructional materials Target: Met	Met

All teachers have access to standards-aligned professional development Target: Met	Met
100% of full-time teachers have appropriate credentials	100% of full-time teachers have appropriate credentials

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Professional Development B-1. *Summer PD* Each summer, RMS 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 Mateo Sheedy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RMS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	Summer PD: $120,066 Thursday PD: $72,733 PD Fund: $15,000 LCFF S+C 1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	LCFF S&C $88,292 $53,485 $19,937
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	Assessments: $26,880 Temporary Staff: $20,000	LCFF S&C $24,762 $-

• 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 Mateo Sheedy 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. RMS will hire **temporary staff** members to facilitate administration and scoring of assessments.	LCFF S+C 4414 (Assessments) 5838 (Temporary Staff)	
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RMS 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.	Data Days: $46,179 LCFF S+C 1101, 1301	LCFF S&C $33,959
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. RMS 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: $229,688 LCFF S+C 1301	LCFF S&C $141,330
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	$53,000 Title II & Educator Effectiveness Grant 5833	Title II & Educator Effectiveness Grant $4,000

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.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for scoring assessments and the cancelled data days were reallocated to additional staffing to support with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Mateo Sheedy continued its intensive focus on professional development this year and fully implemented the planned professional development actions, adapting them as needed once the COVID-19 crisis necessitated closure. This year we focused a lot on differentiating the professional development for teachers based on their career stages--developing, expanding, and master. As a result, we saw faster growth for developing and new teachers across content areas. With implementation of distance learning, we did specific professional development to support teachers and leaders in being ready to deliver synchronous and asynchronous instruction as well as check-ins with individual students.

Assessment plans were followed as scheduled until school closures in March in response to COVID-19 measures. There were two differences from the stated plan decided last summer before SY19-20 started: 1) the number of Cumulative assessments rounds was reduced from four to three; 2) Grades 3-5 were only to take NWEA in the Fall and Winter (Spring assessment removed to reduce testing burden on students who take state assessments). As a result of the COVID closures, final spring assessments were suspended. These included: Cumulative Round 3, STEP Round 4, Spring NWEA, CAASPP and Summative ELPAC. RMS held five out of six planned Data Days this year. The March event was not held due to the COVID-19 crisis.

This year we continued to ensure that 100% of our core teachers were in compliance with the state as well as held the proper English Learner Authorization. We partnered with Loyola Marymount University and have over 20 teachers who will be graduating the program in spring of 2020 with their Preliminary and/or Special Education Credential. Our biggest holdback due to the COVID-19 pandemic has been planning for the 20-21 school year. Many of our teachers were taking their final credential tests in March, but their tests were cancelled due to Shelter in Place orders. We've been working closely with the California Teaching Commission and California Department of Education to see if any modifications will be made to keep our teachers in their roles next year. There are certain cases

where modifications are being made, however other cases require an Executive Order from Gavin Newsom and we do not know when this will come. Additionally, we would typically have all new hires take their credential tests over the spring and summer and enroll in a credential program in their first year. This will not be possible this year due to the Shelter in Place order and test centers being closed. Most teachers will need to be on an emergency permit in their first year and focus on tests (as test centers are just now reopening in May 2020 and then enroll in a program in their 2nd year.

Rocketship Mateo Sheedy'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.

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

Annual Measurable Outcomes

Expected	Actual
3rd – 5th grade student survey: 85% of students that believe school is a safe environment to learn	No data due to school closure
Parent survey: 85% of parents that believe school is safe 2019-20	85% of parents that believe school is safe 2019-20 (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
BOM		LCFF S&C

C-1. Rocketship Mateo Sheedy 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 Mateo Sheedy'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.	Business Operations Manager (BOM): $104,156 LCFF S+C 2301	$105,192
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 Mateo Sheedy 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.	Building repairs: $62,120 Furniture: $8,840 Teacher room: $14,400 LCFF Base 5601 4430 4330	LCFF Base $313 $10,298 $20,534
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.	Custodial Services + Supplies: $76,612 LCFF Base 5821	LCFF Base $152,294
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.	Operations Specialists: $154,242 LCFF S+C 2201	LCFF S&C $270,652

Security Services C-5. Rocketship Mateo Sheedy 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.	Security Services: $5,000 LCFF S+C 5823	LCFF S&C $216

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented the actions for Goal 3 as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our BOM continued to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. We continued to focus on developing BOMs in all areas of their operations work. This year we expanded our training for BOMs on the skills that make them strong and effective leaders--skills such as influence, collaboration, and effective communication. Our BOM served as safety lead for our campus. This included planning and leading safety training for all school-based staff at the site. Our BOM was responsible for knowing our safety plan, communicating it to the team, holding the safety meetings with the school leadership team, ensuring compliance with required safety drills, and ensuring that all safety equipment and supplies are complete, current, and functioning well. Our BOM acted as liaison to ensure safety protocols are followed with afterschool programs as well. Since the COVID 19 closures began, we are now adding several training sessions virtually, one every other week for BOMs.

We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs planned for this year. Our BOM and facilities staff were able to conduct 2-3 walkthroughs prior to the COVID-19 closure. During the walkthroughs, 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 throughout the year. Rocketship Mateo Sheedy continued to employ 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 resources as planned for purchase of materials for outfitting and decorating their classrooms. During th COVID closure, our maintenance staff visited all sites to assess and ensure sites are ready for return.

In order to provide a safe and clean environment for our school community, we utilized the services of a day porter during the school day and custodial services once a day in the evening. This year, Rocketship RMS contracted with a custodial company to help get better pricing and create more consistent service. We instituted additional disinfecting procedures conducted by custodial services in the beginning of March prior to closures. Since closure, we have all of our custodial services going into schools and conducting deep cleans.

Operations Specialists continued their essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staffed arrival and dismissal and led recess and lunch for all students. They also supported daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists served as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We conducted additional training with our Operations Specialists this year through PlayworksU in support of indoor recess implementation, including facilitation of games and strategies for managing groups. Once the COVID -19 closure began, this training served as a springboard to support student wellness through virtual recess opportunities. Currently during the closure, our Operations Specialists continue to be employed and supporting various projects according to their skill sets, such as supporting distance learning, "Live Lunches," leading virtual lunches, reading bedtime stories for students, or joining a team called Care Core which reaches out to families to check in on them and see how their needs are being met, participating in our twice weekly meal distribution, and providing translation support for teachers in working with families.

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. When parents were surveyed in regards to safety, 85% believe our school is a safe place for their children, which is an increase of 10% over last year's score of 76%. RMS 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.

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: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual
Chronic absenteeism rate <10%	Chronic absenteeism rate 9.3% (met)
Attendance rate (ADA) >95%	Attendance rate (ADA) 95.9% (met)
Suspension rate <1%	Suspension rate 0.2% (met)
Expulsion rate 0%	Expulsion rate 0% (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 Coordinators: $134,532 LCFF S+C 2201	LCFF S&C $130,528
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	Field Trips: $38,500 LCFF S+C 5860	LCFF S&C $45,590

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.		
Social Emotional Learning D-3. RMS 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. RMS will continue to utilize the half-time social worker next year to help with social-emotional learning for all students.	Instructional Supplies: $5,498 Educational Consultants: $30,000 LCFF S+C 4340 5804	LCFF S&C $10,495 $34,694
After School Program D-4. RMS 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 options for their children.	After School Program: $150,000 LCFF S+C 5911	LCFF S&C $119,149

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we fully implemented our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Mateo Sheedy offered science, physical education and multiple afterschool enrichment options including flag football, art, cheerleading, and strategy/games club. Physical Education included direct instruction on calisthenics movement as well as multiple sports and general wellness. Our enrichment coordinators also provided additional practice time for math facts and phonics embedded into class time and games to further align across subjects/classrooms. We provided additional adaptive PE training to our physical education coaches to better serve students with special needs. During COVID-19 closures, daily enrichment was incorporated into movement breaks led by physical education coaches in the form of daily workout videos. Additional enrichment opportunities such as science and art were provided as options for all students, although there was no designated core instruction during which a whole class gathered. Prior to COVID-19, we were able to send all 4th and 5th grade students to camp as previously scheduled.

We continued our PBIS implementation as planned. In addition to our active PBIS team, we added a full time mental health provider to our staff, and this enabled us to provide more SEL interventions at Tier 2 and 3 as needed. In addition to continued use of Kimochi and RULER, we developed an internal SEL curriculum called ""The Shortest DIstance."" We provided Powerpoint lessons for teachers to facilitate SEL lessons daily. We saw many benefits of this more structured curriculum, especially that it is easier for teachers to implement with less planning and preparation. Using a common curriculum has allowed for a common language across the entire school in terms of SEL skills. Because of that, we have more frequently heard students and staff using the language of SEL in their interactions. This has also allowed us to provide parents with descriptions of the units and the topics and skills being addressed so that they have the opportunity to reinforce social emotional learning in the home. Since the COVID-19 closures, we have been holding daily SEL lessons for students as part of distance learning. Mental health providers are providing a daily post with resources, tips, and guidance on how families can support students' mental health needs during COVID-19 closure. We do expect increased SEL needs among students, families, and staff in addition to academic needs and are currently planning to address these needs.

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. RMS has seen some success in this goal, indicated by our decrease in suspension rate from 1% to 0.2% and no history of expulsions; our ADA increased slightly from 95.6% to 95.9%, while our chronic absenteeism decreased from 9.8% to 9.3%.

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

Annual Measurable Outcomes

Expected	Actual
Parent attendance: 70% of parents attending an average of at least one school event per month	Data unavailable due to school closures
Parent survey: 85% of parents that are satisfied overall with their school	86% of parents that are satisfied overall with their school (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent involvement E-1. **Community Events:** RMS 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, RMS 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 RMS 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.	Parent Appreciation and Materials: $10,430 LCFF Base 5822 4510 4720	LCFF Base $33,424
Parent Outreach E-2. RMS provides many opportunities throughout the school year for parents to interact with RMS 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 – School Leader Comp: $9,727 LCFF S+C	LCFF S&C $8,068

We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.	1101	
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.	Office Manager: $82,694 LCFF Base 2401	LCFF Base $125,505

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Mateo Sheedy hosted many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. We focused particularly this year on including cultural celebrations meaningful to the community. We were not able to attend the planned college trips due to COVID-19, but students were able to take a virtual tour of Stanford University. We expanded the volunteer options and adjusted timing of opportunities this year in order to be more inclusive of working parents, such as having later events and offering opportunities for take-home projects and remote support. We implemented Los Dichos, a monthly school event where parents come to campus and read with students in a variety of languages, including Spanish, English, and Vietnamese in order to strengthen a culture of literacy. Parents also received a skill-building workshop for this event including public speaking tips, how to engage students, and how to conduct read-alouds. Los Dichos transitioned to a video-recorded online program after the school closure.

At Rocketship Mateo Sheedy, 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. 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 received by parents and we plan on continuing that next year. We engaged in annual home visits as a regular part of our program. All of our students received a home visit by December 1 of 2019. We also hosted parent-teacher conferences three times this year,as planned. Our recently created Distance Learning LaunchPad features parent resources--Los Dichos activities continue virtually, as do the monthly parent coffees, but with increased frequency-weekly. One way in which we have elevated parent involvement is putting more intention into building parents as leaders and advocates. As a result, we have had more participation by parents in parent organizing committees, school site council, and parent organizing groups. We also added two parents to the Rocketship Board of Directors.

We added a daily wellness check-in for families under a new program called "Care Corps." This process begins with a form that a family completes with questions around needs such as food, shelter, financial assistance, employment resources, health, mental health, and more. Based on the completed forms, a school-based task force follows up to connect families with resources that have been collected and vetted by the regional Growth, Community, and Engagement (GCE) team. In the event that a family identifies an unmet team that is more than the team can provide, the case is escalated to the network team for further support. In addition to the Care Corps implementation, we have also done a lot of work to ensure our students have access to needed technology. We have in most cases a 1 to 1 ratio of devices to students and have worked successfully with local agencies to ensure connectivity. We have implemented a program of frequent touchpoints with students, families, and school staff. We implemented a family component of our "live lunches" where families share recipes they enjoy with students, and also are engaging families in virtual bedtime stories.

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. Parent satisfaction has increased from 79% to 86%. 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase adequate PPE materials	$15,580	$26,154	N
Post signs around the school to guide healthy and safe behavior	$15,000	-	N
Cover additional cleaning and disinfecting for the campus	$34,536	$11,255	N
Compensate additional staff to cover those who need to quarantine	$109,480	$82,875	N
Update HVAC systems for additional filtration	$27,000	-	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Students continued in a distance learning model through April, due to high levels of community spread and restrictive local health orders. Beginning in May, all students had the option to return to campus four days each week for four hours of in-person instruction for the last four weeks of school.

We partnered with our local YMCA on another Rocketship campus for facilitated distance learning for approximately twelve students starting earlier in the school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Gave stipends for COVID-19 campus lead (i.e., staff taking on additional work to ensure school safety during the pandemic)	$7,500	$5,000	N
Purchased additional Chromebooks to enable distance learning for all students	$72,300	$98,885	Y
Subscribed to distance learning platforms/tools (e.g., SeeSaw)	$2,281	$2,302	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented as planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

During the 2020-21 school year, we were able to deliver a consistent program that all of our students were able to access. The majority of students received instruction through distance learning for the majority of the school year and we continued to refine this model to improve its effectiveness, investing in engaging live lessons and strong participation in online learning programs. We implemented our distance learning model as planned with three hours daily live teaching, small group instruction, and on-demand learning every Friday as a full day of on-demand and independent learning. Our distance learning plan still allows students to access a curriculum that includes the full content and rigor that students would receive in the classroom.

Additionally, we have sustained learning tools and elements of the school day from our in-person model to our distance learning model, allowing students to work with recognized tools and routines. Our students have used, and will continue to use, online learning

programs both in-person and in a distance learning environment, which facilitate progress on key skills. Community events, like Launch to begin each day, are carried between the distance learning environment to help build community and offer a sense of consistency.

Access to Devices and Connectivity

Each student received their own personal Chromebook, to make sure that technology was not a barrier for accessing distance learning. We continued to offer technical support for Chromebook challenges and any internet connectivity challenges and they arose throughout the year. None of our students were without the technology needed to access learning. Despite all students having the necessary devices, internet connection stability remained an issue for some of our students.

Pupil Participation and Progress

Student participation is determined based on a combination of their presence in synchronous learning activities and their completion of their independent work. Teachers and staff track attendance through presence in synchronous learning and participation in asynchronous tasks. If a student misses the first learning block of the day, the office manager reaches out to the family with a reminder. Through this process students' presence and absences are recorded and tracked. Teachers also track student attendance in all LIVE synchronous blocks to be able to follow up with students and families to support those who were unable to attend live lessons. Additionally, we also track student engagement in asynchronous learning, noting that when they have completed independent work, including online learning programs and teacher-assigned work. Students and families discuss low participation during follow up meetings with teachers and coaches. Additionally, teachers track progress through online learning programs, observations, interim assessments, and milestone assessments (where possible). Student progress in these areas will be recorded centrally and teachers and school leaders will review regularly, including monthly data days, in order to make program adjustments and ensure student growth.

We are proud of our 97% average daily attendance. We strove for high levels of student participation, because if students were not participating that they were missing out on learning opportunities. Similar to in person instruction, we found that the same students consistently had lower participation rates. Our teachers, Care Corps members, and school leaders worked to partner closely with these families to develop a shared understanding of the importance of participation and to find solutions and alternatives to increase their consistent participation.

Distance Learning Professional Development

We have provided staff professional development in the distance learning model, health and safety protocols, social emotional learning, virtual learning tools, and supporting English Learners in distance learning. Our staff continues to receive individualized coaching from school leaders to support their individual needs. All school leaders received training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement.

Staff Roles and Responsibilities

We have been successful at reallocating our staff members whose regular responsibilities have been decreased or eliminated due to distance learning to positions where they can support families with the wraparound supports that they need or provide additional small student group engagement. Our staff were able to adapt to distance learning, which was supported by some role changes and trainings. The individualized coaching model, which has always been a part of the program at Rocketship, was particularly important in making sure that all staff had the support that they needed and consistently received feedback on how to engage with students and families. We are proud that one of our PE teacher assistants has decided to pursue a career as a teacher based on his experience supporting students academically during the school closure.

Support for Pupils with Unique Needs

We were able to effectively implement programs to adapt distance learning for our students with unique needs. This included integrated and designated ELD instruction twice weekly for our English Language Learners, and IEP accommodations for our students with special needs. We were able to provide strategic one to one support and create a great schedule that allowed co-teaching with the general education teacher and providing services to individual students. We have continued to observe gaps between assessment scores for students in these groups and other students. Remediation plans will be tailored to particularly target these students' needs.

Our Care Corps team has supported our Foster and Homeless Youth by connecting them with community resources and personalizing supports to meet the needs of each child.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional small group tutoring opportunities	$78,435	$151,159	Y
Compensate staff for extended instructional time	$19,609	$2,059	Y
Purchase online learning platforms (Lexia and Reflex)	$37,005	$45,372	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to administer the NWEA MAP assessment at the beginning of the year for our students in first grade and up. While the assessment revealed that students were, on average, starting the year behind where students had been in previous years, the gaps were not as large as NWEA predicted, which gave us confidence that our distance learning program was having an impact.

We've also been able to consistently track student progress through online learning programs and class assignments. These have helped to guide full class remediation and small group instruction. We've seen that as students revisit foundational skills their mastery grows.

Students have frequent opportunities to work at their own pace, including guided reading at their own instructional reading level, small group instructional days for math, the Distance Learning Launchpad as a flexible online learning hub, and online learning programs that adjust to their skills. This work which adapts to students current levels will ensure that they don't skip ahead, leaving gaps in their learning. Additionally, students will be engaging in regular small group instruction, giving them the chance to revisit any needed skills.

We have been able to meet with each family three times this year and provide data on learning gaps and successes with specific information about how they can support their child at home.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students have responded well to our expanded SEL curriculum and emphasis. We notice that the topics covered in our daily SEL lessons are carried over into students' interactions with each other and their teachers throughout the day. We know that forming relationships online looks different than in person and the SEL lessons have helped to forge community bonds, although we still have students, especially our younger students, who are struggling to form the same types of relationships that they would in person. It is difficult to support and assess the development of these skills in a distance learning format.

Through our Care Corps, we've been able to stay connected to our familys' needs. As families expressed struggles (e.g., food, housing), they were connected with trained Care Corps members who helped them navigate to resources. This was enabled by a growing number of community partnerships.

For our staff, we've continued to emphasize rest as a way to support mental health--offering staff additional rest days throughout the year and making sure that they had breaks worked into their schedule. We've also invested in spaces to staff to discuss challenges--especially around DEI-related injustices occurring in our country. Cultivating space to process has been key for staff member's mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our tiered intervention approach continued to emphasize strong relationship building with students and families and adapting to find solutions that meet individual needs. We've found that families respond well to this approach and we're able to work through challenges in a way that feels collaborative and opens dialogue. 100% of our students received a virtual home visit by the end of September this year and 98% of our families are on track to meet the parent partnership goal of 20 hours. We've found that some of families have been facing unique challenges in the distance learning context (e.g., how to support distance learning for young students when a parent is also working) and we've tried to be creative in working with them towards solutions. We have done material pick-ups to ensure students have access to all of the supplies they need, such as white boards, markers, and manipulatives, but some families have not been able to come to the pick up events.

For students who are disengaged, we are taking a tiered approach to intervening, which mirrors the approach that we've taken during in-person learning. When a student has an absence, the family receives a notification and has the opportunity to provide information to show that the absence should be excused. Students with persistent absences meet first with their teacher to discuss the implications of

those absences and try to find solutions that allow the student to attend consistently. If absences continue, families then meet with school leaders who also discuss truancy implications and work to find solutions. Notification calls are available in English and Spanish. Outreach to families will be made by a staff member who speaks the language that the family is most comfortable in or by a staff member with a supporting translator.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our distance learners, we serve meals twice a week so our students have five days worth of meals. One service day we distribute three days worth of breakfast and lunch and the other day we distribute two days worth of breakfast and lunch. The amount of families that utilize this service varies widely from week to week, making it difficult to know how much to prepare each week.

When we have students on campus, we will place them into small groups. We serve daily breakfast and lunch during their normal meal times. All meal service is provided in this small-group setting to ensure student and staff safety, avoiding exposure between cohorts of students.

In both environments, we track students who receive meals in order to facilitate free and reduced meals for those students who are eligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on personalization, Social Emotional Learning, and family engagement have been critical during this year and will continue going forward. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to regularly assess each of our students using NWEA MAP and STEP assessments, as well as the data from our Online Learning Platforms to monitor progress and inform instructional planning. We will continue to meet students specific learning needs through small group instruction and the personalized instruction provided by our online learning platforms. We plan to add academic interventionists to help close any gaps created during distance learning.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions and services implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Rocketship Mateo Sheedy instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments, personalizations, and academic supports. We will provide additional academic supports, such as additional interventions to provide small group intervention for reading and math.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mateo Sheedy	Courtney English	cenglish@rsed.org (408) 286-3330

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Rocketship Mateo Sheedy opened in August 2007 as the first Rocketship campus in San Jose. It opened inside a San Jose church and soon relocated to its permanent campus on Locust Street in downtown San Jose. It currently serves grades TK-5. Approximately 82.6% of the students are socioeconomically disadvantaged, 4.7% are Foster or Homeless Youth, 55.6% are English learners, 77.5% are Hispanic/Latinx, 12% are African American, and 6.5% are Asian. Additionally, 9% of students qualify for special education services. The LCFF Unduplicated percentage is approximately 89.95%. The principal, Courtney English, will continue to lead the school in 2021-22.

Rocketship Mateo Sheedy 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 Mateo Sheedy'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 Mateo Sheedy also operates under the principles that excellent teachers and leaders create transformational schools and engaged families 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 families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

Rocketship Mateo Sheedy operates with four core values: respect, responsibility, empathy and persistence. These core values are reinforced in all aspects of Rocketeers' school day, whether they're participating in a core value read aloud, earning "rockets" for demonstrating core values or sharing their core value grades with their families during report card season.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Mateo Sheedy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers; School environment will be safe and welcoming for all students; Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning; Rocketship families are engaged in their students' education. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Mateo Sheedy based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, with a 97% average daily attendance rate as of 3/30/2021.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our families and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

We are also proud of the work our teachers have done to begin to incorporate a Diversity, Inclusion, and Equity lens into instructional planning, so that students can begin to analyze issues from multiple perspectives and advocate for change. Our students wrote letters to lawmakers to advocate to change Columbus Day to Indigenous People's Day.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data, we have identified gaps in ELA and Math achievement from the time spent in the distance learning format. Based on the 2019 CA Dashboard, we also have needs in Chronic Absenteeism. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention. We will add academic interventionists to help close the academic gaps. We will implement attendance monitoring and family outreach to ensure our students do not become chronically absent.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with robust systems for personalized learning and our Love of Reading campaign. We will provide comprehensive English Language Development for our English learners through GLAD training for all of our teachers. We will also provide a comprehensive program of special education supports for our students with IEPs.

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. Teachers will be supported (Goal 2) through professional development and instructional coaching to implement our instructional model, including culturally responsive pedagogy. Providing instruction through a Diversity, Equity, and Inclusion lens is a focus for our teachers. We will also support our teachers with becoming fully credentialed to ensure the highest

quality teachers for our students. Additionally, we will administer high-quality assessments and provide data days for teachers to analyze the data and make instructional plans based on the data.

GOAL 3: School environment will be safe and welcoming for all students. Our Business Operations Manager ensures the school campus stays safe, clean, and well-maintained. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations.

GOAL 4: Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning. Students will have opportunities to participate in enrichment activities and field trips to ensure they receive a well-rounded education. Students will be supported in social emotional learning to ensure their social emotional well-being and remove barriers to engagement. Our Care Corps team will continue to ensure our students' basic needs are being met by identifying families in need and connecting them with appropriate resources for support.

GOAL 5: Rocketship families are engaged in their students' education. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, school events, and opportunities to volunteer and to provide input organized and facilitated by the school leadership team. These opportunities include community meetings, exhibition nights, monthly coffees, Los Dichos activities, and family surveys.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for Rocketship Mateo Sheedy, based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our SSC and ELAC committees met on 11/4/20, 12/9/20, 2/24/21, and 4/21/21.

Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 26, 2021.

Parents also provided feedback throughout the year through various parent engagement opportunities. 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.

Teachers, school staff, and school administrators provided feedback during regular staff meetings and a staff survey.

Teachers have held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Parents would like to see more interest group clubs available for student enrichment. Parents also want students to be able to attend in-person.

Teachers/School Staff/Administrators would like to have more opportunities to interact and collaborate with one another.

Students want to be able to attend school in-person.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on our stakeholder feedback, we have added the following to our plan for next year and beyond:

- We will add cross-grade and cross-department collaboration opportunities to the professional development schedule.

- We will explore how to incorporate more interest group clubs and other enrichments.

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. We are proud of the progress of our students and must continue our actions to sustain this progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 58.2% English Learners: 36% Low Income: 56.4% Students with Disabilities: 4% Asian: 83.3% Black or African American: 60.9% Hispanic/Latinx: 55.7%				63%
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 65% English Learners: 46.8% Low Income: 64.7%				68%

	Students with Disabilities: 12% Asian: 100% Black or African American: 52.2% Hispanic/Latinx: 63.3%				
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.36				1.2 Years
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.35				1.2 Years
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 39%				High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 9.8%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core-aligned instruction & materials	A-1. The Rocketship Mateo Sheedy 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 Mateo Sheedy operates an inclusion model and therefore this core	$43,562	N

		curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.		
2	Personalized Learning	A-2. Rocketship Mateo Sheedy'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 our school operates an inclusion model. In particular, our students in Special Education benefit 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	$331,790	Y

		instructional program are appropriately differentiated for our Special Education students. We invest in Chromebooks and invest budget each year to maintain a 1:1, 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.		
3	Special Education supports	A-3. Although RMS runs an inclusion model, we realize that our students in Special Education 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.	$101,621	N
4	GLAD Training & Curriculum	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. Students in Special Education 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. We will focus our professional development and school based coaching on improving the	$24,679	Y

		quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.		
5	Love of Reading Campaign / Reading Engagement	A-5.Rocketship Mateo Sheedy will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity, celebrating reading growth on STEP assessments, celebrating Read Across America week, and incorporating reading into social emotional learning.	$22,157	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
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.

An explanation of why the LEA has developed this 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%				100%
Number/% of total and EL teachers credentialed & properly assigned	100%				100%
% of adopted standards including ELD standards implemented	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	B-1. Professional Development is a critical component of the RMS program. We will continue to implement a comprehensive program of	$169,673	Y

		professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We are planning for provision of virtual professional development as needed in the event of future closures. We will adapt the content of professional development for 21-22 and beyond as needed, given increased academic needs of our students due to COVID-19, and we will adjust summer professional development for 2021 to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RMS 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 Mateo Sheedy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RMS 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.		
2	Assessments	B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • Three rounds of cumulative assessments • Two-Three rounds of Humanities and Science interims • NWEA three times per year (K-2), NWEA two-three times per year • STEP or Fountas & Pinnell at least four times per year • State-mandated CAASPP • Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC) • Alternative ELPAC for English Learners with severe cognitive disabilities If schools are unable to open and continue with distance learning at any point, we will adjust plans as needed.	$11,050	Y
3	Data Days	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RMS 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.	$37,048	Y
4	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. Rocketship Mateo Sheedy 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 students in Special Education.	$184,275	Y
5	Teacher Credentialing	B-5. Our team will continue to ensure 100% of our teachers are in compliance. As mentioned due to COVID-19 there are a lot of	42,000	N

		questions around when teachers will be able to take tests. Therefore, we must continue to support them with studying so that once tests centers do open they are prepared to be successful. In addition, we will continue partnering with a credential program so that teachers who are currently eligible to be on an Intern Credential (passed their tests) can focus on earning their Preliminary Credential. We are excited to see even more people be able to enroll in 21-22.		
6	Culturally Responsive Pedagogy	B-6. RMS is committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative and culturally competent. We also recognize that in order to build cultural competence at our school, we must invest in a multi-year training effort. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons. The new Thematic Units will celebrate diversity and leverage student's cultural capital to guide student discussions.	TBD	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the "good repair" standard	Met				Met
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.				75%
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	BOM	C-1. Rocketship Mateo Sheedy 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	$107,000	Y

		and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. This position is critical to meeting our school's and the state's goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.		
2	School Maintenance	C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the 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 Mateo Sheedy will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	$66,365	N
3	Custodial Services and 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	$76,800	N

		ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		
4	Operations Specialists	C-4.Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and professional development of our Operations Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school professional development sessions depending on the topic.	$310,000	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4

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

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No data due to pandemic school closure				75%
% of parents connected (As measured by parent survey question, "My Rocketship school has a strong and committed community that actively encourages family participation")	81%				85%
Portion of parents with input into decision making (Parent survey participation rate)	100%				90%

Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 8.7% English Learners: 7% Low Income: 9.6% Students with Disabilities: 14.6% Asian: 20% Black or African American: 2.2% Hispanic/Latinx: 9.2%				9%
Suspension rate for all students and all significant subgroups	2018-19 All Students: 1% English Learners: 1.6% Low Income: 0.8% Students with Disabilities: 2.3% Asian: 0% Black or African American: 0% Hispanic/Latinx: 1.2%				0.5%
Expulsion rate for all students and all significant subgroups	2018-19: 0%				0%
Average Daily Attendance	2018-19: 95.8				95%

% of students with access to a broad course of study	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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, science, interest clubs 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 students in Special Education, this can be an especially motivating and engaging portion of their day.	$282,500	Y
2	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. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$35,887	Y
3	Social Emotional Learning	D-3. Rocketship Mateo 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. PBIS will be one of our main	$87,039	Y

		priorities this year. We will focus on improving the fidelity of the practices across all spaces--classrooms, recess, and enrichment--so that we are creating a positive environment and culture with consistency. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the Shortest Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more community and culture building within a class. The goal of these curricula is to help students build toward the 5 social emotional competencies of self awareness, self management, social awareness, relationship skills, and responsible decision making, as well as encompassing the social justice standards of identity, diversity, justice, and action. This school year we formed a working group to audit the curricula with a DEI lens to continue to ensure we have representation across race, ability, ethnicity and representation. We had a group of 20 employees from across our 4 regions, across roles (i.e. enrichment coordinators, teachers, school leaders, mental health professionals, and learning lab specialists). This past year we implemented ""Smart Start"" components into the curricula. These derive from Conscious Discipline and Responsive Classroom, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created ""class creed,"" a ""feelings check,"" and a ""wishing well"" component--thereby promoting positive culture and SEL skills. The ""Smart Start"" component is a conscious effort to plan ahead for students returning after a year of closures with potentially higher needs and trauma. The routines will support them in the transition back to in-person learning. We also utilize mental health professionals for individual student support and providing small group support working with the SEL curriculum.This year we will be increasing our tiers of support. We are adding a Mental Health Provider intern program to our already existing Mental Health Provider team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students. We are expanding our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial,		

		immigrational, and other various services at each of our 13 Bay Area school sites. This program will be an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. The team of providers will work to gain family and community engagement by securing partnerships & resources for adults in relation to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community of Schools program will also work to design a program to address chronic absenteeism.		
4	Care Corps	D-4. In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff will regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff will follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn.	$75,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 5

Goal #	Description
5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours; set as less than 100%)	88%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	90%
% Home visits completed	95%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	95%
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	86%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family involvement	E-1. Community Events: RMS 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, RMS invests in family 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. Family Volunteer Opportunities: Rocketship Mateo Sheedy family members will be encouraged to volunteer with their students to help tighten the link between the families and the school. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will continue to expand and adapt the volunteer options and events in order to be inclusive of working family members and to accomodate for times when COVID-19 may not allow for family members to volunteer on campus. In addition to these components, we will be expanding our work with our school-based parent groups to deepen advocacy in their communities. We will intentionally bring a Diversity, Equity and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program.	$15,320	N
2	Family Outreach	E-2. Rocketship Mateo Sheedy provides many opportunities throughout the school year for families to interact with RMS staff. The school offers monthly forums (i.e., Cafecitos) for families to provide feedback as well as learn in depth about school activities. This enables families to become a more active participant in their child's education.	$8,125	Y

		We also survey our families annually. We analyze the data and meet with families to review the results and seek further input on the actions moving forward. We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. We are seeking family input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.		
3	School Leadership Team	E-3. Rocketship Mateo Sheedy's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where families are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all family engagement goals and responsive to family input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to families through written, social media, and other forums. As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$82,175	N
4	Los Dichos	E-4. Los Dichos is a parent, family, and community engagement activity where family members read stories of Latino origin as a part of a literature-based program. The books read are bilingual and teach students about the Latino culture and values. Each one has a dicho, or saying, that reflects the story. After reading the bilingual book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values.	$5,000	N

		The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Project Cornerstone staff. They then meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.83%	TBD

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that English Learners are at the Green level for ELA and Math. We find that Socioeconomically disadvantaged students are at the Blue level for ELA and the Green level for Math. We had low performance in 2019 on the English Learner Progress Indicator, with 39.4% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 9.8%.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Rocketship Delta Prep student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Days are professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. 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.

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 5 points growth in ELA and 3 points growth in Math within the next three years (see expected outcomes in Goal 1), a high level English Learner Progress and at least a 15% English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students were at Green level for Suspensions and English Learners were at the Yellow level for Suspensions. For Chronic Absence, English Learners were at the Green level and Socioeconomically disadvantaged students were at the Orange level.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. We provide Enrichment opportunities and field trips to support the development of the whole child. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement.

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Rocketship Mateo Sheedy community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Family Outreach

Expected Outcomes

By implementing a comprehensive Family Outreach program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around family perceptions of their satisfaction with the school, family participation in various events and opportunities, and the percent of our students' homes we are able to visit at the beginning of each school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Academic Growth and Achievement

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

The personalized learning action increases the amount of technology, tech support, online learning platforms, leveled libraries, learning lab materials and instructional materials available to English learners, low income students, and foster youth so that they can successfully engage with the right content at the right time according to their needs and varying levels. Reading engagement adds funding for materials and supplies to support a school-wide reading initiative that fosters love of reading and reading growth above and beyond the ELA curriculum to provide additional support for our low income, English learners, and foster youth to grow as readers. Professional development and coaching actions add staffing and materials in support of expanded professional development opportunities and teacher coaching provided to all teachers, totaling about 4 hours per week, to ensure that teachers are supported to effectively meet the needs of our low income students, English learners, and foster youth. The actions for assessments and data days add assessment systems, staffing, and related materials to our program in order to provide accurate and actionable data on the learning progress and needs of our low income students, English learners, and foster youth and to dedicate time and expertise to the effective use of that data.

Climate and Culture

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

The Business Operations Manager action expands the staffing at our school in order to provide our low income students, English learners and foster youth an additional highly trained leader on campus dedicated to ensuring a safe and supportive school climate, smooth operations, and effective outreach for student engagement. The Operations Specialists add additional staffing in support of functions that are particularly beneficial to our low income students, English learners and foster youth. They ensure that school nutrition is well implemented, that recess and lunchtime activities are productive and positive, and that outreach for student support and re-engagement is timely and effective. The enrichment and field trips actions bring additional opportunities to our low income students, English learners, and foster youth by adding opportunities for learning beyond the core curriculum and in the community. Social emotional learning action adds staffing and resources in order to create and implement a comprehensive program in Social Emotional Learning and mental health supports to ensure that our low income students, English learners, and foster youth are supported not just academically but holistically, and that mental health support is available to them as needed.

Family Engagement

Family Outreach

Family Outreach adds staffing time devoted to engaging with families so that families of our low income students, English learners, and foster youth. This action supports the building of strong family-school relationships in support of students through such initiatives as home visits, opportunities and events for families, and outreach.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,165,354	$ 1,535,243
LEA-wide Total:	$ 1,165,354	$ 1,535,243
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Standards-Aligned Instruction & Materials	LEA-wide		RMS	$ 14,052	$ 14,052	No
1	1		LEA-wide		RMS	$ 19,510	$ 29,510	No
1	1						$ -	
1	1						$ -	
1	1						$ -	
1	2	Personalized Learning	LEA-wide	EL, Low Income, Foster	RMS	$ 35,000	$ 35,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RMS	$ -	$ 81,140	Yes
1	2		LEA-wide	EL, Low Income, Foster	RMS	$ 12,000	$ 12,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RMS	$ 9,600	$ 9,600	Yes
1	2		LEA-wide	EL, Low Income, Foster	RMS	$ 6,000	$ 6,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RMS	$ 25,000	$ 25,000	Yes
1	2		LEA-wide		RMS		$ 1,800	No
1	2		LEA-wide	EL, Low Income, Foster	RMS		$ 53,750	Yes
1	2		LEA-wide	EL, Low Income, Foster	RMS		$ 107,500	Yes
1	3	Special Education Supports	Limited		RMS		$ 29,689	No
1	3		Limited		RMS		$ 71,932	No
1	3						$ -	
1	3						$ -	
1	3						$ -	
1	4	GLAD Training and Curriculum	LEA-wide		RMS		$ 24,679	No
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	5	Reading Engagement	LEA-wide	EL, Low Income, Foster	RMS	$ 22,157	$ 22,157	Yes
1	5						$ -	
1	5						$ -	
1	5						$ -	
1	5		LEA-wide	EL, Low Income, Foster			$ -	Yes
2	1	Professional Development	LEA-wide	EL, Low Income, Foster	RMS	$ 96,324	$ 96,324	Yes
2	1		LEA-wide	EL, Low Income, Foster	RMS	$ 58,350	$ 58,350	Yes
2	1		LEA-wide	EL, Low Income, Foster		$ 15,000	$ 15,000	Yes
2	1						$ -	
2	1						$ -	
2	2	Assessments	LEA-wide	EL, Low Income, Foster	RMS	$ 11,050	$ 11,050	Yes
2	2		LEA-wide	EL, Low Income, Foster		$ (0)	$ (0)	Yes
2	2						$ -	
2	2						$ -	
2	2						$ -	
2	3	Data Days	LEA-wide	EL, Low Income, Foster	RMS	$ 37,048	$ 37,048	Yes
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	4	Coaching	LEA-wide	EL, Low Income, Foster	RMS	$ 184,275	$ 184,275	Yes
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	5	Teacher Credentialing	LEA-wide		RMS		$ 42,000	No
2	5						$ -	
2	5	Culturally Responsive Pedagogy					$ -	
2	5						$ -	
2	5						$ -	
3	1	Business Operations Manager	LEA-wide	EL, Low Income, Foster	RMS	$ 107,000	$ 107,000	Yes
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	2	School Maintenance	LEA-wide		RMS	$ 34,000	$ 44,000	No
3	2		LEA-wide		RMS	$ 67	$ 8,765	No
3	2		LEA-wide		RMS	$ 13,600	$ 13,600	No
3	2						$ -	
3	2						$ -	
3	3	Custodial Service and Supplies	LEA-wide		RMS	$ 56,800	$ 76,800	No
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	4	Operations Specialists	LEA-wide	EL, Low Income, Foster	RMS	$ 310,000	$ 310,000	Yes
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	5	Removed Security Services as action for 21			RMS	$ 5,000	$ 5,000	
4	1	Enrichment	LEA-wide	EL, Low Income, Foster	RMS	$ 157,500	$ 157,500	Yes
4	1				RMS		$ 125,000	No
4	1						$ -	
4	1						$ -	
4	2	Field Trips	LEA-wide	EL, Low Income, Foster	RMS	$ 35,887	$ 35,887	Yes
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	3	Social Emotional Learning	LEA-wide	EL, Low Income, Foster	RMS	$ 5,039	$ 5,039	Yes
4	3		LEA-wide	EL, Low Income, Foster		$ 30,000	$ 30,000	Yes

4	3		LEA-wide	EL, Low Income, Foster	RMS			$	52,500	Yes
4	3							$	-	
4	3							$	-	
4	4	CareCorp	LEA-wide	EL, Low Income, Foster	RMS			$	75,000	Yes
4	4							$	-	
4	4							$	-	
4	4							$	-	
4	4							$	-	
5	1	Parent Involvement	LEA-wide		RMS	$	15,320	$	15,320	No
5	1							$	-	
5	1							$	-	
5	1							$	-	
5	1							$	-	
5	2	Parent Outreach	LEA-wide	EL, Low Income, Foster	RMS	$	8,125	$	8,125	Yes
5	2							$	-	
5	2							$	-	
5	2							$	-	
5	2							$	-	
5	3	School Leadership Team	LEA-wide		RMS	$	82,175	$	82,175	No
5	3							$	-	
5	3	Los Dichos	LEA-wide		RMS			$	5,000	No

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,405,878	$ 226,621	$ -	$ 492,067	2,124,566	$ 1,334,546	$ 790,020

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Instruction & Materials	N/A	$ 14,052				$ 14,052
1	1		N/A	$ 19,510			$ 10,000	$ 29,510
1	1							$ -
1	1							$ -
1	1							$ -
1	2	Personalized Learning		$ 35,000			$ -	$ 35,000
1	2			$ -			$ 81,140	$ 81,140
1	2			$ 12,000				$ 12,000
1	2			$ 9,600			$ -	$ 9,600
1	2			$ 6,000				$ 6,000
1	2			$ 25,000			$ -	$ 25,000
1	2		N/A				$ 1,800	$ 1,800
1	2						$ 53,750	$ 53,750
1	2						$ 107,500	$ 107,500
1	3	Special Education Supports	Special Education		$ 29,689		$ -	$ 29,689
1	3		Special Education		$ 71,932		$ -	$ 71,932
1	3							$ -
1	3							$ -
1	3							$ -
1	4	GLAD Training and Curriculum	EL				$ 24,679	$ 24,679
1	4							$ -
1	4							$ -
1	4							$ -
1	4							$ -
1	5	Reading Engagement		$ 22,157				$ 22,157
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ -
2	1	Professional Development		$ 96,324				$ 96,324
2	1			$ 58,350				$ 58,350
2	1			$ 15,000				$ 15,000
2	1							$ -
2	1							$ -
2	2	Assessments		$ 11,050			$ -	$ 11,050
2	2			$ (0)			$ -	$ (0)
2	2							$ -
2	2							$ -
2	2							$ -
2	3	Data Days		$ 37,048				$ 37,048
2	3							$ -
2	3							$ -
2	3							$ -
2	3							$ -
2	4	Coaching		$ 184,275				$ 184,275
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	5	Teacher Credentialing	N/A				$ 42,000	$ 42,000
2	5							$ -
2	5	Culturally Responsive Pedagogy						$ -
2	5							$ -
2	5							$ -
3	1	Business Operations Manager		$ 107,000			$ -	$ 107,000
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	2	School Maintenance	N/A	$ 34,000			$ 10,000	$ 44,000
3	2		N/A	$ 67			$ 8,698	$ 8,765
3	2		N/A	$ 13,600				$ 13,600
3	2							$ -
3	2							$ -
3	3	Custodial Service and Supplies	N/A	$ 56,800			$ 20,000	$ 76,800
3	3							$ -
3	3							$ -
3	3							$ -
3	3							$ -
3	4	Operations Specialists		$ 310,000				$ 310,000
3	4							$ -
3	4							$ -
3	4							$ -
3	4							$ -
3	5	Removed Security Services as action for 21		$ 5,000				$ 5,000
4	1	Enrichment		$ 157,500				$ 157,500
4	1		N/A		$ 125,000			$ 125,000
4	1							$ -
4	1							$ -
4	2	Field Trips		$ 35,887				$ 35,887
4	2							$ -
4	2							$ -
4	2							$ -
4	2							$ -
4	3	Social Emotional Learning		$ 5,039				$ 5,039

4	3			$ 30,000			$ 30,000
4	3					$ 52,500	$ 52,500
4	3						$ -
4	3						$ -
4	4	CareCorp				$ 75,000	$ 75,000
4	4						$ -
4	4						$ -
4	4						$ -
4	4						$ -
5	1	Parent Involvement	N/A	$ 15,320			$ 15,320
5	1						$ -
5	1						$ -
5	1						$ -
5	1						$ -
5	2	Parent Outreach		$ 8,125			$ 8,125
5	2						$ -
5	2						$ -
5	2						$ -
5	2						$ -
5	3	School Leadership Team	N/A	$ 82,175			$ 82,175
5	3						$ -
5	3	Los Dichos	N/A			$ 5,000	$ 5,000
5	3						$ -
5	3						

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Si Se Puede

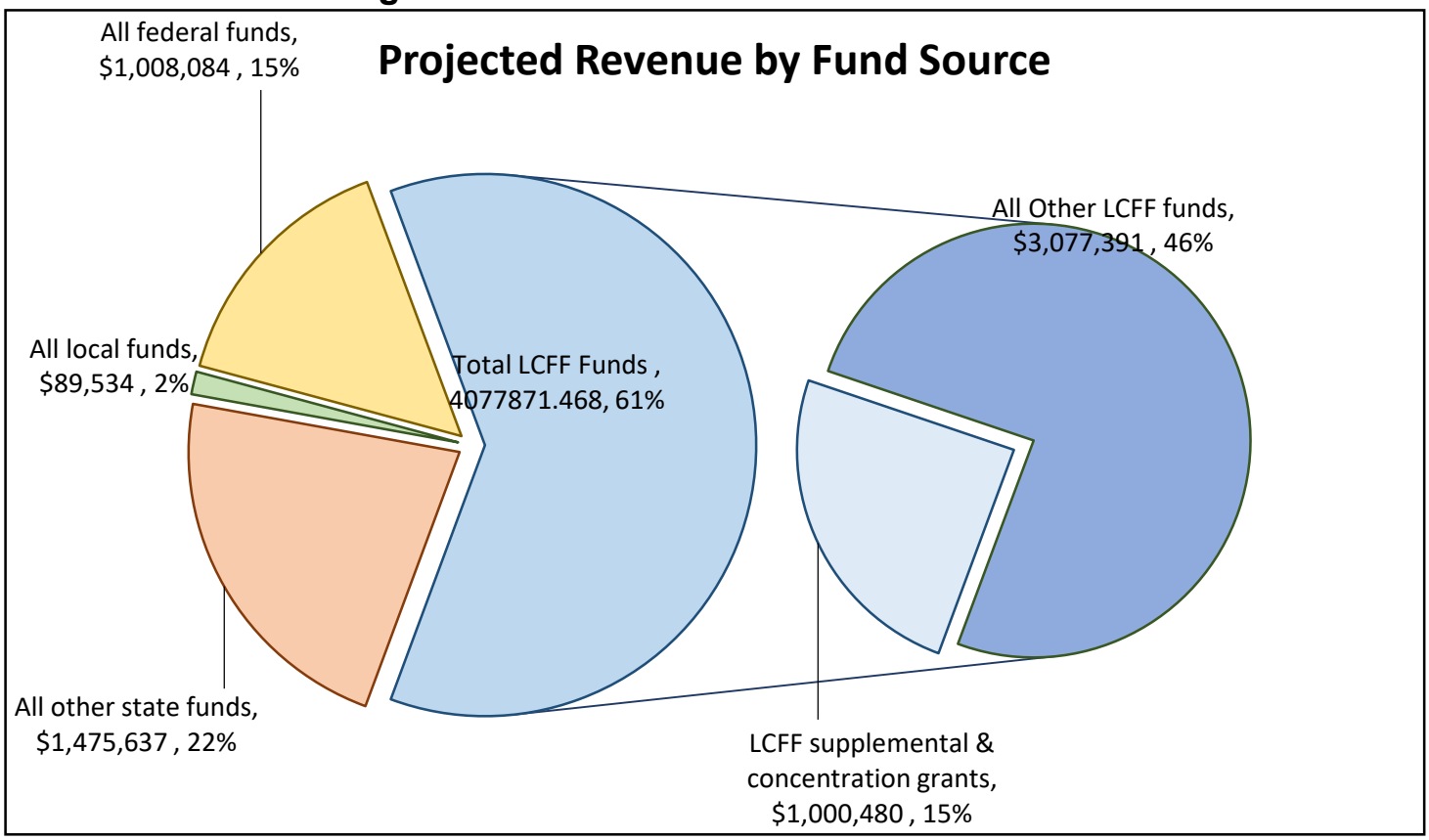
CDS Code: 43-10439-0119024

School Year: 2021 – 22

LEA contact information: Keysha Bailey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

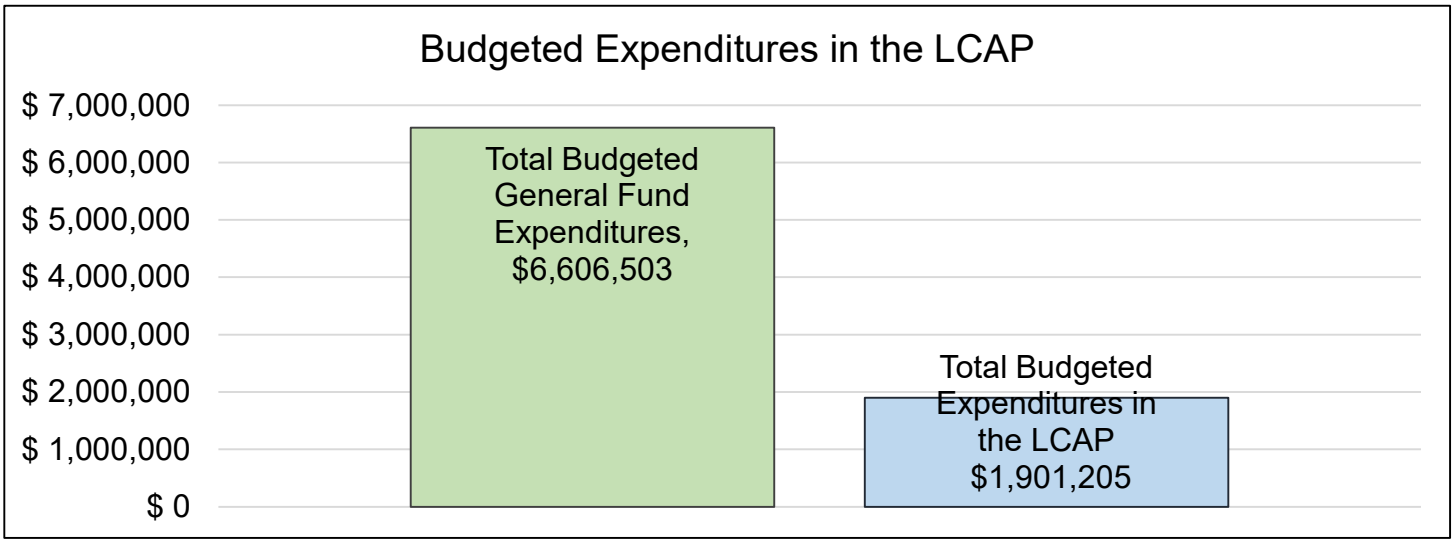


This chart shows the total general purpose revenue Rocketship Si Se Puede expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Si Se Puede is $6,651,126.00, of which $4,077,871.47 is Local Control Funding Formula (LCFF), $1,475,636.71 is other state funds, $89,534.00 is local funds, and $1,008,083.83 is federal funds. Of the $4,077,871.47 in LCFF Funds, $1,000,480.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Si Se Puede plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Si Se Puede plans to spend $6,606,503.13 for the 2021 – 22 school year. Of that amount, $1,901,204.95 is tied to actions/services in the LCAP and $4,705,298.18 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

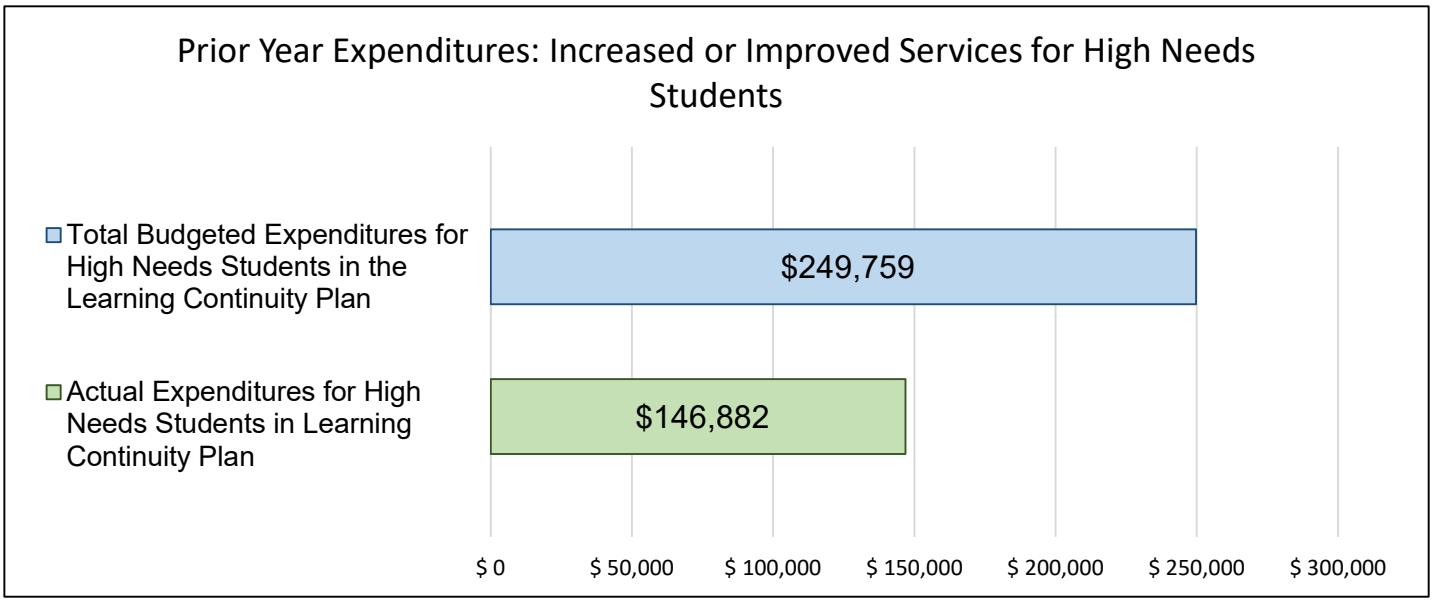
rent, utilities, building repairs & maintenance, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rocketship Si Se Puede is projecting it will receive $1,000,480.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Si Se Puede must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Si Se Puede plans to spend $1,121,737.39 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Rocketship Si Se Puede budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Si Se Puede estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rocketship Si Se Puede's Learning Continuity Plan budgeted $249,759.00 for planned actions to increase or improve services for high needs students. Rocketship Si Se Puede actually spent $146,882.25 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $102,876.75 had the following impact on Rocketship Si Se Puede's ability to increase or improve services for high needs students:

Spending on actions and services for high needs students was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs. Throughout the year, we continued to consider how to best serve our high need students and invested in our Care Corps staff, who connected with families to determine and meet needs, and our social emotional learning program to help students process difficult experiences.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Si Se Puede	Shivesh Puri, Principal	spuri@rsed.org (408) 824-5180

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
2018-19 SBAC ELA: % meeting/exceeding the standard targets	2018-19 SBAC ELA: % meeting/exceeding the standard All Students: 37.7% (not met)

All Students: 40% Econ Dis: 37% EL: >25% SPED: >11%	Econ Dis: 32.9% (not met) EL: 21.8% (not met) SPED: 6.3% (not met) 2019-20 CAASPP Testing Cancelled
2018-19 SBAC Math: % meeting/exceeding the standard targets All Students: 59% Econ Dis: 55% EL: >46% SPED: >20%	2018-19 SBAC Math: % meeting/exceeding the standard All Students: 56.5% (not met) Econ Dis: 53.2% (not met) EL: 45.5% (not met) SPED: 12.5% (not met) 2019-20 CAASPP Testing Cancelled
ELs: % of students scoring 3 or 4 on ELPAC: >67%	2017-18: 66.8% 2018-19: 56.6% (not met) 2019-20: Summative ELPAC cancelled
EL reclassification rate: 10%	2018-19: 15.9% 2019-20: 3.3% (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Si Se Puede **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 Si Se Puede 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.	Core Curriculum: $12,000 Books: $24,600 LCFF Base 4100 4210	LCFF Base $4,006 $9,970

Rocketship Si Se Puede utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.		
Personalized Learning A-2. RSSP'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**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.	OLPs: $35,000 Chromebooks: $19,579 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $50,999 LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors) 4411 4421 4390	LCFF S &C $33,319 $- $900 $44,375 $12,192 $(1,742) Title I $- $122,859

	4115 5822 5807 4120 2101	
Special Education supports A-3. Although RSSP 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 Si Se Puede 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.	Special Education Supports: $9,172 Contracted Services: $22,037 State Special Education funding + IDEA State Special Education Funding ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	State SPED + IDEA $1,339 State SPED $89,823
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	GLAD Training: $11,788 Title III 5804	Title III $7,258

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.		
Summer Program A-5. Rocketship Si Se Puede will host a 6-week summer program in partnership with the YMCA to serve our lowest-performing K-3rd graders. The summer session will focus on improving reading and ELA scores, with field trips and other experiential learning added in.	Summer Program: $20,000 21st Century Grant 5803, 2101	21st Century Grant $28,306

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Si Se Puede continued to use a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. We purchased paper Fountas and Pinnell leveled library book collections for guided reading, which allowed students to take books home so they could read more frequently. This supported our efforts to ensure that all students have access to a wide variety of texts at their own current reading level and to meet the different genre requirements in Common Core. We supported our ELA teachers to utilize our new Fountas and Pinnell library in their Guided Reading instruction, which gave our students access to more high quality text options. We also expanded the use of online learning programs in general education classrooms in order to facilitate small group instruction. These programs included Lexia and Lightsail for ELA, Freckle and Reflex for STEM, and ST Math for TK-1. We worked to better integrate Online Learning Programs in the classroom and increase student completion of OLP activities. 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 prioritized parts of the co-teaching block for literacy skills/guided reading. We enhanced the instructional leadership support for inclusion specialists. We differentiated support for new teachers by providing scripted curriculum in the form of Leveled Literacy Intervention. We saw strong results this year in terms of accelerated development for new SPED teachers as a result of implementing professional development and coaching expectations for new SPED teachers. We also focused this year on training teachers and

leaders in the ELD Framework and Standards. There was an increase of professional development and training to support implementation of Integrated and Designated ELD.

With the COVID-19 school closures, we mobilized in order to begin distance learning within 2-3 days of closure. We provided modified curriculum and lesson plans for teachers in support of distance learning. We provided devices to students to ensure that 100% have devices and have home internet access. We provided community time in morning launch and landing daily, live lunches and exercise. Instruction included synchronous and asynchronous instruction for students through Facebook and Google Classroom. Instruction included direct individualized 1 to 1 service for students with disabilities through SPED teachers and related service providers. Additionally, we set up daily surveys for families and Care Corps to identify family needs and connect them with resources along with food, housing, and other services. We implemented coaching calls where teachers connected with students on their OLPs, monitored progress, and just checked in on how they are doing 2-3 times per week. Designated ELD is occurring through individual coaching calls or group conferences via zoom. Ongoing support and resources are shared with school staff to support distance learning.

Both state and local testing was cancelled in the Spring, so we do not have data to determine progress. We also don't have summative ELPAC data for this year, and the reclassification process was challenged by school closures. Our reclassification rate was 3.3%, far below our 10% target.

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 teacher

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual
All students have access to standards-aligned instructional materials Target: Met	Met

All teachers have access to standards-aligned professional development Target: Met	Met
100% of full-time teachers have appropriate credentials	100% of full-time teachers have appropriate credentials

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Professional Development B-1. *Summer PD* Each summer, RSSP 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 Si Se Puede has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSSP will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	Summer PD: $109,508 Thursday PD: $66,336 PD Fund: $15,000 LCFF S+C 1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	LCFF S&C $61,281 $37,122 $3,863
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	Assessments: $21,096 Temporary Staff: $20,000	LCFF S&C $18,613 $-

• 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 Si Se Puede 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. RSSP will hire **temporary staff** members to facilitate administration and scoring of assessments.	LCFF S+C 4414 (Assessments) 5838 (Temporary Staff)	
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RSSP 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.	Data Days: $42,118 LCFF S+C 1101, 1301	LCFF S&C $23,570
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. RSSP 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: $229,688 LCFF S+C 1301	LCFF S&C $134,417
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.	$44,000 Title II & Educator Effectiveness Grant 5833	Title II & Educator Effectiveness Grant $5,100

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.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for scoring assessments and the cancelled data days were reallocated to provide additional staffing to support distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Si Se Puede continued its intensive focus on professional development this year and fully implemented the planned professional development actions, adapting them as needed once the COVID-19 crisis necessitated closure. This year we focused a lot on differentiating the professional development for teachers based on their career stages--developing, expanding, and master. As a result, we saw faster growth for developing and new teachers across content areas. With implementation of distance learning, we did specific professional development to support teachers and leaders in being ready to deliver synchronous and asynchronous instruction as well as check-ins with individual students.

Assessment plans were followed as scheduled until school closures in March in response to COVID-19 measures. There were two differences from the stated plan decided last summer before SY19-20 started: 1) the number of Cumulative assessments rounds was reduced from four to three; 2) Grades 3-5 were only to take NWEA in the Fall and Winter (Spring assessment removed to reduce testing burden on students who take state assessments). As a result of the COVID closures, final spring assessments were suspended. These included: Cumulative Round 3, STEP Round 4, Spring NWEA, CAASPP and Summative ELPAC. RSSP held five out of six planned Data Days this year. The March event was not held due to the COVID-19 crisis.

This year we continued to ensure that 100% of our core teachers were in compliance with the state as well as held the proper English Learner Authorization. We partnered with Loyola Marymount University and have over 20 teachers who will be graduating the program in spring of 2020 with their Preliminary and/or Special Education Credential. Our biggest holdback due to the COVID-19 pandemic has been planning for the 20-21 school year. Many of our teachers were taking their final credential tests in March, but their tests were

cancelled due to Shelter in Place orders. We've been working closely with the California Teaching Commission and California Department of Education to see if any modifications will be made to keep our teachers in their roles next year. There are certain cases where modifications are being made, however other cases require an Executive Order from Gavin Newsom and we do not know when this will come. Additionally, we would typically have all new hires take their credential tests over the spring and summer and enroll in a credential program in their first year. This will not be possible this year due to the Shelter in Place order and test centers being closed. Most teachers will need to be on an emergency permit in their first year and focus on tests (as test centers are just now reopening in May 2020 and then enroll in a program in their 2nd year.

Rocketship Si Se Puede'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.

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

Annual Measurable Outcomes

Expected	Actual
3rd – 5th grade student survey: 65% of students that believe school is a safe environment to learn	No data due to school closure
Parent survey: >85% of parents that believe school is safe 2019-20	80% of parents that believe school is safe 2019-20 (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

BOM C-1. Rocketship Si Se Puede 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 Si Se Puede'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.	Business Operations Manager (BOM): $104,156 LCFF S+C 2301	LCFF S&C $111,406
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 Si Se Puede 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.	Building repairs: $62,120 Furniture: $6,762 Teacher room: $12,800 LCFF Base 5601 4430 4330	LCFF Base $242 $5,292 $9,047
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.	Custodial Services + Supplies: $74,322 LCFF Base 5821	LCFF Base $84,660
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.	Operations Specialists: $145,953 LCFF S+C 2201	LCFF S&C $197,651

Security Services C-5. Rocketship Si Se Puede 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.	Security Services: $5,000 LCFF S+C 5823	LCFF S&C $216

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented the actions for Goal 3 as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our BOM continued to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. We continued to focus on developing BOMs in all areas of their operations work. This year we expanded our training for BOMs on the skills that make them strong and effective leaders--skills such as influence, collaboration, and effective communication. Our BOM served as safety lead for our campus. This included planning and leading safety training for all school-based staff at the site. Our BOM was responsible for knowing our safety plan, communicating it to the team, holding the safety meetings with the school leadership team, ensuring compliance with required safety drills, and ensuring that all safety equipment and supplies are complete, current, and functioning well. Our BOM acted as liaison to ensure safety protocols are followed with afterschool programs as well. Since the COVID 19 closures began, we are now adding several training sessions virtually, one every other week for BOMs.

We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs planned for this year. Our BOM and facilities staff were able to conduct 2-3 walkthroughs prior to the COVID-19 closure. During the walkthroughs, 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 throughout the year. Rocketship Si Se Puede continued to employ 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 resources as planned for purchase of materials for outfitting and decorating their classrooms. During th COVID closure, our maintenance staff visited all sites to assess and ensure sites are ready for return.

In order to provide a safe and clean environment for our school community, we utilized the services of a day porter during the school day and custodial services once a day in the evening. This year, Rocketship RSSP contracted with a custodial company to help get better pricing and create more consistent service. We instituted additional disinfecting procedures conducted by custodial services in the beginning of March prior to closures. Since closure, we have all of our custodial services going into schools and conducting deep cleans.

Operations Specialists continued their essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staffed arrival and dismissal and led recess and lunch for all students. They also supported daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists served as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We conducted additional training with our Operations Specialists this year through PlayworksU in support of indoor recess implementation, including facilitation of games and strategies for managing groups. Once the COVID -19 closure began, this training served as a springboard to support student wellness through virtual recess opportunities. Currently during the closure, our Operations Specialists continue to be employed and supporting various projects according to their skill sets, such as supporting distance learning, "Live Lunches," leading virtual lunches, reading bedtime stories for students, or joining a team called Care Core which reaches out to families to check in on them and see how their needs are being met, participating in our twice weekly meal distribution, and providing translation support for teachers in working with families.

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. When parents were surveyed in regards to safety, 80% believe our school is a safe place for their children, which is an increase of 1% over last year's score of 79%. RSSP 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.

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: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual
Chronic absenteeism rate <10%	Chronic absenteeism rate 14.3% (not met)
Attendance rate (ADA) >95%	Attendance rate (ADA) 94.8% (not met)
Suspension rate <1%	Suspension rate 0.2% (met)
Expulsion rate 0%	Expulsion rate 0% (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 Coordinators: $89,688 LCFF S+C 2201	LCFF S&C $204,874
Field Trips	Field Trips: $38,500	LCFF S&C $17,027

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.	LCFF S+C 5860	
Social Emotional Learning D-3. RSSP 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. RSSP will engage a full-time social worker next year to help with social-emotional learning for all students.	Instructional Supplies: $4,165 Educational Consultants: $30,000 LCFF S+C 4340 5804	LCFF S&C $5,935 $11,120

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we fully implemented our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned. Funds budgeted for cancelled field trips were reallocated to additional staffing to support with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Si Se Puede implemented a minimum of daily physical education for all grades as well as upper grade science. We provided additional adaptive PE training to our physical education coaches to better serve students with special needs. During

COVID-19 closures, daily enrichment was incorporated into movement breaks led by physical education coaches in the form of daily workout videos. Additional enrichment opportunities such as science and art were provided as options for all students, although there was no designated core instruction during which a whole class gathered. Prior to COVID-19, we were able to send all 4th and 5th grade students to camp as previously scheduled. All other field trips were cancelled, but teachers provided virtual field trips such as science related trips to the aquarium and college campus visits.

We continued our PBIS implementation as planned. In addition to our active PBIS team, we added a full time mental health provider to our staff, and this enabled us to provide more SEL interventions at Tier 2 and 3 as needed. In addition to continued use of Kimochi and RULER, we developed an internal SEL curriculum called ""The Shortest DIstance."" We provided Powerpoint lessons for teachers to facilitate SEL lessons daily. We saw many benefits of this more structured curriculum, especially that it is easier for teachers to implement with less planning and preparation. Using a common curriculum has allowed for a common language across the entire school in terms of SEL skills. Because of that, we have more frequently heard students and staff using the language of SEL in their interactions. This has also allowed us to provide parents with descriptions of the units and the topics and skills being addressed so that they have the opportunity to reinforce social emotional learning in the home. Since the COVID-19 closures, we have been holding daily SEL lessons for students as part of distance learning. Mental health providers are providing a daily post with resources, tips, and guidance on how families can support students' mental health needs during COVID-19 closure. We do expect increased SEL needs among students, families, and staff in addition to academic needs and are currently planning to address these needs.

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. RSSP has seen some success in this goal, indicated by our 0.2% suspension rate and no history of expulsions; however, our ADA decreased slightly from 95.1% to 94.8%, while our chronic absenteeism increased from 11.5% to 14.3%. This indicates there is a significant need for improvement and identification of attendance problems early so applicable support services and interventions can occur to combat chronic absenteeism.

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

Annual Measurable Outcomes

Expected	Actual
Parent attendance: 35% of parents attending an average of at least one school event per month	Data unavailable due to school closures
Parent survey: 85% of parents that are satisfied overall with their school	79% of parents that are satisfied overall with their school (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent involvement E-1. **Community Events:** RSSP 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, RSSP 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 RSSP 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.	Parent Appreciation and Materials: $7,765 LCFF Base 5822, 4510, 4720	LCFF Base $29,110
Parent Outreach E-2. RSSP provides many opportunities throughout the school year for parents to interact with RSSP 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 – School Leader Comp: $9,727 LCFF S+C 1101	LCFF S&C $7,805

We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.		
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.	Office Manager: $82,694 LCFF Base 2401	LCFF Base $76,415

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Si Se Puede hosted many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. We focused particularly this year on including cultural celebrations meaningful to the community. We were not able to attend the planned college trips due to COVID-19, but students were able to take a virtual tour of Stanford University. We expanded the volunteer options and adjusted timing of opportunities this year in order to be more inclusive of working parents, such as having later events and offering opportunities for take-home projects and remote support. We implemented Los Dichos, a monthly school event where parents come to campus and read with students in a variety of languages, including Spanish, English, and Vietnamese in order to strengthen a culture of literacy. Parents also received a skill-building workshop for this event including public speaking tips, how to engage students, and how to conduct read-alouds. Los Dichos transitioned to a video-recorded online program after the school closure.

At Rocketship Si Se Puede, 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. 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 received by parents and we plan on continuing that next year. We engaged in annual home visits as a regular part of our program. All of our students received a home visit by December 1 of 2019. We also hosted parent-teacher conferences three times this year,as planned. Our recently created Distance Learning LaunchPad features parent resources--Los Dichos activities continue virtually, as do the monthly parent coffees, but with increased frequency-weekly. One way in which we have elevated parent involvement is putting more intention into building parents as leaders and advocates. As a result, we have had more participation by parents in parent organizing committees, school site council, and parent organizing groups. We also added two parents to the Rocketship Board of Directors.

We added a daily wellness check-in for families under a new program called "Care Corps." This process begins with a form that a family completes with questions around needs such as food, shelter, financial assistance, employment resources, health, mental health, and more. Based on the completed forms, a school-based task force follows up to connect families with resources that have been collected and vetted by the regional Growth, Community, and Engagement (GCE) team. In the event that a family identifies an unmet team that is more than the team can provide, the case is escalated to the network team for further support. In addition to the Care Corps implementation, we have also done a lot of work to ensure our students have access to needed technology. We have in most cases a 1 to 1 ratio of devices to students and have worked successfully with local agencies to ensure connectivity. We have implemented a program of frequent touchpoints with students, families, and school staff. We implemented a family component of our "live lunches" where families share recipes they enjoy with students, and also are engaging families in virtual bedtime stories.

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. Parent satisfaction has decreased from 81% to 79%. 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase adequate PPE materials	$15,580	$29,291	N
Post signs around the school to guide healthy and safe behavior	$15,000	-	N
Cover additional cleaning and disinfecting for the campus	$34,536	$8,088	N
Compensate additional staff to cover those who need to quarantine	$114,480	$82,875	N
Update HVAC systems for additional filtration	$27,000	-	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In October, through our partnership with the YMCA we began to offer facilitated distance learning for students and families who wanted the option. Through this program, approximately 27 students were able to come into school daily, complete their distanced school work in a supervised environment, where help was available when needed. Beginning in February, some additional students had the option to return to campus in a limited capacity in order to facilitate community building and in person assessment. As of April 30, approximately 30% of students have returned to campus and we anticipate approximately 60% will return by the end of May. Students are assigned to days or portions of days based on grade level to adjust for limited capacity on campus.

It has been challenging to be able to offer in-person instructional schedules that meet the varying needs of our families. We have been able to offer two full-day in-person options to try to accommodate our families, but it still remains a challenge for some of our families to not have five full days each week on campus. We do not have the physical space required by public health guidelines to accommodate all of our students who would like to be on campus. It has also been a challenge to maintain adequate staffing to meet both virtual and in-person instructional needs.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Gave stipends for COVID-19 campus lead (i.e., staff taking on additional work to ensure school safety during the pandemic)	$7,500	$5,000	N
Purchased additional Chromebooks to enable distance learning for all students	$56,100	$83,209	Y
Subscribed to distance learning platforms/tools (e.g., SeeSaw)	$1,697	$1,654	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented as planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

During the 2020-21 school year, we were able to deliver a consistent program that all of our students were able to access. The majority of students received instruction through distance learning for the majority of the school year and we continued to refine this model to improve its effectiveness, investing in engaging live lessons and strong participation in online learning programs. We implemented our distance learning model as planned with three hours daily live teaching, small group instruction, and on-demand learning every Friday as a full day of on-demand and independent learning. Our distance learning plan still allows students to access a curriculum that includes the full content and rigor that students would receive in the classroom.

Additionally, we have sustained learning tools and elements of the school day from our in-person model to our distance learning model, allowing students to work with recognized tools and routines. Our students have used, and will continue to use, online learning programs both in-person and in a distance learning environment, which facilitate progress on key skills. Community events, like Launch to begin each day, are carried between the distance learning environment to help build community and offer a sense of consistency.

Access to Devices and Connectivity

Each student received their own personal Chromebook and we provided hotspots as needed, to make sure that technology was not a barrier for accessing distance learning. We continued to offer technical support for Chromebook challenges and any internet connectivity challenges and they arose throughout the year. None of our students were without the technology needed to access learning. Internet connectivity remained a challenge for some of our students even with the provided hotspots.

Pupil Participation and Progress

Student participation is determined based on a combination of their presence in synchronous learning activities and their completion of their independent work. Teachers and staff track attendance through presence in synchronous learning and participation in asynchronous tasks. If a student misses the first learning block of the day, the office manager reaches out to the family with a reminder. Through this process students' presence and absences are recorded and tracked. Teachers also track student attendance in all LIVE synchronous blocks to be able to follow up with students and families to support those who were unable to attend live lessons. Additionally, we also track student engagement in asynchronous learning, noting that when they have completed independent work, including online learning programs and teacher-assigned work. We were able to leverage platforms like PearDeck to continue engaging students in high rigor learning experiences and simultaneously monitoring engagement and gaining insight into student thinking. Students and families discuss low participation during follow up meetings with teachers and coaches. Additionally, teachers track progress through online learning programs, observations, interim assessments, and milestone assessments (where possible). Student progress in these areas will be recorded centrally and teachers and school leaders will review regularly, including monthly data days, in order to make program adjustments and ensure student growth.

We are proud of our 95.3% average daily attendance rate this year (as of 4/30/21). We strove for high levels of student participation, because if students were not participating that they were missing out on learning opportunities. Similar to in person instruction, we found that the same students consistently had lower participation rates. Our teachers, Care Corps members, and school leaders

worked to partner closely with these families to develop a shared understanding of the importance of participation and to find solutions to increase their consistent participation.

Distance Learning Professional Development

We have provided staff professional development in the distance learning model, health and safety protocols, social emotional learning, virtual learning tools, and supporting English Learners in distance learning. Due to all of the professional development offerings being online, our teachers have been able to collaborate within our Rocketship network and attend external professional development without the need to travel. Our staff continues to receive weekly individualized coaching from school leaders to support their individual needs. All school leaders received training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement.

Staff Roles and Responsibilities

We have been successful at reallocating our staff members whose regular responsibilities have been decreased or eliminated due to distance learning to positions where they can support families with the wraparound supports that they need or provide additional small student group engagement. Our staff were able to adapt to distance learning, which was supported by some role changes and trainings. Some hourly employees were able to pivot to serve additional functions such as supporting teachers in the classrooms, providing students support and outreach, and providing small group instruction for targeted support with individual student needs. Also, everyone on campus has needed to provide technological support to families. The individualized coaching model, which has always been a part of the program at Rocketship, was particularly important in making sure that all staff had the support that they needed and consistently received feedback on how to engage with students and families.

Support for Pupils with Unique Needs

We were able to effectively implement programs to adapt distance learning for our students with unique needs. This included integrated and designated EL instruction for our English Language Learners, and IEP accommodations for our students with special needs. We were able to prioritize returning to campus for our students with IEPs, English Learners, and Foster and Homeless youth creating a schedule to meet the needs of each group of students. At first, we were only able to provide designated ELD virtually, but now we are providing in-person as well. We have continued to observe gaps between assessment scores for students in these groups and other students. Remediation plans will be tailored to particularly target these students' needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional small group tutoring opportunities	$137,262	$26,705	Y
Compensate staff for extended instructional time	$34,315	$7,035	Y
Purchase online learning platforms (Lexia and Reflex)	$22,082	$35,787	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Spending on actions and services for high needs students was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to administer the NWEA MAP assessment at the beginning of the year for our students in first grade and up. While the assessment revealed that students were, on average, starting the year behind where students had been in previous years, the gaps were not as large as NWEA predicted, which gave us confidence that our distance learning program was having an impact. Since our students have begun returning to campus, we see the impact of in-person targeted instruction on helping to address the learning loss.

We've also been able to consistently track student progress through online learning programs and class assignments. These have helped to guide full class remediation and small group instruction. We've seen that as students revisit foundational skills their mastery grows.

Students have frequent opportunities to work at their own pace, including guided reading at their own instructional reading level, small group instructional days for math, the Distance Learning Launchpad as a flexible online learning hub, and online learning programs that adjust to their skills. Currently 72% of our students are meeting their online learning goals. This work which adapts to students current levels will ensure that they don't skip ahead, leaving gaps in their learning. Additionally, students will be engaging in regular small group instruction, giving them the chance to revisit any needed skills.In January, we shifted to an afternoon learning lab structure to help everyone understand how and when to engage in Online Learning Platforms and targeted supports.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students have responded well to our expanded SEL curriculum and emphasis. We notice that the topics covered in our daily 35 minute SEL lessons are carried over into students' interactions with each other and their teachers throughout the day. We know that forming relationships online looks different than in person and the SEL lessons have helped to forge community bonds, although we still have students, especially our younger students, who are struggling to form the same types of relationships that they would in person.

Through our Care Corps, we've been able to stay connected to our familys' needs. As families expressed struggles (e.g., food, housing), they were connected with trained Care Corps members who helped them navigate to resources. This was enabled by a growing number of community partnerships.

Our mental health provided individual and small social skills groups, based on the data gathered from our Social Emotional Learning screener. We have created a virtual cool down center with a variety of resources and fun activities for students who need a break.

For our staff, we've continued to emphasize rest as a way to support mental health--offering staff additional rest days throughout the year and making sure that they had breaks worked into their schedule. We've also invested in spaces to staff to discuss challenges--especially around DEI-related injustices occurring in our country. Cultivating space to process has been key for staff member's mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our tiered intervention approach continued to emphasize strong relationship building with students and families and adapting to find solutions that meet individual needs. We've found that families respond well to this approach and we're able to work through challenges in a way that feels collaborative and opens dialogue. We've found that some of families have been facing unique challenges in the distance learning context (e.g., how to support distance learning for young students when a parent is also working) and we've tried to be creative in working with them towards solutions.

For students who are disengaged, we are taking a tiered approach to intervening, which mirrors the approach that we've taken during in-person learning. When a student has an absence, the family receives a notification and has the opportunity to provide information to show that the absence should be excused. Students with persistent absences meet first with their teacher to discuss the implications of those absences and try to find solutions that allow the student to attend consistently. If absences continue, families then meet with school leaders who also discuss truancy implications and work to find solutions. Notification calls are available in English and Spanish. Outreach to families will be made by a staff member who speaks the language that the family is most comfortable in or by a staff member with a supporting translator. Our chronic absenteeism has been higher than normal this year despite our team's efforts to get students logged in and learning.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our distance learners, we serve meals twice a week so our students have five days worth of meals. One service day we distribute three days worth of breakfast and lunch and the other day we distribute two days worth of breakfast and lunch.

When we have students on campus, we will place them into small groups. We serve daily breakfast and lunch during their normal meal times. All meal service is provided in this small-group setting to ensure student and staff safety, avoiding exposure between cohorts of students.

In both environments, we track students who receive meals in order to facilitate free and reduced meals for those students who are eligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on personalization, Social Emotional Learning, and family engagement have been critical during this year and will continue going forward. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to regularly assess each of our students using NWEA MAP and STEP assessments, as well as the data from our Online Learning Platforms to monitor progress and inform instructional planning. We will continue to meet students specific learning needs through small group instruction and the personalized instruction provided by our online learning platforms. To address learning loss of our English Learners, we will add a staff member who works specifically with our English Learners to provide Designated ELD instruction across grade levels. We will also provide online language development programs to provide additional support for English Learners.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Spending on actions and services for high needs students was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs. Throughout the year, we continued to consider how to best serve our high need students and invested in our Care Corps staff, who connected with families to determine and meet needs, and our social emotional learning program to help students process difficult experiences.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Rocketship Si Se Puede instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments, personalizations, and academic supports.

We will implement a comprehensive English Language Development program with integrated and designated ELD instruction to ensure our English Learners reclassify at high rates. To address learning loss of our English Learners, we will add a staff member who works specifically with our English Learners to provide Designated ELD instruction across grade levels. We will also provide online language development programs to provide additional support for English Learners.

We will implement attendance monitoring and family outreach to ensure our students do not become chronically absent. Our CARE Corps coordinator will work closely with the school leadership team to make sure family needs are met and work with each family to make sure students get to school. We will also expand SEL support for our students to remove any additional barriers to attendance, engagement, and achievement.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Si Se Puede Academy	Shivesh Puri	spuri@rsed.org (408) 824-5180

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Rocketship Sí Se Puede Academy (RSSP) opened in August 2009, the second Rocketship campus to open in San Jose. The campus serves approximately 400 TK-5 students. Approximately 86.3% of the students are socioeconomically disadvantaged, 62.8% are English learners, 89% are Hispanic/Latinx and 7% are Asian. Additionally, approximately 9% of students qualify for special education services. The LCFF Unduplicated percentage is approximately 90.26%. The principal, Shivesh Puri, will continue to lead the school in 2021-22.

Rocketship Sí Se Puede 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 Sí Se Puede'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 Sí Se Puede also operates under the principles that excellent teachers and leaders create transformational schools and engaged families 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 families 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 RSSP this fifth core value is healthy choices. At Rocketship Sí Se Puede, our students and their families are committed to

making healthy choices for their bodies and minds. We supplement our students' learning by exposing them to concepts of food system sustainability, various forms of physical exercise, growing plants, and visiting the nearby community garden.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Si Se Puede which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers; School environment will be safe and welcoming for all students; Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning; Rocketship families are engaged in their students' education. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include families of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Si Se Puede based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, with a 95.3% average daily attendance rate as of 3/30/2021.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our families and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data, we have identified some learning loss in ELA and Math. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention. Using the CA Dashboard, we have also identified needs in English Learner Progress, Chronic Absenteeism and Suspension. We will implement a comprehensive English Language Development program with integrated and designated ELD instruction to ensure our English Learners reclassify at high rates. To address learning loss of our English Learners, we will add a staff member who works specifically with our English Learners to provide Designated ELD instruction across grade levels. We will also provide online language development programs to provide additional support for English Learners. We will implement attendance monitoring and family outreach to ensure our students do not become chronically absent. Our CARE Corps coordinator will work closely with the school leadership team to make sure family needs are met and work with each family to make sure students get to school. We will also expand SEL support for our students to remove any additional barriers to attendance, engagement, and achievement.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with robust systems for personalized learning and our Love of Reading campaign. We will provide comprehensive English Language Development for our English learners through GLAD training for all of our teachers. We will also provide a comprehensive program of special education supports for our students with IEPs.

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. Teachers will be supported (Goal 2) through professional development and instructional coaching to implement our instructional model, including culturally responsive pedagogy. We will also support our teachers with becoming

fully credentialed to ensure the highest quality teachers for our students. Additionally, we will administer high-quality assessments and provide data days for teachers to analyze the data and make instructional plans based on the data.

GOAL 3: School environment will be safe and welcoming for all students. Our Business Operations Manager ensures the school campus stays safe, clean, and well-maintained. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations.

GOAL 4: Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning. Students will have opportunities to participate in enrichment activities and field trips to ensure they receive a well-rounded education. Students will be supported in social emotional learning to ensure their social emotional well-being and remove barriers to engagement. Our Care Corps team will continue to ensure our students' basic needs are being met by identifying families in need and connecting them with appropriate resources for support.

GOAL 5: Rocketship families are engaged in their students' education. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, school events, and opportunities to volunteer and to provide input organized and facilitated by the school leadership team. These opportunities include community meetings, exhibition nights, monthly coffees, Los Dichos activities, and family surveys.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for Rocketship Si Se Puede based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our SSC and ELAC committees met on 10/29/20, 12/10/20, 2/25/21, and 4/22/21.

Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 26, 2021.

Parents also provided feedback throughout the year through various parent engagement opportunities. 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.

Teachers, school staff, and school administrators provided feedback during regular staff meetings and a staff survey.

Teachers have held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Parents would like to see more parent engagement efforts. They are not sure how to best engage with the school, provide support, and volunteer.

Teachers/Staff Members/School Administrators cite the need for more SEL and related supports for students.

Students have expressed the desire for more opportunities to provide feedback about the school.

SSC Members provided suggestions as to how to best meet our goals:

- Additional staff to provide intervention

- Additional tutoring available during summer and after school

-Providing additional resources to families to support learning at home (summer resources, educational shows or programs

-Incentives for students who demonstrate that they are working on their language development at home

-Language-based Online Learning Platform like Rosetta Stone.

-Grouping students across grade levels by need for designated ELD instruction, scheduling it at the beginning of the block, and more network-wide collaboration on best practices.

- More opportunities for storytelling

- Communicating/celebrating positive progress more frequently with families.

- Increase SEL time and use a daily Check In/Check Out protocol to help students form relationships.

-Continue interest clubs as a social opportunity with others of similar interests.

- Incorporate more team challenges and problem solving tasks during both class and recess.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on our stakeholder feedback, we have added the following to our plan for next year and beyond:

- provide a dedicated time in the daily schedule for Social Emotional Learning to help students process and build SEL skills

- implement weekly or monthly team challenges in problem solving or projects to promote teamwork skills

- strengthen parent engagement through the use of parent cohort leaders

- provide a clear menu of opportunities based on guidelines. Have a monthly volunteer day whether virtual or in person

- launch student council to engage students more and provide a forum for their feedback and ideas

- add staff member to provide Designated ELD, prioritize ELD time in the schedule, differentiate ELD based on level, and provide online language based programs

- provide incentives to celebrate students reading at home

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. We are proud of the progress of our students and must continue our actions to sustain this progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 37.7% English Learners: 21.8% Low Income: 32.9% Students with Disabilities: 6.3% Asian: 68.8% Hispanic/Latinx: 35.1%				43%
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 56.5% English Learners: 45.5% Low Income: 53.2% Students with Disabilities: 12.5%				59%

	Asian: 93.8% Hispanic/Latinx: 51.4%				
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.18				1.2 Years
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.3				1.2 Years
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 44%				High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 3.3%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core-aligned instruction & materials	A-1. The Rocketship Si Se Puede 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 Si Se Puede operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.	$36,938	N

		Rocketship Si Se Puede utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.		
2	Personalized Learning	A-2. Rocketship Si Se Puede'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 our school operates an inclusion model. In particular, our students in Special Education benefit 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 maintain a 1:1, student to Chromebook ratio. Additionally, we invest in technology	$235,712	Y

		consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in technology support consultants.		
3	Special Education supports	A-3. Although Rocketship Si Se Puede runs an inclusion model, we realize that our students in Special Education 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.	$81,537	N
4	GLAD Training & Curriculum	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. Students in Special Education 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. We will focus our professional development and school based coaching on improving the quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.	$24,409	Y
5	Love of Reading Campaign / Reading Engagement	A-5.Rocketship Si Se Puede will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on	$10,000	Y

		modeling reading as an everyday activity and providing incentives to celebrate students for reading at home.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
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.

An explanation of why the LEA has developed this 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%				100%
Number/percentage of total and EL teachers credentialed & properly assigned	100%				100%
% of adopted standards including ELD standards implemented	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	B-1. Professional Development is a critical component of the Rocketship Si Se Puede program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We are planning for provision of virtual professional development as needed in the event of future closures. We will adapt the content of professional development for 21-22 and beyond as needed, given increased academic needs of our students due to COVID-19, and we will adjust summer professional	$131,128	Y

		development for 2021 to better prepare teachers and leaders to meet the needs. Summer PD Each summer, Rocketship Si Se Puede 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 Si Se Puede has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. Rocketship Si Se Puede 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.		
2	Assessments	B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • Three rounds of cumulative assessments	$8,450	Y

		• Two-Three rounds of Humanities and Science interims • NWEA three times per year (K-2), NWEA two-three times per year • STEP or Fountas & Pinnell at least four times per year • State-mandated CAASPP • Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC) • Alternative ELPAC for English Learners with severe cognitive disabilities If schools are unable to open and continue with distance learning at any point, we will adjust plans as needed.		
3	Data Days	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at Rocketship Si Se Puede 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.	$27,815	Y
4	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. RSSP 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 students in Special Education.	$92,138	Y
5	Teacher Credentialing	B-5. Our team will continue to ensure 100% of our teachers are in compliance. As mentioned due to COVID-19 there are a lot of questions around when teachers will be able to take tests. Therefore, we must continue to support them with studying so that once tests centers do open they are prepared to be successful. In addition, we will continue partnering with a credential program so that teachers who are currently eligible to be on an Intern Credential (passed their tests) can focus on earning their Preliminary Credential. We are excited to see even more people be able to enroll in 21-22.	$16,875	N

6	Culturally Responsive Pedagogy	B-6. Rocketship Si Se Puede is committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative and culturally competent. We also recognize that in order to build cultural competence at our school, we must invest in a multi-year training effort. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons. The new Thematic Units will celebrate diversity and leverage student's cultural capital to guide student discussions.	TBD	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the “good repair” standard	Met				Met
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.				75%
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	BOM	C-1. Rocketship Si Se Puede 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. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and	$107,000	Y

		ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. This position is critical to meeting our school's and the state's goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.		
2	School Maintenance	C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the 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 Si Se Puede will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This will include adding Smartboards to every classroom to improve technological functionality and to take the place of the projector, thus providing more room for students. Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	$92,169	N
3	Custodial Services and 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.	$61,800	N
4	Operations Specialists	C-4.Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions.	$499,981	Y

		Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and professional development of our Operations Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school professional development sessions depending on the topic.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4

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

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No 2020-21 data due to pandemic school closure.				75%
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	79%				85%
Portion of parents with input into decision making (Parent survey participation rate)	88%				90%
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 13.2% English Learners: 11.9% Low Income: 13.8% Students with Disabilities: 16.7%				10%

	Asian: 5.1% Hispanic/Latinx: 13.3%				
Suspension rate for all students and all significant subgroups	2018-19 All Students: 2.2% English Learners: 2.4% Low Income: 2.3% Students with Disabilities: 4.8% Asian: 0% Hispanic/Latinx: 2.6%				0.5%
Expulsion rate for all students and all significant subgroups	2018-19: 0%				0%
Average Daily Attendance	2018-19: 95%				95%
% of students with access to a broad course of study	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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, science, American Sign Language, student interest clubs, and various other enrichment	$226,500	Y

		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 students in Special Education, this can be an especially motivating and engaging portion of their day.		
2	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. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$26,196	Y
3	Social Emotional Learning	D-3. Rocketship Si Se Puede 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. PBIS will be one of our main priorities this year. We will focus on improving the fidelity of the practices across all spaces--classrooms, recess, and enrichment--so that we are creating a positive environment and culture with consistency. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the Shortest Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more community and culture building within a class. The goal of these curricula is to help students build toward the 5 social emotional competencies of self awareness, self management, social awareness, relationship skills, and responsible decision making, as well as encompassing the social justice standards of identity, diversity, justice, and action. This school year we formed a working group to audit the curricula with a DEI lens to continue to ensure we have representation	$33,805	Y

		across race, ability, ethnicity and representation. We had a group of 20 employees from across our 4 regions, across roles (i.e. enrichment coordinators, teachers, school leaders, mental health professionals, and learning lab specialists). This past year we implemented ""Smart Start"" components into the curricula. These derive from Conscious Discipline and Responsive Classroom, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created ""class creed,"" a "feelings check," and a "wishing well" component--thereby promoting positive culture and SEL skills. The "Smart Start" component is a conscious effort to plan ahead for students returning after a year of closures with potentially higher needs and trauma. The routines will support them in the transition back to in-person learning. We also utilize mental health professionals for individual student support and providing small group support working with the SEL curriculum.This year we will be increasing our tiers of support. We are adding a Mental Health Provider intern program to our already existing Mental Health Provider team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students. We are expanding our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigrational, and other various services at each of our 13 Bay Area school sites. This program will be an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. The team of providers will work to gain family and community engagement by securing partnerships & resources for adults in relation to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community of Schools program will also work to design a program to address chronic absenteeism.		
4	Care Corps	D-4. In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff will regularly check in with families and teachers throughout the school	$75,000	N

		year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff will follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 5

Goal #	Description

5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours; set as less than 100%)	47%				60%
% Home visits completed	90%				95%
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	79%				84%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family involvement	E-1. Community Events: Rocketship Si Se Puede 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, Rocketship Si Se Puede invests in family 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.	$13,453	N

		Family Volunteer Opportunities: Rocketship Si Se Puede family members will be encouraged to volunteer with their students to help tighten the link between the families and the school. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will continue to expand and adapt the volunteer options and events in order to be inclusive of working family members and to accomodate for times when COVID-19 may not allow for family members to volunteer on campus. In addition to these components, we will be expanding our work with our school-based parent groups to deepen advocacy in their communities. We will intentionally bring a Diversity, Equity and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program.		
2	Family Outreach	E-2. Rocketship Si Se Puede provides many opportunities throughout the school year for families to interact with school staff. The school offers monthly forums (i.e., Cafecitos) for families to provide feedback as well as learn in depth about school activities. This enables families to become a more active participant in their child's education. We also survey our families annually. We analyze the data and meet with families to review the results and seek further input on the actions moving forward. We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. We are seeking family input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.	$8,125	Y
3	School Leadership Team	E-3. RSSP's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and	$82,175	N

		the office manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where families are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all family engagement goals and responsive to family input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to families through written, social media, and other forums. As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		
4	Los Dichos	E-4. Los Dichos is a parent, family, and community engagement activity where family members read stories of Latino origin as a part of a literature-based program. The books read are bilingual and teach students about the Latino culture and values. Each one has a dicho, or saying, that reflects the story. After reading the bilingual book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Project Cornerstone staff. They then meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$5,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.51%	TBD

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at the Green level for Math. In ELA, both English Learners and Socioeconomically Disadvantaged students are at the Yellow level. We had low performance in 2019 on the English Learner Progress Indicator, with 44% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 3.3%.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Rocketship Delta Prep student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Days are professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. 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.

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 5 points growth in ELA and 3 points growth in Math within the next three years (see expected outcomes in Goal 1), a high level English Learner Progress and at least a 15% English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students and English Learners were at the Orange level for Suspensions on the CA Dashboard. In 2019, Chronic Absenteeism was at the Orange level for both our Socioeconomically disadvantaged students and English Learners.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. We provide Enrichment opportunities and field trips to support the development of the whole child. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement.

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Rocketship Si Se Puede community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Family Outreach

Expected Outcomes

By implementing a comprehensive Family Outreach program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around family perceptions of their satisfaction with the school, family participation in various events and opportunities, and the percent of our students' homes we are able to visit at the beginning of each school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Academic Growth and Achievement

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

The personalized learning action increases the amount of technology, tech support, online learning platforms, leveled libraries, learning lab materials and instructional materials available to English learners, low income students, and foster youth so that they can successfully engage with the right content at the right time according to their needs and varying levels. Reading engagement adds funding for materials and supplies to support a school-wide reading initiative that fosters love of reading and reading growth above and beyond the ELA curriculum to provide additional support for our low income, English learners, and foster youth to grow as readers. Professional development and coaching actions add staffing and materials in support of expanded professional development opportunities and teacher coaching provided to all teachers, totaling about 4 hours per week, to ensure that teachers are supported to effectively meet the needs of our low income students, English learners, and foster youth. The actions for assessments and data days add assessment systems, staffing, and related materials to our program in order to provide accurate and actionable data on the learning progress and needs of our low income students, English learners, and foster youth and to dedicate time and expertise to the effective use of that data.

Climate and Culture

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

The Business Operations Manager action expands the staffing at our school in order to provide our low income students, English learners and foster youth an additional highly trained leader on campus dedicated to ensuring a safe and supportive school climate, smooth operations, and effective outreach for student engagement. The Operations Specialists add additional staffing in support of functions that are particularly beneficial to our low income students, English learners and foster youth. They ensure that school nutrition is well implemented, that recess and lunchtime activities are productive and positive, and that outreach for student support and re-engagement is timely and effective. The enrichment and field trips actions bring additional opportunities to our low income students, English learners, and foster youth by adding opportunities for learning beyond the core curriculum and in the community. Social emotional learning action adds staffing and resources in order to create and implement a comprehensive program in Social Emotional Learning and mental health supports to ensure that our low income students, English learners, and foster youth are supported not just academically but holistically, and that mental health support is available to them as needed.

Family Engagement

Family Outreach

Family Outreach adds staffing time devoted to engaging with families so that families of our low income students, English learners, and foster youth. This action supports the building of strong family-school relationships in support of students through such initiatives as home visits, opportunities and events for families, and outreach.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,121,737	$ 1,440,086
LEA-wide Total:	$ 1,121,737	$ 1,358,550
Limited Total:	$ -	$ 81,537
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Standards-Aligned Instruction & Materials	LEA-wide		RSSP	$ 12,000	$ 12,000	No
1	1		LEA-wide		RSSP	$ 24,938	$ 24,938	No
1	1						$ -	
1	1						$ -	
1	1						$ -	
1	2	Personalized Learning	LEA-wide	EL, Low Income, Foster	RSSP	$ 35,000	$ 35,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSSP	$ -	$ 54,312	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSSP	$ 5,000	$ 5,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSSP	$ 9,600	$ 9,600	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSSP	$ 6,000	$ 6,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSSP	$ 16,500	$ 16,500	Yes
1	2		LEA-wide		RSSP		$ 1,800	No
1	2		LEA-wide	EL, Low Income, Foster	RSSP		$ 53,750	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSSP		$ 53,750	Yes
1	3	Special Education Supports	Limited	EL, Low Income, Foster	RSSP		$ 22,655	Yes
1	3		Limited	EL, Low Income, Foster	RSSP		$ 58,882	Yes
1	3						$ -	
1	3						$ -	
1	3						$ -	
1	4	GLAD Training and Curriculum	LEA-wide		RSSP		$ 24,409	No
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	5	Reading Engagement	LEA-wide	EL, Low Income, Foster	RSSP	$ 10,000	$ 10,000	Yes
1	5						$ -	
1	5						$ -	
1	5						$ -	
1	5		LEA-wide	EL, Low Income, Foster			$ -	Yes
2	1	Professional Development	LEA-wide	EL, Low Income, Foster	RSSP	$ 72,319	$ 72,319	Yes
2	1		LEA-wide	EL, Low Income, Foster	RSSP	$ 43,809	$ 43,809	Yes
2	1		LEA-wide	0		$ 15,000	$ 15,000	Yes
2	1						$ -	
2	1						$ -	
2	2	Assessments	LEA-wide	EL, Low Income, Foster	RSSP	$ 8,450	$ 8,450	Yes
2	2		LEA-wide	EL, Low Income, Foster		$ -	$ -	Yes
2	2						$ -	
2	2						$ -	
2	2						$ -	
2	3	Data Days	LEA-wide	EL, Low Income, Foster	RSSP	$ 27,815	$ 27,815	Yes
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	4	Coaching	LEA-wide	EL, Low Income, Foster	RSSP	$ 92,138	$ 92,138	Yes
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	5	Teacher Credentialing	LEA-wide		RSSP		$ 16,875	No
2	5						$ -	
2	5	Culturally Responsive Pedagogy					$ -	
2	5						$ -	
2	5						$ -	
3	1	Business Operations Manager	LEA-wide	EL, Low Income, Foster	RSSP	$ 107,000	$ 107,000	Yes
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	2	School Maintenance	LEA-wide		RSSP	$ 40,885	$ 50,885	No
3	2		LEA-wide		RSSP	$ 98	$ 30,884	No
3	2		LEA-wide		RSSP	$ 10,400	$ 10,400	No
3	2						$ -	
3	2						$ -	
3	3	Custodial Service and Supplies	LEA-wide		RSSP	$ 36,800	$ 61,800	No
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	4	Operations Specialists	LEA-wide	EL, Low Income, Foster	RSSP	$ 499,981	$ 499,981	Yes
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	5	Removed Security Services as action for 21			RSSP	$ 5,000	$ 5,000	
4	1	Enrichment	LEA-wide	EL, Low Income, Foster	RSSP	$ 105,000	$ 105,000	Yes
4	1						$ 121,500	
4	1						$ -	
4	1						$ -	
4	2	Field Trips	LEA-wide	EL, Low Income, Foster	RSSP	$ 26,196	$ 26,196	Yes
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	3	Social Emotional Learning	LEA-wide	EL, Low Income, Foster	RSSP	$ 3,805	$ 3,805	Yes
4	3		LEA-wide	EL, Low Income, Foster		$ 30,000	$ 30,000	Yes

4	3		LEA-wide	EL, Low Income, Foster			$ -	Yes
4	3						$ -	
4	3						$ -	
4	4	CareCorp	LEA-wide	EL, Low Income, Foster	RSSP		$ 75,000	Yes
4	4						$ -	
4	4						$ -	
4	4						$ -	
4	4						$ -	
5	1	Parent Involvement	LEA-wide		RSSP	$ 13,453	$ 13,453	No
5	1						$ -	
5	1						$ -	
5	1						$ -	
5	1						$ -	
5	2	Parent Outreach	LEA-wide	EL, Low Income, Foster	RSSP	$ 8,125	$ 8,125	Yes
5	2						$ -	
5	2						$ -	
5	2						$ -	
5	2						$ -	
5	3	School Leadership Team	LEA-wide		RSSP	$ 82,175	$ 82,175	No
5	3						$ -	
5	3	Los Dichos	LEA-wide		RSSP		$ 5,000	No

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,347,486	$ 203,037	$ -	$ 350,682	1,901,205	$ 1,225,861	$ 675,344

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Instruction & Materials	N/A	$ 12,000				$ 12,000
1	1		N/A	$ 24,938			$ -	$ 24,938
1	1							$ -
1	1							$ -
1	1							$ -
1	2	Personalized Learning		$ 35,000			$ -	$ 35,000
1	2			$ -			$ 54,312	$ 54,312
1	2			$ 5,000				$ 5,000
1	2			$ 9,600			$ -	$ 9,600
1	2			$ 6,000				$ 6,000
1	2			$ 16,500			$ -	$ 16,500
1	2		N/A				$ 1,800	$ 1,800
1	2						$ 53,750	$ 53,750
1	2						$ 53,750	$ 53,750
1	3	Special Education Supports	Special Education		$ 22,655		$ -	$ 22,655
1	3		Special Education		$ 58,882		$ -	$ 58,882
1	3							$ -
1	3							$ -
1	3							$ -
1	4	GLAD Training and Curriculum	EL				$ 24,409	$ 24,409
1	4							$ -
1	4							$ -
1	4							$ -
1	4							$ -
1	5	Reading Engagement		$ 10,000				$ 10,000
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ -
2	1	Professional Development		$ 72,319				$ 72,319
2	1			$ 43,809				$ 43,809
2	1			$ 15,000				$ 15,000
2	1							$ -
2	1							$ -
2	2	Assessments		$ 8,450			$ -	$ 8,450
2	2			$ -			$ -	$ -
2	2							$ -
2	2							$ -
2	2							$ -
2	3	Data Days		$ 27,815				$ 27,815
2	3							$ -
2	3							$ -
2	3							$ -
2	3							$ -
2	4	Coaching		$ 92,138				$ 92,138
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	5	Teacher Credentialing	N/A				$ 16,875	$ 16,875
2	5							$ -
2	5	Culturally Responsive Pedagogy						$ -
2	5							$ -
2	5							$ -
3	1	Business Operations Manager		$ 107,000			$ -	$ 107,000
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	2	School Maintenance	N/A	$ 40,885			$ 10,000	$ 50,885
3	2		N/A	$ 98			$ 30,786	$ 30,884
3	2		N/A	$ 10,400				$ 10,400
3	2							$ -
3	2							$ -
3	3	Custodial Service and Supplies	N/A	$ 36,800			$ 25,000	$ 61,800
3	3							$ -
3	3							$ -
3	3							$ -
3	3							$ -
3	4	Operations Specialists		$ 499,981				$ 499,981
3	4							$ -
3	4							$ -
3	4							$ -
3	4							$ -
3	5	Removed Security Services as action for 21		$ 5,000				$ 5,000
4	1	Enrichment		$ 105,000				$ 105,000
4	1				$ 121,500			$ 121,500
4	1							$ -
4	1							$ -
4	2	Field Trips		$ 26,196				$ 26,196
4	2							$ -
4	2							$ -
4	2							$ -
4	2							$ -
4	3	Social Emotional Learning		$ 3,805				$ 3,805

4	3			$ 30,000			$ 30,000
4	3				$ -		$ -
4	3						$ -
4	3						$ -
4	4	CareCorp			$ 75,000		$ 75,000
4	4						$ -
4	4						$ -
4	4						$ -
4	4						$ -
5	1	Parent Involvement	N/A	$ 13,453			$ 13,453
5	1						$ -
5	1						$ -
5	1						$ -
5	1						$ -
5	2	Parent Outreach		$ 8,125			$ 8,125
5	2						$ -
5	2						$ -
5	2						$ -
5	2						$ -
5	3	School Leadership Team	N/A	$ 82,175			$ 82,175
5	3						$ -
5	3	Los Dichos	N/A		$ 5,000		$ 5,000
5	3						$ -
5	3						

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Los Suenos Academy

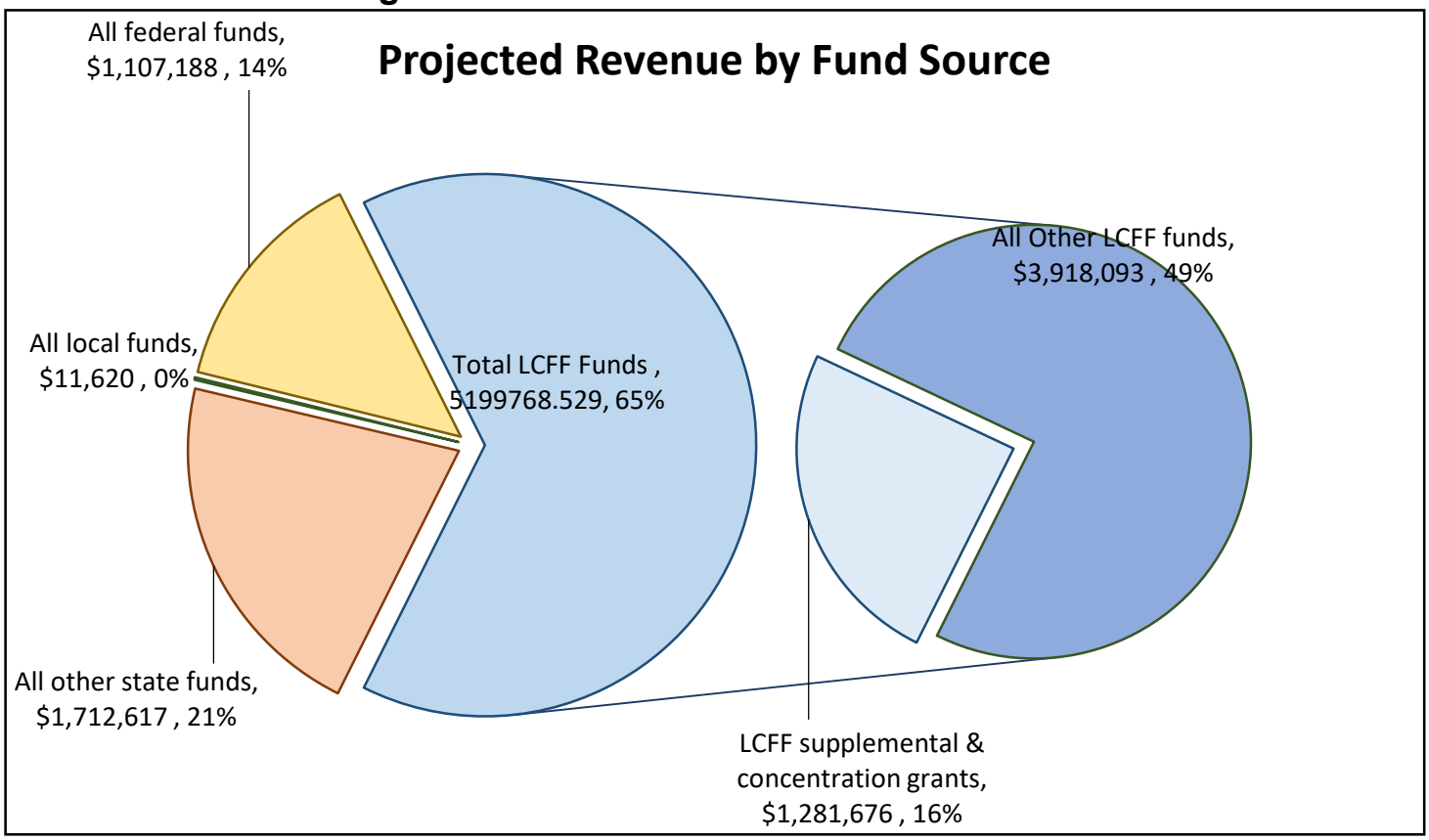
CDS Code: 43-10439-0120642

School Year: 2021 – 22

LEA contact information: Keysha Bailey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

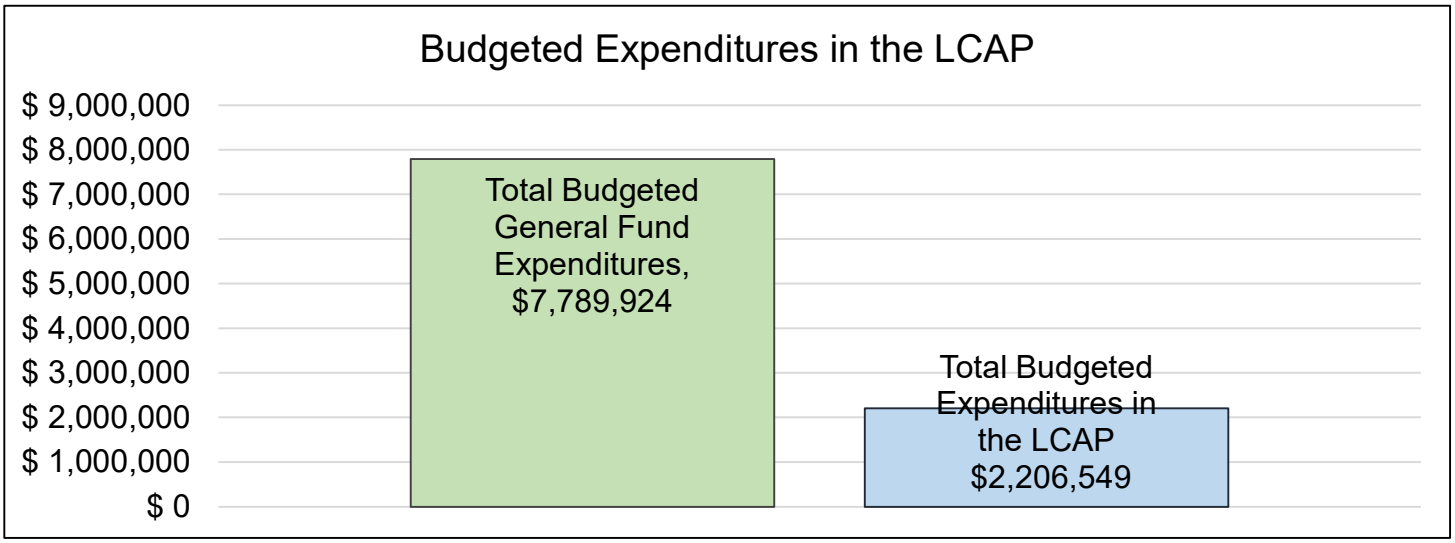


This chart shows the total general purpose revenue Rocketship Los Suenos Academy expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Los Suenos Academy is $8,031,194.22, of which $5,199,768.53 is Local Control Funding Formula (LCFF), $1,712,617.38 is other state funds, $11,620.00 is local funds, and $1,107,188.32 is federal funds. Of the $5,199,768.53 in LCFF Funds, $1,281,676.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Los Suenos Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Los Suenos Academy plans to spend $7,789,923.61 for the 2021 – 22 school year. Of that amount, $2,206,548.87 is tied to actions/services in the LCAP and $5,583,374.74 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

rent, utilities, building repairs & maintenance, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

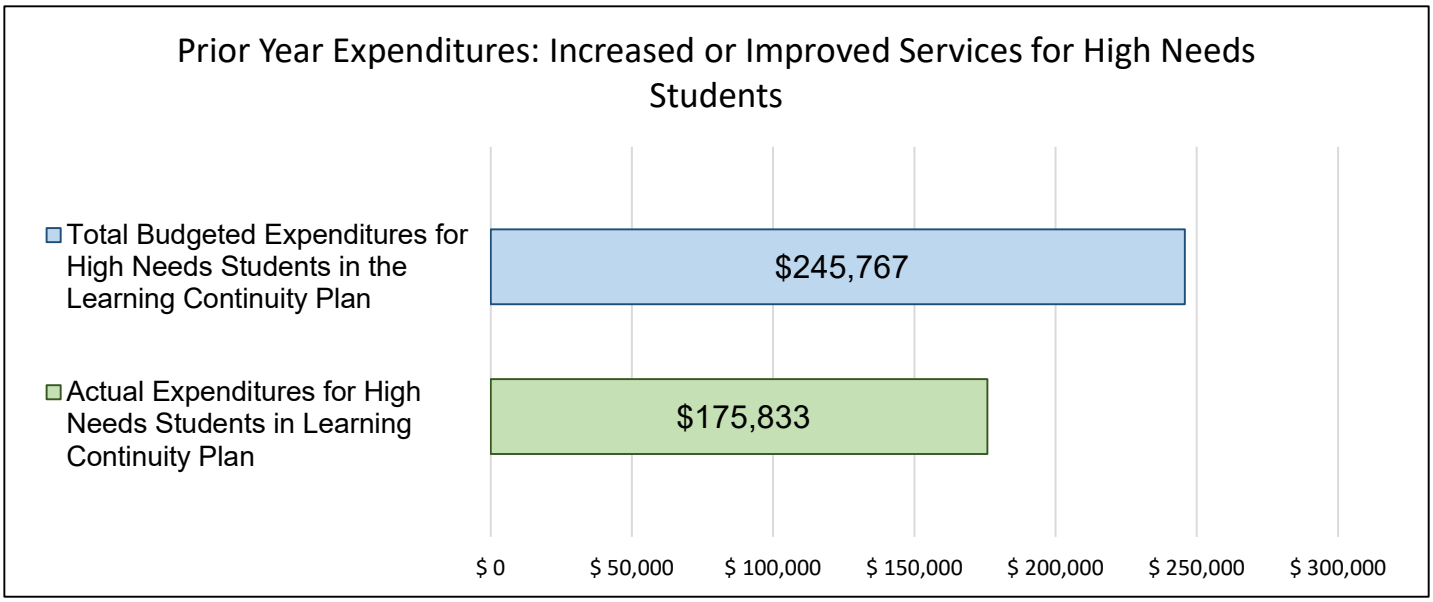
Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rocketship Los Suenos Academy is projecting it will receive $1,281,676.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Los Suenos Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Los Suenos Academy plans to spend $1,267,214.20 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

We will be adjusting the budgeted expenditures for increased and improved services after the May Revise budget and will fully allocate these funds prior to Board approval.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Rocketship Los Suenos Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Los Suenos Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rocketship Los Suenos Academy's Learning Continuity Plan budgeted $245,767.00 for planned actions to increase or improve services for high needs students. Rocketship Los Suenos Academy actually spent $175,833.50 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $69,933.50 had the following impact on Rocketship Los Suenos Academy's ability to increase or improve services for high needs students:

Spending on actions and services for high needs students was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs. Throughout the year, we continued to consider how to best serve our high need students and invested in our Care Corps staff, who connected with families to determine and meet needs, and our social emotional learning program to help students process difficult experiences.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Los Sueños Academy	Gabriela Gordon, Principal	lossuenos@rsed.org (408) 684-4028

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
2018-19 SBAC ELA: % meeting/exceeding the standard targets	2018-19 SBAC ELA: % meeting/exceeding the standard All Students: 39.2% (not met)

All Students: 45% Econ Dis: 45% EL: 25% SPED: >5%	Econ Dis: 37.1% (not met) EL: 9.4% (not met) SPED: 11.1% (met) 2019-20 CAASPP Testing Cancelled
2018-19 SBAC Math: % meeting/exceeding the standard targets All Students: 50% Econ Dis: 50% EL: 33% SPED: >5%	2018-19 SBAC Math: % meeting/exceeding the standard All Students: 54.9% (met) Econ Dis: 53.1% (met) EL: 32.3% (not met) SPED: 11.1% (met) 2019-20 CAASPP Testing Cancelled
ELs: % of students scoring 3 or 4 on ELPAC: >78%	2017-18: 77.6% 2018-19: 46.9% (not met) 2019-20: Summative ELPAC cancelled
EL reclassification rate: 10%	2018-19: 14% 2019-20: 3.9% (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Los Suenos **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 Los Suenos 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.	Core Curriculum: $12,000 Books: $27,300 LCFF Base 4100 4210	LCFF Base $4,237 $13,362

Rocketship Los Suenos utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.		
Personalized Learning A-2. RLS'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**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.	OLPs: $35,000 Chromebooks: $23,457 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $100,198 LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors) 4411 4421 4390	LCFF S &C $35,904 $- $- $44,375 $3,623 $24,612 Title I $- $222,918

	4115 5822 5807 4120 2101	
Special Education supports A-3. Although RLS 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 Los Suenos 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.	Special Education Supports: $9,172 Contracted Services: $22,037 State Special Education funding + IDEA State Special Education funding ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	State SPED + IDEA $1,339 State SPED $99,646
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	GLAD Training: $14,798 Title III 5804	Title III $12,508

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.		
Summer Program A-5. Rocketship Los Suenos will host a 6-week summer program in partnership with the YMCA targeting our students just below grade-level in reading and open to any child whose family requests, up to 120 students. We plan to increase the number of participants from 84 to 120. The summer session will focus on improving reading and ELA scores, with field trips and other experiential learning added in.	Summer Program: $20,000 21st Century Grant 5803, 2101	21st Century Grant $33,909

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Los Suenos continued to use a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. We purchased paper Fountas and Pinnell leveled library book collections for guided reading, which allowed students to take books home so they could read more frequently. This supported our efforts to ensure that all students have access to a wide variety of texts at their own current reading level and to meet the different genre requirements in Common Core. We supported our ELA teachers to utilize our new Fountas and Pinnell library in their Guided Reading instruction, which gave our students access to more high quality text options. We also expanded the use of online learning programs in general education classrooms in order to facilitate small group instruction. These programs included Lexia and Lightsail for ELA, Freckle and Reflex for STEM, and ST Math for TK-1. We worked to better integrate Online Learning Programs in the classroom and increase student completion of OLP activities. 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 prioritized parts of the co-teaching block for literacy skills/guided reading. We enhanced the instructional leadership support for inclusion specialists. We differentiated support for new teachers by providing scripted curriculum in the form of Leveled Literacy Intervention. We saw strong results this year in terms of accelerated development for new SPED teachers as a result of implementing professional development and coaching expectations for new SPED teachers. We also focused this year on training teachers and

leaders in the ELD Framework and Standards. There was an increase of professional development and training to support implementation of Integrated and Designated ELD.

With the COVID-19 school closures, we mobilized in order to begin distance learning within 2-3 days of closure. We provided modified curriculum and lesson plans for teachers in support of distance learning. We provided devices to students to ensure that 100% have devices and have home internet access. We provided community time in morning launch and landing daily, live lunches and exercise. Instruction included synchronous and asynchronous instruction for students through Facebook and Google Classroom. Instruction included direct individualized 1 to 1 service for students with disabilities through SPED teachers and related service providers. Additionally, we set up daily surveys for families and Care Corps to identify family needs and connect them with resources along with food, housing, and other services. We implemented coaching calls where teachers connected with students on their OLPs, monitored progress, and just checked in on how they are doing 2-3 times per week. Designated ELD is occurring through individual coaching calls or group conferences via zoom. Ongoing support and resources are shared with school staff to support distance learning.

Both state and local testing was cancelled in the Spring, so we do not have data to determine progress. We also don't have summative ELPAC data for this year, and the reclassification process was challenged by school closures. Our reclassification rate was 3.9%, far below our 10% target.

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 teacher

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual
All students have access to standards-aligned instructional materials Target: Met	Met

All teachers have access to standards-aligned professional development Target: Met	Met
100% of full-time teachers have appropriate credentials	100% of full-time teachers have appropriate credentials

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Professional Development B-1. *Summer PD* Each summer, RLS 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 Los Suenos has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RLS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	Summer PD: $114,787 Thursday PD: $69,534 PD Fund: $15,000 LCFF S+C 1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	LCFF S&C $84,499 $51,187 $10,600
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	Assessments: $24,301 Temporary Staff: $20,000	LCFF S&C $20,810 $-

• 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 Los Suenos 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. RLS will hire **temporary staff** members to facilitate administration and scoring of assessments.	LCFF S+C 4414 (Assessments) 5838 (Temporary Staff)	
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RLS 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.	Data Days: $44,149 LCFF S+C 1101, 1301	LCFF S&C $32,500
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. RLS 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: $229,688 LCFF S+C 1301	LCFF S&C $227,359
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	$53,000 Title II & Educator Effectiveness Grant 5833	Title II & Educator Effectiveness Grant $5,100

remain 100% in compliance at all points in the year, and to continue to innovate on credential systems.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for scoring assessments and the cancelled data days were reallocated to additional staffing to support the transition to distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Los Suenos continued its intensive focus on professional development this year and fully implemented the planned professional development actions, adapting them as needed once the COVID-19 crisis necessitated closure. This year we focused a lot on differentiating the professional development for teachers based on their career stages--developing, expanding, and master. As a result, we saw faster growth for developing and new teachers across content areas. With implementation of distance learning, we did specific professional development to support teachers and leaders in being ready to deliver synchronous and asynchronous instruction as well as check-ins with individual students.

Assessment plans were followed as scheduled until school closures in March in response to COVID-19 measures. There were two differences from the stated plan decided last summer before SY19-20 started: 1) the number of Cumulative assessments rounds was reduced from four to three; 2) Grades 3-5 were only to take NWEA in the Fall and Winter (Spring assessment removed to reduce testing burden on students who take state assessments). As a result of the COVID closures, final spring assessments were suspended. These included: Cumulative Round 3, STEP Round 4, Spring NWEA, CAASPP and Summative ELPAC. RLS held five out of six planned Data Days this year. The March event was not held due to the COVID-19 crisis.

This year we continued to ensure that 100% of our core teachers were in compliance with the state as well as held the proper English Learner Authorization. We partnered with Loyola Marymount University and have over 20 teachers who will be graduating the program in spring of 2020 with their Preliminary and/or Special Education Credential. Our biggest holdback due to the COVID-19 pandemic has been planning for the 20-21 school year. Many of our teachers were taking their final credential tests in March, but their tests were cancelled due to Shelter in Place orders. We've been working closely with the California Teaching Commission and California Department of Education to see if any modifications will be made to keep our teachers in their roles next year. There are certain cases

where modifications are being made, however other cases require an Executive Order from Gavin Newsom and we do not know when this will come. Additionally, we would typically have all new hires take their credential tests over the spring and summer and enroll in a credential program in their first year. This will not be possible this year due to the Shelter in Place order and test centers being closed. Most teachers will need to be on an emergency permit in their first year and focus on tests (as test centers are just now reopening in May 2020 and then enroll in a program in their 2nd year.

Rocketship Los Suenos'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.

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

Annual Measurable Outcomes

Expected	Actual
3rd – 5th grade student survey: 78% of students that believe school is a safe environment to learn	No data due to school closure
Parent survey: 80% of parents that believe school is safe 2019-20	84% of parents that believe school is safe 2019-20 (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
BOM		LCFF S&C

C-1. Rocketship Los Suenos 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 Los Suenos'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.	Business Operations Manager (BOM): $104,156 LCFF S+C 2301	$122,669
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 Los Suenos 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.	Building repairs: $62,120 Furniture: $8,677 Teacher room: $14,800 LCFF Base 5601 4430 4330	LCFF Base $3,158 $29,468 $4,619
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.	Custodial Services + Supplies: $74,288 LCFF Base 5821	LCFF Base $77,995
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	Operations Specialists: $175,000 LCFF S+C 2201	LCFF S&C $285,635

calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.		
Security Services C-5. Rocketship Los Suenos 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.	Security Services: $5,000 LCFF S+C 5823	LCFF S&C $832

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented the actions for Goal 3 as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our BOM continued to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. We continued to focus on developing BOMs in all areas of their operations work. This year we expanded our training for BOMs on the skills that make them strong and effective leaders--skills such as influence, collaboration, and effective communication. Our BOM served as safety lead for our campus. This included planning and leading safety training for all school-based staff at the site. Our BOM was responsible for knowing our safety plan, communicating it to the team, holding the safety meetings with the school leadership team, ensuring compliance with required safety drills, and ensuring that all safety equipment and supplies are complete, current, and functioning well. Our BOM acted as liaison to ensure safety protocols are followed with afterschool programs as well. Since the COVID 19 closures began, we are now adding several training sessions virtually, one every other week for BOMs.

We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs planned for this year. Our BOM and facilities staff were able to conduct 2-3 walkthroughs prior to the COVID-19 closure. During the walkthroughs, 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 throughout the year. Rocketship Los Suenos continued to employ 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

resources as planned for purchase of materials for outfitting and decorating their classrooms. During th COVID closure, our maintenance staff visited all sites to assess and ensure sites are ready for return.

In order to provide a safe and clean environment for our school community, we utilized the services of a day porter during the school day and custodial services once a day in the evening. This year, Rocketship RLS contracted with a custodial company to help get better pricing and create more consistent service. We instituted additional disinfecting procedures conducted by custodial services in the beginning of March prior to closures. Since closure, we have all of our custodial services going into schools and conducting deep cleans.

Operations Specialists continued their essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staffed arrival and dismissal and led recess and lunch for all students. They also supported daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists served as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We conducted additional training with our Operations Specialists this year through PlayworksU in support of indoor recess implementation, including facilitation of games and strategies for managing groups. Once the COVID -19 closure began, this training served as a springboard to support student wellness through virtual recess opportunities. Currently during the closure, our Operations Specialists continue to be employed and supporting various projects according to their skill sets, such as supporting distance learning, "Live Lunches," leading virtual lunches, reading bedtime stories for students, or joining a team called Care Core which reaches out to families to check in on them and see how their needs are being met, participating in our twice weekly meal distribution, and providing translation support for teachers in working with families.

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. When parents were surveyed in regards to safety, 84% believe our school is a safe place for their children, which is an increase of 23% over last year's score of 61%. RLS 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.

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: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual
Chronic absenteeism rate <10%	Chronic absenteeism rate 12.2% (not met)
Attendance rate (ADA) >95%	Attendance rate (ADA) 94.9% (not met)
Suspension rate <1%	Suspension rate 0% (met)
Expulsion rate 0%	Expulsion rate 0% (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 Coordinators: $134,532 LCFF S+C 2201	LCFF S&C $126,214
Field Trips	Field Trips: $38,500	LCFF S&C

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.	LCFF S+C 5860	$28,414
Social Emotional Learning D-3. RLS 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. RLS will continue to provide counseling services next year to help with social-emotional learning for all students.	Instructional Supplies: $4,630 Educational Consultants: $30,000 LCFF S+C 4340 5804	LCFF S&C $11,372 $23,108
After School Program D-4. RLS 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 options for their children.	After School Program: $150,000 LCFF S+C 5911	LCFF S&C $119,844

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we fully implemented our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned. Funds budgeted for cancelled field trips were reallocated to additional staffing to support with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Los Suenos implemented a minimum of daily physical education for all grades as well as upper grade science. We provided additional adaptive PE training to our physical education coaches to better serve students with special needs. During COVID-19 closures, daily enrichment was incorporated into movement breaks led by physical education coaches in the form of daily workout videos. Additional enrichment opportunities such as science and art were provided as options for all students, although there was no designated core instruction during which a whole class gathered. Prior to COVID-19, we were able to send all 4th and 5th grade students to camp as previously scheduled. All other field trips were cancelled, but teachers provided virtual field trips such as science related trips to the aquarium and college campus visits.

We continued our PBIS implementation as planned. In addition to our active PBIS team, we added a full time mental health provider to our staff, and this enabled us to provide more SEL interventions at Tier 2 and 3 as needed. In addition to continued use of Kimochi and RULER, we developed an internal SEL curriculum called ""The Shortest DIstance."" We provided Powerpoint lessons for teachers to facilitate SEL lessons daily. We saw many benefits of this more structured curriculum, especially that it is easier for teachers to implement with less planning and preparation. Using a common curriculum has allowed for a common language across the entire school in terms of SEL skills. Because of that, we have more frequently heard students and staff using the language of SEL in their interactions. This has also allowed us to provide parents with descriptions of the units and the topics and skills being addressed so that they have the opportunity to reinforce social emotional learning in the home. Since the COVID-19 closures, we have been holding daily SEL lessons for students as part of distance learning. Mental health providers are providing a daily post with resources, tips, and guidance on how families can support students' mental health needs during COVID-19 closure. We do expect increased SEL needs among students, families, and staff in addition to academic needs and are currently planning to address these needs.

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. RLS has seen some success in this goal, indicated by our zero suspension rate and no history of expulsions; however, our ADA decreased slightly from 95.3% to 94.9%, while our chronic absenteeism increased from 10.8% to 12.2%. This indicates there is a significant need for improvement and identification of attendance problems early so applicable support services and interventions can occur to combat chronic absenteeism.

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

Annual Measurable Outcomes

Expected	Actual
Parent attendance: 50% of parents attending an average of at least one school event per month	Data unavailable due to school closures
Parent survey: 80% of parents that are satisfied overall with their school	86% of parents that are satisfied overall with their school (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent involvement E-1. **Community Events:** RLS 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, RLS 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 RLS 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.	Parent Appreciation and Materials: $9,190 LCFF Base 5822 4510 4720	LCFF Base $13,540

Parent Outreach E-2. RLS provides many opportunities throughout the school year for parents to interact with RLS 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. We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.	Parent Outreach – School Leader Comp: $9,727 LCFF S+C 1101	LCFF S&C $7,890
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.	Office Manager: $82,694 LCFF Base 2401	LCFF Base $48,038

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Los Suenos hosted many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. We focused particularly this year on including cultural celebrations meaningful to the community. We were not able to attend the planned college trips due to COVID-19, but students were able to take a virtual tour of Stanford University. We expanded the volunteer options and adjusted timing of opportunities this year in order to be more inclusive of working parents, such as having later events and offering opportunities for take-home projects and remote support. We implemented Los Dichos, a monthly school event where parents come to campus and read with students in a variety of languages, including

Spanish, English, and Vietnamese in order to strengthen a culture of literacy. Parents also received a skill-building workshop for this event including public speaking tips, how to engage students, and how to conduct read-alouds. Los Dichos transitioned to a video-recorded online program after the school closure.

At Rocketship Los Suenos, 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. 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 received by parents and we plan on continuing that next year. We engaged in annual home visits as a regular part of our program. All of our students received a home visit by December 1 of 2019. We also hosted parent-teacher conferences three times this year,as planned. Our recently created Distance Learning LaunchPad features parent resources--Los Dichos activities continue virtually, as do the monthly parent coffees, but with increased frequency-weekly. One way in which we have elevated parent involvement is putting more intention into building parents as leaders and advocates. As a result, we have had more participation by parents in parent organizing committees, school site council, and parent organizing groups. We also added two parents to the Rocketship Board of Directors.

We added a daily wellness check-in for families under a new program called "Care Corps." This process begins with a form that a family completes with questions around needs such as food, shelter, financial assistance, employment resources, health, mental health, and more. Based on the completed forms, a school-based task force follows up to connect families with resources that have been collected and vetted by the regional Growth, Community, and Engagement (GCE) team. In the event that a family identifies an unmet team that is more than the team can provide, the case is escalated to the network team for further support. In addition to the Care Corps implementation, we have also done a lot of work to ensure our students have access to needed technology. We have in most cases a 1 to 1 ratio of devices to students and have worked successfully with local agencies to ensure connectivity. We have implemented a program of frequent touchpoints with students, families, and school staff. We implemented a family component of our "live lunches" where families share recipes they enjoy with students, and also are engaging families in virtual bedtime stories.

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. Parent satisfaction has increased from 76% to 86%. 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase adequate PPE materials	$15,580	$19,636	N
Post signs around the school to guide healthy and safe behavior	$15,000	-	N
Cover additional cleaning and disinfecting for the campus	$34,536	$6,475	N
Compensate additional staff to cover those who need to quarantine	$114,480	$82,875	N
Update HVAC systems for additional filtration	$27,000	$2,789	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The majority of our students continued in a distance learning model through April, due to high levels of community spread and restrictive local health orders. During Fall, approximately 30 students were invited to return for facilitated distance learning through our partnership with the YMCA. We gave priority access to students with disabilities, English Learners, and those who had the most trouble accessing distance learning from home. Through this program, students were able to come into school daily, complete their distanced school work in a supervised environment, where help was available when needed. At the end of March, we invited an additional small group of students to return to campus for facilitated distance learning. At the beginning of May we asked all students to return to campus one grade level at a time for in-person end-of-year assessments. For families who are not comfortable returning their child to campus, we have offered remote testing.

Offering in-person instruction has been a challenge this year due to staff concerns, space limitations since we have an indoor campus structure without outdoor spaces and share space with the YMCA program.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Gave stipends for COVID-19 campus lead (i.e., staff taking on additional work to ensure school safety during the pandemic)	$7,500	$5,000	N
Purchased additional Chromebooks to enable distance learning for all students	$75,300	$119,392	Y
Subscribed to distance learning platforms/tools (e.g., SeeSaw)	$1,962	$2,045	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented as planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

During the 2020-21 school year, we were able to deliver a consistent program that all of our students were able to access. The majority of students received instruction through distance learning for the majority of the school year and we continued to refine this model to improve its effectiveness, investing in engaging live lessons and strong participation in online learning programs. We implemented our distance learning model as planned with three hours daily live teaching, small group instruction, and on-demand learning every Friday as a full day of on-demand and independent learning. Our distance learning plan still allows students to access a curriculum that includes the full content and rigor that students would receive in the classroom.

Additionally, we have sustained learning tools and elements of the school day from our in-person model to our distance learning model, allowing students to work with recognized tools and routines. Our students have used, and will continue to use, online learning programs both in-person and in a distance learning environment, which facilitate progress on key skills. Community events, like Launch to begin each day, are carried between the distance learning environment to help build community and offer a sense of consistency.

Access to Devices and Connectivity

Each student received their own personal Chromebook, to make sure that technology was not a barrier for accessing distance learning. Some of our students continued to have unstable internet connectivity, especially families with more than one student at home. We continued to offer technical support for Chromebook challenges and any internet connectivity challenges and they arose throughout the year. None of our students were without the technology needed to access learning. The use of Clever for single-sign-on made it much easier for families to navigate signing on to different programs, but digital literacy was still a challenge for families at times.

Pupil Participation and Progress

Student participation is determined based on a combination of their presence in synchronous learning activities and their completion of their independent work. Teachers and staff track attendance through presence in synchronous learning and participation in asynchronous tasks. If a student misses the first learning block of the day, the office manager reaches out to the family with a reminder. Through this process students' presence and absences are recorded and tracked. Teachers also track student attendance in all LIVE synchronous blocks to be able to follow up with students and families to support those who were unable to attend live lessons. Additionally, we also track student engagement in asynchronous learning, noting that when they have completed independent work, including online learning programs and teacher-assigned work. Students and families discuss low participation during follow up

meetings with teachers and coaches. Additionally, teachers track progress through online learning programs, observations, interim assessments, and milestone assessments (where possible). Some skills such as phonemic awareness are more difficult to assess virtually.Student progress in these areas will be recorded centrally and teachers and school leaders will review regularly, including monthly data days, in order to make program adjustments and ensure student growth.

We are proud of the 96% average daily attendance we have achieved this year. We strove for high levels of student participation, because if students were not participating that they were missing out on learning opportunities. Similar to in person instruction, we found that the same students consistently had lower participation rates. Our teachers, Care Corps members, and school leaders worked to partner closely with these families to develop a shared understanding of the importance of participation and to find solutions to increase their consistent participation.

Distance Learning Professional Development

We have provided staff professional development in the distance learning model, health and safety protocols, social emotional learning, virtual learning tools, and supporting English Learners in distance learning. We have also been able to build our teachers' cultural competence, skill and understanding in culturally relevant pedagogy and antiracist education. Professional development was responsive to teacher feedback and we tailored our sessions to their needs. It was a challenge to find the right balance of group professional development and planning time when teachers were spending so much time planning engaging virtual lessons. Our staff continued to receive individualized weekly coaching from school leaders to support their individual needs. All school leaders received training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement. SInce teachers were co-teaching this year, there were limited opportunities for individual coaching during classroom time.

Staff Roles and Responsibilities

Our staff morale has remained high this year. We are proud of the professionalism demonstrated by our staff during this difficult year. We have been successful at reallocating our staff members whose regular responsibilities have been decreased or eliminated due to distance learning to positions where they can support families with the wraparound supports that they need or provide additional small student group engagement. Our staff were able to adapt to distance learning, which was supported by some role changes and trainings. The individualized coaching model, which has always been a part of the program at Rocketship, was particularly important in making sure that all staff had the support that they needed and consistently received feedback on how to engage with students and families.

Support for Pupils with Unique Needs

We were able to effectively implement programs to adapt distance learning for our students with unique needs. This included integrated and designated EL instruction for our English Language Learners, and IEP accommodations for our students with special needs. For

integrated ELD, we were able to continue all of the practices such as Total Physical Response in the virtual format. We assigned cohorts carefully to consider the best placement for our newcomers. We used Rosetta Stone to support English Language Development for our newcomers and frequently communicated with parents. We provided small group designated ELD instruction during the afternoon; teachers did not find the groups as effective in the virtual format. For our students with disabilities, we used break out rooms to provide differentiated instruction during synchronous instruction. General education and special education teachers planned together to successfully co-teach each lesson. Our Care Corps team helped our Foster and Homeless Youth to ensure they had hotspots, meals, and any necessary materials for participating in distance learning.We have continued to observe gaps between assessment scores for students in these groups and other students. Remediation plans will be tailored to particularly target these students' needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional small group tutoring opportunities	$117,653	$16,797	Y
Compensate staff for extended instructional time	$29,413	$34	Y
Purchase online learning platforms (Lexia and Reflex)	$23,401	$36,611	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Spending on actions and services for high needs students was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to administer the NWEA MAP assessment at the beginning of the year for our students in first grade and up. While the assessment revealed that students were, on average, starting the year behind where students had been in previous years, the gaps were not as large as NWEA predicted, which gave us confidence that our distance learning program was having an impact.

Students have frequent opportunities to work at their own pace, including guided reading at their own instructional reading level, small group instructional days for math, the Distance Learning Launchpad as a flexible online learning hub, and online learning programs that adjust to their skills. This work which adapts to students current levels will ensure that they don't skip ahead, leaving gaps in their learning. Additionally, students will be engaging in regular small group instruction, giving them the chance to revisit any needed skills. In Fall, we transitioned to a model with small groups for all students, leveled for Humanities by reading level and for math by math fluency level. During the small groups, teachers would differentiate instruction based on student academic, emotional, or executive functioning needs as indicated by benchmark or anecdotal data.

We've also been able to consistently track student progress through online learning programs and class assignments. These have helped to guide full class remediation and small group instruction. We've seen that as students revisit foundational skills their mastery grows.

We are in the process of administering end-of-year NWEA Math and Reading assessments, as well math and reading fluency assessments, so that we can assess growth and/or learning loss, and to inform school-wide priorities and focus areas for 2021-22 grade level targets and interventions. This data will also inform summer intervention plans for students with IEPs.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

In order to build strong relationships with our students and assess emotional well-being through a trauma-informed lens, we had weekly one-on-one meetings with each child for three months.

We tailored our SEL program to ensure it was culturally relevant for our community while pairing social justice standards and a related digital project each week. Students have responded well to our expanded SEL curriculum and emphasis. We notice that the topics covered in SEL lessons are carried over into students' interactions with each other and their teachers throughout the day. We know that

forming relationships online looks different than in person and the SEL lessons have helped to forge community bonds, although we still have students, especially our younger students, who are struggling to form the same types of relationships that they would in person.

Through our Care Corps, we've been able to stay connected to our families' needs. As families expressed struggles (e.g., food, housing), they were connected with trained Care Corps members who helped them navigate to resources. This was enabled by a growing number of community partnerships.

For our staff, we've continued to emphasize rest as a way to support mental health--offering staff additional rest days throughout the year and making sure that they had breaks worked into their schedule. We've also invested in spaces to staff to discuss challenges--especially around DEI-related injustices occurring in our country. Cultivating space to process has been key for staff member's mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We have had high levels of family engagement this year. Many parents have expressed appreciation for the consistent schedule, one on one check-ins and small group instruction for all students that has been provided in our distance learning model. Offering regular family engagement events such as Cafecitos and family meetings, in the virtual format has increased the number of parents who are able to attend. Parents also stayed more engaged and informed through school-wide and grade level Facebook pages. We successfully used Google forms frequently with parents to solicit feedback and sent tiny urls with Google Docs, instead of using attachments. We also successfully held virtual cultural celebrations, student celebrations, and holiday celebrations. Each month we celebrated student of the month and community leader of the month. The community leader could be a parent, grandparent, or other family member which was much appreciated by our families. All of these events contributed to a very positive experience for many of our families this year.

Our consistent routines for tracking and monitoring attendance, clear communication with families about the importance of regular attendance, and grade level and cohort celebrations and incentives for high attendance have been successful at maintaining a high daily attendance rate of 96.2%

Our tiered intervention approach continued to emphasize strong relationship building with students and families and adapting to find solutions that meet individual needs. We've found that families respond well to this approach and we're able to work through challenges in a way that feels collaborative and opens dialogue. We've found that some of families have been facing unique challenges in the distance learning context (e.g., how to support distance learning for young students when a parent is also working) and we've tried to be creative in working with them towards solutions.

For students who are disengaged, we are taking a tiered approach to intervening, which mirrors the approach that we've taken during in-person learning. When a student has an absence, the family receives a notification and has the opportunity to provide information to

show that the absence should be excused. Students with persistent absences meet first with their teacher to discuss the implications of those absences and try to find solutions that allow the student to attend consistently. If absences continue, families then meet with school leaders who also discuss truancy implications and work to find solutions. Notification calls are available in English and Spanish. Outreach to families will be made by a staff member who speaks the language that the family is most comfortable in or by a staff member with a supporting translator.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our distance learners, we serve meals twice a week so our students have five days worth of meals. One service day we distribute three days worth of breakfast and lunch and the other day we distribute two days worth of breakfast and lunch.

When we have students on campus, we will place them into small groups. We serve daily breakfast and lunch during their normal meal times. All meal service is provided in this small-group setting to ensure student and staff safety, avoiding exposure between cohorts of students.

In both environments, we track students who receive meals in order to facilitate free and reduced meals for those students who are eligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on personalization, Social Emotional Learning, and family engagement have been critical during this year and will continue going forward. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

We want to replicate some of the successes we had this year by implementing an approach to reading that is responsive to student needs and interests and differentiated by levels informed by quantitative and qualitative assessment data, and historical data on trends.

We will combine Phonics instruction, ELD instruction and Guided Reading into the small group planning process. During whole class instruction, we will pull small groups to focus on the same skills but differentiate materials as needed.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to regularly assess each of our students using NWEA MAP and STEP assessments, as well as the data from our Online Learning Platforms to monitor progress and inform instructional planning. We will continue to meet students specific learning needs through small group instruction and the personalized instruction provided by our online learning platforms.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Spending on actions and services for high needs students was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs. Throughout the year, we continued to consider how to best serve our high need students and invested in our Care Corps staff, who connected with families to determine and meet needs, and our social emotional learning program to help students process difficult experiences.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Rocketship Los Suenos instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through

assessments, personalizations, and academic supports. We will provide additional academic supports, such as small group intervention for reading and math, as well as small group designated ELD instruction and progress monitoring of our English Learners to ensure high rates of reclassification.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Los Sueños Academy	Gabriela Gordon	lossuenos@rsed.org 408-684-4028

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Rocketship Los Suenos opened in August 2010, the third Rocketship campus to open in San Jose. The campus serves approximately 452 TK-5 students. Approximately 87.4% of the students are socioeconomically disadvantaged, 56% are English learners, 87% are Hispanic/Latinx and 7% are Asian. Additionally, 11% of students qualify for special education services. The LCFF Unduplicated percentage is approximately 91.36%.Gabriela Gordon will continue to lead the school as principal in 2021-22.

Rocketship Los Suenos 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 Los Suenos' 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 Los Suenos also operates under the principles that excellent teachers and leaders create transformational schools and engaged families 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 families 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 RLS this fifth core value is community. At Rocketship Los Suenos, our students and their families are committed to making

healthy choices for their bodies and minds. We supplement our students' learning by exposing them to concepts of food system sustainability, various forms of physical exercise, growing plants, and visiting the nearby community garden.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Los Suenos which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers; School environment will be safe and welcoming for all students; Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning; Rocketship families are engaged in their students' education. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Los Suenos based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, with a 96% average daily attendance rate as of 3/30/2021.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our families and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data and the 2019 CA dashboard, we have identified needs in ELA achievement and English Learner Progress, as well as Chronic Absenteeism. Our first priority will be providing high-quality reading instruction and to promote reading engagement through our reading initiative. We will implement standards-based instruction in ELA and utilize assessments to monitor progress and differentiate instruction and intervention. We will implement a comprehensive English Language Development program with integrated and designated ELD instruction to ensure our English Learners reclassify at high rates. We will continue to build on the successes we have had providing integrated ELD, and we will refine our approach to providing designated ELD.

We will implement attendance monitoring and family outreach to ensure our students do not become chronically absent. Our CARE Corps coordinator will work closely with the school leadership team to make sure family needs are met and work with each family to make sure students get to school. We will also expand SEL support for our students to remove any additional barriers to attendance, engagement, and achievement.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with robust systems for personalized learning and our Love of Reading campaign. We will provide comprehensive English Language Development for our English learners through GLAD training for all of our teachers. We will also provide a comprehensive program of special education supports for our students with IEPs.

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. Teachers will be supported (Goal 2) through professional development and instructional coaching to implement our instructional model, including culturally responsive pedagogy. We will also support our teachers with becoming

fully credentialed to ensure the highest quality teachers for our students. Additionally, we will administer high-quality assessments and provide data days for teachers to analyze the data and make instructional plans based on the data.

GOAL 3: School environment will be safe and welcoming for all students. Our Business Operations Manager ensures the school campus stays safe, clean, and well-maintained. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations.

GOAL 4: Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning. Students will have opportunities to participate in enrichment activities and field trips to ensure they receive a well-rounded education. Students will be supported in social emotional learning to ensure their social emotional well-being and remove barriers to engagement. Our Care Corps team will continue to ensure our students' basic needs are being met by identifying families in need and connecting them with appropriate resources for support.

GOAL 5: Rocketship families are engaged in their students' education. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, school events, and opportunities to volunteer and to provide input organized and facilitated by the school leadership team. These opportunities include community meetings, exhibition nights, monthly coffees, Los Dichos activities, and family surveys.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for Rocketship Los Suenos, based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our SSC and ELAC committees met on 10/19/20, 12/3/20, 2/22/21, and 4/20/21.

Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 26, 2021.

Parents also provided feedback throughout the year through various parent engagement opportunities. 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.

Teachers, school staff, and school administrators provided feedback during regular staff meetings and a staff survey.

Teachers have held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Parents appreciated some aspects of the distance learning model implemented during 2020-21. They appreciated the focused small group instruction and flexible hours. They also appreciated the responsiveness and increased communication from teachers. They also liked the projects completed by students and how they saw their children use the learning and skills required by the projects on their own afterwards. Going forward, they would like teachers to have more time to plan according to student needs and respond to family concerns. They would also like more tools around SEL, keeping students motivated, and supporting student learning at home. They would also like to receive more information about all the assessments and their meaning. Around family engagement, they have requested more access to recorded events and more support for lower grade families to orient them to the use of technological tools. They would like to see students consistently using an online typing program as well.

Teachers/School Staff/Administrators want to ensure health and safety protocols are in place and clearly communicated for in-person instruction. When enforcing healthy and safety protocols with students, they request that staff use language that calms students' fears and promotes school as a safe place. They also want more time and agency to make instructional decisions regarding implementation of culturally relevant pedagogy, social justice issues and advocacy, and differentiated instruction for students based on observations. They want to ground instruction in culturally relevant pedagogy and use topics that are of interest to students. Additionally, they want to continue teaching targeted SEL based on student needs. Around family engagement, they saw the benefits of virtual family events and increased communication utilizing technological tools, and they would like to see these practices continue.

Students want more enrichment opportunities like clubs. They also want to return for in-person instruction. They feel very confident in navigating the virtual tools they have used for learning this past year.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on our stakeholder feedback, we have added the following to our plan for next year and beyond:

- plan for in-person instruction with full health and safety protocols

-provide additional enrichment opportunities

-hold community meetings to discuss assessments and the information provided by each of them

- hold workshops for families on how to support SEL at home

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. We are proud of the progress of our students and must continue our actions to sustain this progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 39.2% English Learners: 9.4% Low Income: 37.1% Students with Disabilities: 11.1% Asian: 85.7% Hispanic/Latinx: 34.7%				44%
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 54.9% English Learners: 32.3% Low Income: 53.1% Students with Disabilities: 11.1%				58%

	Asian: 92.9% Hispanic/Latinx: 51.5%				
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.15				1.2 Years
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.17				1.2 Years
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 22%				High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 3.9%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core-aligned instruction & materials	A-1. The Rocketship Los Suenos 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 Los Suenos operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.	$37,965	N

		Rocketship Los Suenos utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.		
2	Personalized Learning	A-2. Rocketship Los Suenos'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 our school operates an inclusion model. In particular, our students in Special Education benefit 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.	$369,561	Y

		We invest in Chromebooks and invest budget each year to maintain a 1:1, 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.		
3	Special Education supports	A-3. Although Rocketship Los Suenos runs an inclusion model, we realize that our students in Special Education 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.	$120,687	N
4	GLAD Training & Curriculum	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. Students in Special Education 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. We will focus our professional development and school based coaching on improving the quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.	$24,330	Y

5	Love of Reading Campaign / Reading Engagement	A-5.Rocketship Los Suenos will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity. We will focus on developing students' growth mindsets and celebrating student growth.	22,933	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
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.

An explanation of why the LEA has developed this 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%				100%
Number/% of total and EL teachers credentialed & properly assigned	100%				100%
% of adopted standards including ELD standards implemented	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	B-1. Professional Development is a critical component of the Rocketship Los Suenos program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We are planning for provision of virtual professional development as needed in the event of future closures. We will adapt the content of professional development for 21-22 and	$176,844	Y

		beyond as needed, given increased academic needs of our students due to COVID-19, and we will adjust summer professional development for 2021 to better prepare teachers and leaders to meet the needs. Summer PD Each summer, Rocketship Los Suenos 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 Los Suenos has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. Rocketship Los Suenos 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.		
2	Assessments	B-2.	$133,875	Y

		Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • Three rounds of cumulative assessments • Two-Three rounds of Humanities and Science interims • NWEA three times per year (K-2), NWEA two-three times per year • STEP or Fountas & Pinnell at least four times per year • State-mandated CAASPP • Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC) • Alternative ELPAC for English Learners with severe cognitive disabilities If schools are unable to open and continue with distance learning at any point, we will adjust plans as needed.		
3	Data Days	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at Rocketship Los Suenos 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.	$38,765	Y
4	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. Rocketship Los Suenos 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 students in Special Education.	$235,115	Y
5	Teacher Credentialing	B-5. Our team will continue to ensure 100% of our teachers are in compliance. As mentioned due to COVID-19 there are a lot of questions around when teachers will be able to take tests. Therefore, we must continue to support them with studying so that once tests centers do open they are prepared to be successful. In addition, we will continue partnering with a credential program so that teachers who are	22,500	N

		currently eligible to be on an Intern Credential (passed their tests) can focus on earning their Preliminary Credential. We are excited to see even more people be able to enroll in 21-22.		
6	Culturally Responsive Pedagogy	B-6. Rocketship Los Suenos is committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative and culturally competent. We also recognize that in order to build cultural competence at our school, we must invest in a multi-year training effort. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons. The new Thematic Units will celebrate diversity and leverage student's cultural capital to guide student discussions.	TBD	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the "good repair" standard	Met				Met
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.				75%
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	BOM	C-1. Rocketship Los Suenos 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. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the	$107,000	Y

		safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. This position is critical to meeting our school's and the state's goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.		
2	School Maintenance	C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the 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 Los Suenos will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	$80,499	N
3	Custodial Services and 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.	$60,309	N

4	Operations Specialists	C-4.Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and professional development of our Operations Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school professional development sessions depending on the topic.	$390,678	Y

Goal Analysis [LCAP Year]

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[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

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Goal 4

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

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No 2020-21 data due to pandemic school closure.				75%
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	84%				90%
Portion of parents with input into decision making (Parent survey participation rate)	100%				90%
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 10.3%				10%

	English Learners: 9.7% Low Income: 10.4% Students with Disabilities: 16.3% Asian: 0% Hispanic/Latinx: 11.3%				
Suspension rate for all students and all significant subgroups	2018-19 All Students: 0.6% English Learners: 0.4% Low Income: 0.7% Students with Disabilities: 4.1% Asian: 0% Hispanic/Latinx: 0.7%				0.5%
Expulsion rate for all students and all significant subgroups	0%				0%
Average Daily Attendance	2018-19: 95.3%				95%
% of students with access to a broad course of study	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing

1	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 students in Special Education, this can be an especially motivating and engaging portion of their day. RLS plans to provide weekly student interest clubs or other types of student groups as well to best provide enrichment opportunities that align with the passions of our students.	$108,000	N
2	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. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$38,500	Y
3	Social Emotional Learning	D-3. Rocketship Los Suenos 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. PBIS will be one of our main priorities this year. We will focus on improving the fidelity of the practices across all spaces--classrooms, recess, and enrichment--so that we are creating a positive environment and culture with consistency. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the Shortest	$81,279	N

		Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more community and culture building within a class. The goal of these curricula is to help students build toward the 5 social emotional competencies of self awareness, self management, social awareness, relationship skills, and responsible decision making, as well as encompassing the social justice standards of identity, diversity, justice, and action. This school year we formed a working group to audit the curricula with a DEI lens to continue to ensure we have representation across race, ability, ethnicity and representation. We had a group of 20 employees from across our 4 regions, across roles (i.e. enrichment coordinators, teachers, school leaders, mental health professionals, and learning lab specialists). This past year we implemented ""Smart Start"" components into the curricula. These derive from Conscious Discipline and Responsive Classroom, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created ""class creed,"" a ""feelings check,"" and a ""wishing well"" component--thereby promoting positive culture and SEL skills. The ""Smart Start"" component is a conscious effort to plan ahead for students returning after a year of closures with potentially higher needs and trauma. The routines will support them in the transition back to in-person learning. We also utilize mental health professionals for individual student support and providing small group support working with the SEL curriculum.This year we will be increasing our tiers of support. We are adding a Mental Health Provider intern program to our already existing Mental Health Provider team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students. We are expanding our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigrational, and other various services at each of our 13 Bay Area school sites. This program will be an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. The team of providers will work to gain family and community		

		engagement by securing partnerships & resources for adults in relation to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community of Schools program will also work to design a program to address chronic absenteeism.		
4	Care Corps	D-4. In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff will regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff will follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn.	$75,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

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[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

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Goal 5

Goal #	Description
5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours; set as less than 100%)	86%				90%
% Home visits completed	100%				95%
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	86%				90%

Actions

Action #	Title	Description	Total Funds	Contributing

1	Family involvement	E-1. Community Events: Rocketship Los Suenos 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, Rocketship Los Suenos invests in family 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. Family Volunteer Opportunities: Rocketship Los Suenos family members will be encouraged to volunteer with their students to help tighten the link between the families and the school. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will continue to expand and adapt the volunteer options and events in order to be inclusive of working family members and to accomodate for times when COVID-19 may not allow for family members to volunteer on campus. In addition to these components, we will be expanding our work with our school-based parent groups to deepen advocacy in their communities. We will intentionally bring a Diversity, Equity and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program.	$15,409	N
2	Family Outreach	E-2. Rocketship Los Suenos provides many opportunities throughout the school year for families to interact with RLS staff. The school offers monthly forums (i.e., Cafecitos) for families to provide feedback as well as learn in depth about school activities. This enables families to become a more active participant in their child's education. We also survey our families annually. We analyze the data and meet with families to review the results and seek further input on the actions moving forward. We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council.	$8,125	Y

		The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. We are seeking family input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.		
3	School Leadership Team	E-3. Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where families are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all family engagement goals and responsive to family input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to families through written, social media, and other forums. As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$82,175	N
4	Los Dichos	E-4. Los Dichos is a parent, family, and community engagement activity where family members read stories of Latino origin as a part of a literature-based program. The books read are bilingual and teach students about the Latino culture and values. Each one has a dicho, or saying, that reflects the story. After reading the bilingual book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish as their primary language, find pathways to help their children to improve their	$5,000	N

		academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Project Cornerstone staff. They then meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.71%	TBD

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Orange level for ELA. English Learners are at the Green level while Socioeconomically Disadvantaged students are at the Blue level in Math. We had low performance in 2019 on the English Learner Progress Indicator, with 22.3% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 3.9%

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Rocketship Delta Prep student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Days are professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. 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.

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 5 points growth in ELA and 3 points growth in Math within the next three years (see expected outcomes in Goal 1), a high level English Learner Progress and at least a 15% English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students and English Learners were at the Blue level for Suspensions on the CA Dashboard. In 2019, Chronic Absenteeism was at the Yellow level for Socioeconomically disadvantaged students and the Green level for English Learners.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. We provide Enrichment opportunities and field trips to support the development of the whole child. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement.

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Rocketship Los Suenos community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Family Outreach

Expected Outcomes

By implementing a comprehensive Family Outreach program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around family perceptions of their satisfaction with the school, family participation in various events and opportunities, and the percent of our students' homes we are able to visit at the beginning of each school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Academic Growth and Achievement

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

The personalized learning action increases the amount of technology, tech support, online learning platforms, leveled libraries, learning lab materials and instructional materials available to English learners, low income students, and foster youth so that they can successfully

engage with the right content at the right time according to their needs and varying levels. Reading engagement adds funding for materials and supplies to support a school-wide reading initiative that fosters love of reading and reading growth above and beyond the ELA curriculum to provide additional support for our low income, English learners, and foster youth to grow as readers. Professional development and coaching actions add staffing and materials in support of expanded professional development opportunities and teacher coaching provided to all teachers, totaling about 4 hours per week, to ensure that teachers are supported to effectively meet the needs of our low income students, English learners, and foster youth. The actions for assessments and data days add assessment systems, staffing, and related materials to our program in order to provide accurate and actionable data on the learning progress and needs of our low income students, English learners, and foster youth and to dedicate time and expertise to the effective use of that data.

Climate and Culture

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

The Business Operations Manager action expands the staffing at our school in order to provide our low income students, English learners and foster youth an additional highly trained leader on campus dedicated to ensuring a safe and supportive school climate, smooth operations, and effective outreach for student engagement. The Operations Specialists add additional staffing in support of functions that are particularly beneficial to our low income students, English learners and foster youth. They ensure that school nutrition is well implemented, that recess and lunchtime activities are productive and positive, and that outreach for student support and re-engagement is timely and effective. The enrichment and field trips actions bring additional opportunities to our low income students, English learners, and foster youth by adding opportunities for learning beyond the core curriculum and in the community. Social emotional learning action adds staffing and resources in order to create and implement a comprehensive program in Social Emotional Learning and mental health supports to ensure that our low income students, English learners, and foster youth are supported not just academically but holistically, and that mental health support is available to them as needed.

Family Engagement

Family Outreach

Family Outreach adds staffing time devoted to engaging with families so that families of our low income students, English learners, and foster youth. This action supports the building of strong family-school relationships in support of students through such initiatives as home visits, opportunities and events for families, and outreach.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,267,214	$ 1,659,375
LEA-wide Total:	$ 1,267,214	$ 1,659,375
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Standards-Aligned Instruction & Materials	LEA-wide		RLS	$ 12,000	$ 12,000	No
1	1		LEA-wide		RLS	$ 25,965	$ 25,965	No
1	1						$ -	
1	1						$ -	
1	1						$ -	
1	2	Personalized Learning	LEA-wide	EL, Low Income, Foster	RLS	$ 35,000	$ 35,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RLS	$ -	$ 72,161	Yes
1	2		LEA-wide	EL, Low Income, Foster	RLS	$ 5,000	$ 5,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RLS	$ 9,600	$ 9,600	Yes
1	2		LEA-wide	EL, Low Income, Foster	RLS	$ 6,000	$ 6,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RLS	$ 25,000	$ 25,000	Yes
1	2		LEA-wide		RLS		$ 1,800	No
1	2		LEA-wide	EL, Low Income, Foster			$ -	Yes
1	2		LEA-wide	EL, Low Income, Foster	RLS		$ 215,000	Yes
1	3	Special Education Supports	Limited		RLS		$ 48,779	No
1	3		Limited		RLS		$ 71,908	No
1	3						$ -	
1	3						$ -	
1	3						$ -	
1	4	GLAD Training and Curriculum	LEA-wide		RLS		$ 24,330	No
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	5	Reading Engagement	LEA-wide	EL, Low Income, Foster	RLS	$ 22,933	$ 22,933	Yes
1	5						$ -	
1	5						$ -	
1	5						$ -	
1	5		LEA-wide	EL, Low Income, Foster			$ -	Yes
2	1	Professional Development	LEA-wide	EL, Low Income, Foster	RLS	$ 100,789	$ 100,789	Yes
2	1		LEA-wide	EL, Low Income, Foster	RLS	$ 61,055	$ 61,055	Yes
2	1		LEA-wide	EL, Low Income, Foster		$ 15,000	$ 15,000	Yes
2	1						$ -	
2	1						$ -	
2	2	Assessments	LEA-wide	EL, Low Income, Foster	RLS	$ 11,700	$ 11,700	Yes
2	2		LEA-wide	EL, Low Income, Foster	RLS	$ 676	$ 676	Yes
2	2				RLS		$ 121,500	
2	2						$ -	
2	2						$ -	
2	3	Data Days	LEA-wide	EL, Low Income, Foster	RLS	$ 38,765	$ 38,765	Yes
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	4	Coaching	LEA-wide	EL, Low Income, Foster	RLS	$ 235,115	$ 235,115	Yes
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	5	Teacher Credentialing	LEA-wide		RLS		$ 22,500	No
2	5						$ -	
2	5	Culturally Responsive Pedagogy					$ -	
2	5						$ -	
2	5						$ -	
3	1	Business Operations Manager	LEA-wide	EL, Low Income, Foster	RLS	$ 107,000	$ 107,000	Yes
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	2	School Maintenance	LEA-wide		RLS	$ 29,500	$ 39,500	No
3	2		LEA-wide		RLS	$ 544	$ 25,199	No
3	2		LEA-wide		RLS	$ 15,800	$ 15,800	No
3	2						$ -	
3	2						$ -	
3	3	Custodial Service and Supplies	LEA-wide		RLS	$ 45,309	$ 60,309	No
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	4	Operations Specialists	LEA-wide	EL, Low Income, Foster	RLS	$ 390,678	$ 390,678	Yes
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	5	Removed Security Services as action for 2			RLS	$ 5,000	$ 5,000	
4	1	Enrichment	LEA-wide	EL, Low Income, Foster	RLS	$ 105,000	$ 105,000	Yes
4	1						$ -	
4	1						$ -	
4	1						$ -	
4	2	Field Trips	LEA-wide	EL, Low Income, Foster	RLS	$ 38,500	$ 38,500	Yes
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	3	Social Emotional Learning	LEA-wide	EL, Low Income, Foster	RLS	$ 21,279	$ 21,279	Yes
4	3		LEA-wide	EL, Low Income, Foster		$ 30,000	$ 60,000	Yes

4	3		LEA-wide	EL, Low Income, Foster			$ -	Yes
4	3						$ -	
4	3						$ -	
4	4	CareCorp	LEA-wide	EL, Low Income, Foster	RLS		$ 75,000	Yes
4	4						$ -	
4	4						$ -	
4	4						$ -	
4	4						$ -	
5	1	Parent Involvement	LEA-wide		RLS	$ 15,409	$ 15,409	No
5	1						$ -	
5	1						$ -	
5	1						$ -	
5	1						$ -	
5	2	Parent Outreach	LEA-wide	EL, Low Income, Foster	RLS	$ 8,125	$ 8,125	Yes
5	2						$ -	
5	2						$ -	
5	2						$ -	
5	2						$ -	
5	3	School Leadership Team	LEA-wide		RLS	$ 82,175	$ 82,175	No
5	3						$ -	
5	3	Los Dichos	LEA-wide		RLS		$ 5,000	No
5	3						$ -	

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,498,916	$ 272,187	$ -	$ 465,446	2,236,549	$ 1,423,702	$ 812,847

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Instruction & Materials	N/A	$ 12,000				$ 12,000
1	1		N/A	$ 25,965			$ -	$ 25,965
1	1							$ -
1	1							$ -
1	1							$ -
1	2	Personalized Learning		$ 35,000			$ -	$ 35,000
1	2			$ -			$ 72,161	$ 72,161
1	2			$ 5,000				$ 5,000
1	2			$ 9,600			$ -	$ 9,600
1	2			$ 6,000				$ 6,000
1	2			$ 25,000			$ -	$ 25,000
1	2		N/A				$ 1,800	$ 1,800
1	2						$ -	$ -
1	2						$ 215,000	$ 215,000
1	3	Special Education Supports	Special Education		$ 48,779		$ -	$ 48,779
1	3		Special Education		$ 71,908		$ -	$ 71,908
1	3							$ -
1	3							$ -
1	3							$ -
1	4	GLAD Training and Curriculum	EL				$ 24,330	$ 24,330
1	4							$ -
1	4							$ -
1	4							$ -
1	4							$ -
1	5	Reading Engagement		$ 22,933				$ 22,933
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ -
2	1	Professional Development		$ 100,789				$ 100,789
2	1			$ 61,055				$ 61,055
2	1			$ 15,000				$ 15,000
2	1							$ -
2	1							$ -
2	2	Assessments		$ 11,700			$ -	$ 11,700
2	2			$ 676			$ -	$ 676
2	2				$ 121,500			$ 121,500
2	2							$ -
2	2							$ -
2	3	Data Days		$ 38,765				$ 38,765
2	3							$ -
2	3							$ -
2	3							$ -
2	3							$ -
2	4	Coaching		$ 235,115				$ 235,115
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	5	Teacher Credentialing	N/A				$ 22,500	$ 22,500
2	5							$ -
2	5	Culturally Responsive Pedagogy						$ -
2	5							$ -
2	5							$ -
3	1	Business Operations Manager		$ 107,000			$ -	$ 107,000
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	2	School Maintenance	N/A	$ 29,500			$ 10,000	$ 39,500
3	2		N/A	$ 544			$ 24,655	$ 25,199
3	2		N/A	$ 15,800				$ 15,800
3	2							$ -
3	2							$ -
3	3	Custodial Service and Supplies	N/A	$ 45,309			$ 15,000	$ 60,309
3	3							$ -
3	3							$ -
3	3							$ -
3	3							$ -
3	4	Operations Specialists		$ 390,678				$ 390,678
3	4							$ -
3	4							$ -
3	4							$ -
3	4							$ -
3	5	Removed Security Services as action for 21		$ 5,000				$ 5,000
4	1	Enrichment		$ 105,000				$ 105,000
4	1							$ -
4	1							$ -
4	1							$ -
4	2	Field Trips		$ 38,500				$ 38,500
4	2							$ -
4	2							$ -
4	2							$ -
4	2							$ -
4	3	Social Emotional Learning		$ 21,279				$ 21,279

4	3			$ 30,000	$ 30,000			$ 60,000
4	3					$ -		$ -
4	3							$ -
4	3							$ -
4	4	CareCorp				$ 75,000		$ 75,000
4	4							$ -
4	4							$ -
4	4							$ -
4	4							$ -
5	1	Parent Involvement	N/A	$ 15,409				$ 15,409
5	1							$ -
5	1							$ -
5	1							$ -
5	1							$ -
5	2	Parent Outreach		$ 8,125				$ 8,125
5	2							$ -
5	2							$ -
5	2							$ -
5	2							$ -
5	3	School Leadership Team	N/A	$ 82,175				$ 82,175
5	3							$ -
5	3	Los Dichos	N/A			$ 5,000		$ 5,000
5	3							$ -

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Mosaic Elementary

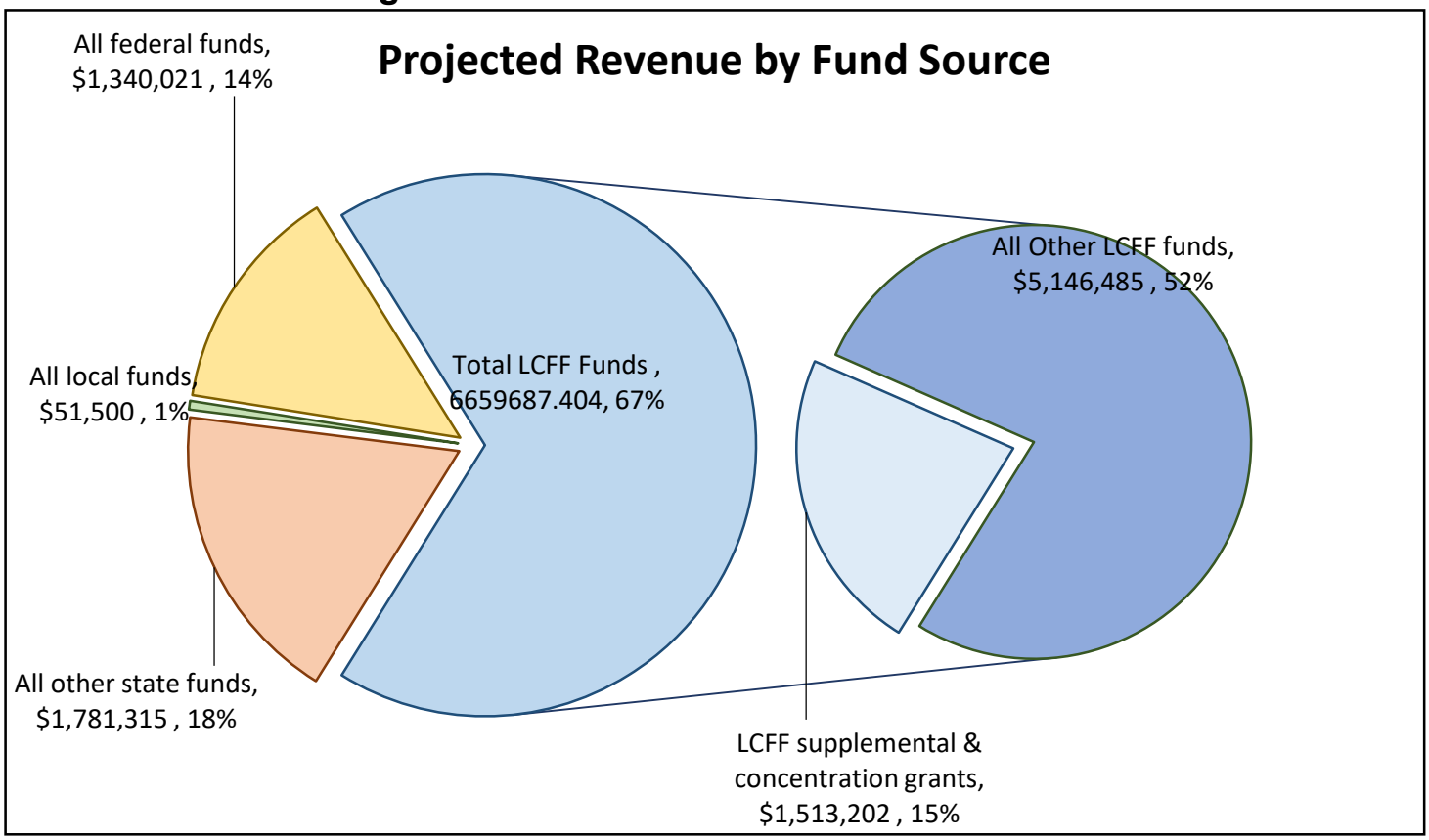
CDS Code: 43-69450-0123299

School Year: 2021 – 22

LEA contact information: Keysha Bailey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

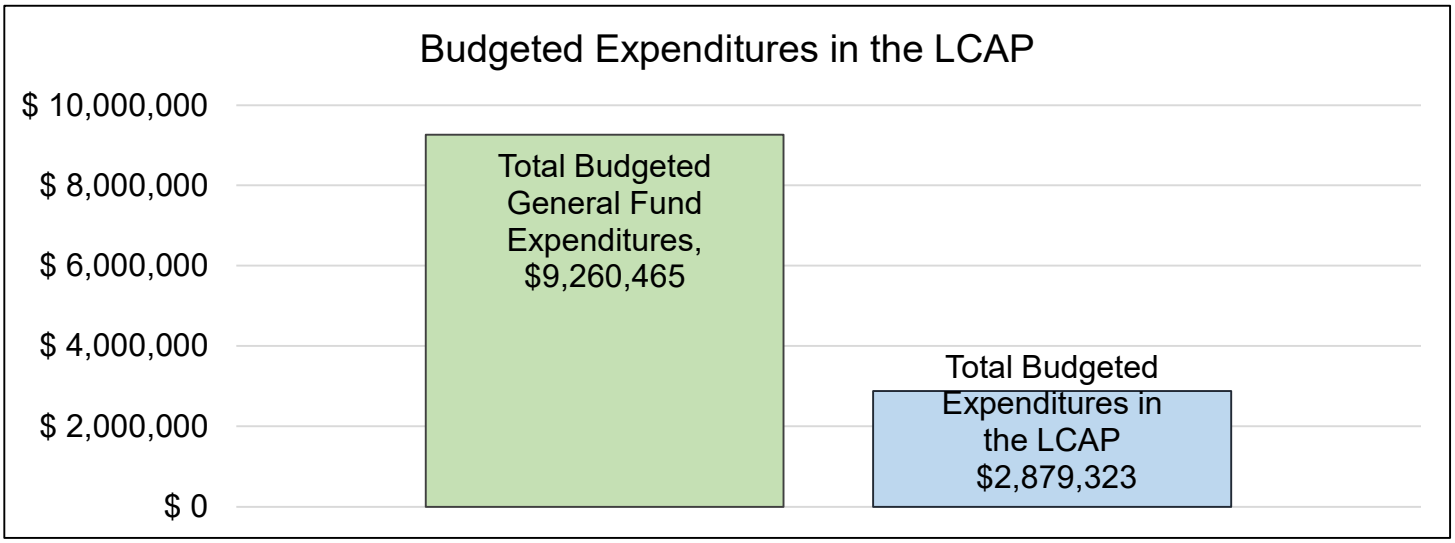


This chart shows the total general purpose revenue Rocketship Mosaic Elementary expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Mosaic Elementary is $9,832,524.27, of which $6,659,687.40 is Local Control Funding Formula (LCFF), $1,781,315.44 is other state funds, $51,500.00 is local funds, and $1,340,021.42 is federal funds. Of the $6,659,687.40 in LCFF Funds, $1,513,202.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Mosaic Elementary plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Mosaic Elementary plans to spend $9,260,464.81 for the 2021 – 22 school year. Of that amount, $2,879,322.63 is tied to actions/services in the LCAP and $6,381,142.18 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

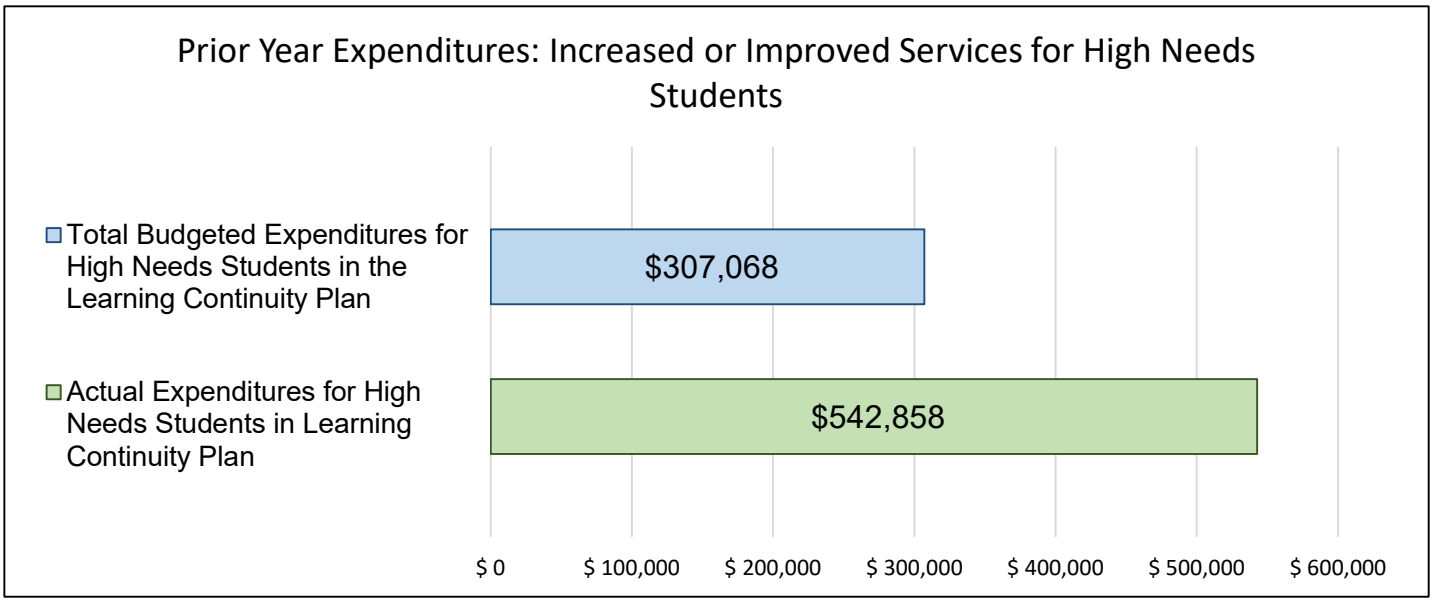
rent, utilities, building repairs & maintenance, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rocketship Mosaic Elementary is projecting it will receive $1,513,202.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Mosaic Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Mosaic Elementary plans to spend $1,553,931.02 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Rocketship Mosaic Elementary budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Mosaic Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rocketship Mosaic Elementary's Learning Continuity Plan budgeted $307,068.00 for planned actions to increase or improve services for high needs students. Rocketship Mosaic Elementary actually spent $542,858.30 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mosaic	Kristen Duprel, Principal	mosaic@rsed.org (408) 899-2607

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
2018-19 SBAC ELA: % meeting/exceeding the standard targets	2018-19 SBAC ELA: % meeting/exceeding the standard All Students: 63.3% (not met)

All Students: 65% Econ Dis: 63% EL: 34% SPED: 9%	Econ Dis: 59.9% (not met) EL: 33.3% (not met) SPED: 26.9% (met) 2019-20 CAASPP Testing Cancelled
2018-19 SBAC Math: % meeting/exceeding the standard targets All Students: 71% Econ Dis: 69% EL: 50% SPED: >20%	2018-19 SBAC Math: % meeting/exceeding the standard All Students: 72.7% (met) Econ Dis: 70.3% (met) EL: 51.4% (met) SPED: 30.8% (met) 2019-20 CAASPP Testing Cancelled
ELs: % of students scoring 3 or 4 on ELPAC: >80%	2017-18: 80.5% 2018-19: 62.1% (not met) 2019-20: Summative ELPAC cancelled
EL reclassification rate: 10%	2018-19: 28% 2019-20: 7.4% (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Mosaic **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 Mosaic 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.	Core Curriculum: $12,000 Books: $27,300 LCFF Base 4100 4210	LCFF Base $3,273 $16,965

Rocketship Mosaic utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.		
Personalized Learning A-2. ROMO'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**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.	OLPs: $35,000 Chromebooks: $28,873 Learning Lab Materials: $12,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $250,496 LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors) 4411 4421 4390	LCFF S &C $44,957 $- $773 $44,375 $15,912 $25,879 Title I $439 $494,290

	4115 5822 5807 4120 2101	
Special Education supports A-3. Although ROMO 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 Mosaic 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. ROMO also runs a Specialized Inclusion Program (SIP) for our Special Education students who require more intensive support. SIP focuses on providing meaningful inclusion opportunities to students with significant learning and/or behavioral needs through a combination of small caseloads, differentiated curriculum, and targeted professional development for special and general education staff.	Special Education Supports: $9,172 Contracted Services: $22,037 State Special Education funding + IDEA ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	State SPED + IDEA $3,269 State SPED $127,071
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	GLAD Training: $17,055 Title III 5804	Title III $14,758

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.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Mosaic continued to use a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. We purchased paper Fountas and Pinnell leveled library book collections for guided reading, which allowed students to take books home so they could read more frequently. This supported our efforts to ensure that all students have access to a wide variety of texts at their own current reading level and to meet the different genre requirements in Common Core. We supported our ELA teachers to utilize our new Fountas and Pinnell library in their Guided Reading instruction, which gave our students access to more high quality text options. We also expanded the use of online learning programs in general education classrooms in order to facilitate small group instruction. These programs included Lexia and Lightsail for ELA, Freckle and Reflex for STEM, and ST Math for TK-1. We worked to better integrate Online Learning Programs in the classroom and increase student completion of OLP activities. 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 prioritized parts of the co-teaching block for literacy skills/guided reading. We enhanced the instructional leadership support for inclusion specialists. We differentiated support for new teachers by providing scripted curriculum in the form of Leveled Literacy Intervention. We saw strong results this year in terms of accelerated development for new SPED teachers as a result of implementing professional development and coaching expectations for new SPED teachers. We also focused this year on training teachers and leaders in the ELD Framework and Standards. There was an increase of professional development and training to support implementation of Integrated and Designated ELD.

With the COVID-19 school closures, we mobilized in order to begin distance learning within 2-3 days of closure. We provided modified curriculum and lesson plans for teachers in support of distance learning. We provided devices to students to ensure that 100% have

devices and have home internet access. We provided community time in morning launch and landing daily, live lunches and exercise. Instruction included synchronous and asynchronous instruction for students through Facebook and Google Classroom. Instruction included direct individualized 1 to 1 service for students with disabilities through SPED teachers and related service providers. Additionally, we set up daily surveys for families and Care Corps to identify family needs and connect them with resources along with food, housing, and other services. We implemented coaching calls where teachers connected with students on their OLPs, monitored progress, and just checked in on how they are doing 2-3 times per week. Designated ELD is occurring through individual coaching calls or group conferences via zoom. Ongoing support and resources are shared with school staff to support distance learning.

Both state and local testing was cancelled in the Spring, so we do not have data to determine progress. We also don't have summative ELPAC data for this year, and the reclassification process was challenged by school closures. Our reclassification rate was 7.4%, below our 10% target.

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 teacher

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual
All students have access to standards-aligned instructional materials Target: Met	Met
All teachers have access to standards-aligned professional development Target: Met	Met
100% of full-time teachers have appropriate credentials	100% of full-time teachers have appropriate credentials

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Professional Development B-1. *Summer PD* Each summer, ROMO 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 Mosaic has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. ROMO will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	Summer PD: $122,443 Thursday PD: $74,172 PD Fund: $15,000 LCFF S+C 1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	LCFF S&C $92,051 $55,762 $16,341
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 Mosaic transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model	Assessments: $27,808 Temporary Staff: $20,000 LCFF S+C (Assessments & Temporary Staff) 4414 (Assessments)	LCFF S&C $26,886 $-

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. ROMO will hire **temporary staff** members to facilitate administration and scoring of assessments.	5838 (Temporary Staff)	
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at ROMO 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.	Data Days: $47,094 LCFF S+C 1101, 1301	LCFF S&C $35,404
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. ROMO 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: $344,531 LCFF S+C 1301	LCFF S&C $148,702
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.	$27,500 Title II & Educator Effectiveness Grant 5833	Title II & Educator Effectiveness Grant $8,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for scoring assessments and the cancelled data days were reallocated to additional staff to support distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Mosaic continued its intensive focus on professional development this year and fully implemented the planned professional development actions, adapting them as needed once the COVID-19 crisis necessitated closure. This year we focused a lot on differentiating the professional development for teachers based on their career stages--developing, expanding, and master. As a result, we saw faster growth for developing and new teachers across content areas. With implementation of distance learning, we did specific professional development to support teachers and leaders in being ready to deliver synchronous and asynchronous instruction as well as check-ins with individual students.

Assessment plans were followed as scheduled until school closures in March in response to COVID-19 measures. There were two differences from the stated plan decided last summer before SY19-20 started: 1) the number of Cumulative assessments rounds was reduced from four to three; 2) Grades 3-5 were only to take NWEA in the Fall and Winter (Spring assessment removed to reduce testing burden on students who take state assessments). As a result of the COVID closures, final spring assessments were suspended. These included: Cumulative Round 3, STEP Round 4, Spring NWEA, CAASPP and Summative ELPAC. ROMO held five out of six planned Data Days this year. The March event was not held due to the COVID-19 crisis.

This year we continued to ensure that 100% of our core teachers were in compliance with the state as well as held the proper English Learner Authorization. We partnered with Loyola Marymount University and have over 20 teachers who will be graduating the program in spring of 2020 with their Preliminary and/or Special Education Credential. Our biggest holdback due to the COVID-19 pandemic has been planning for the 20-21 school year. Many of our teachers were taking their final credential tests in March, but their tests were cancelled due to Shelter in Place orders. We've been working closely with the California Teaching Commission and California Department of Education to see if any modifications will be made to keep our teachers in their roles next year. There are certain cases where modifications are being made, however other cases require an Executive Order from Gavin Newsom and we do not know when this will come. Additionally, we would typically have all new hires take their credential tests over the spring and summer and enroll in a credential program in their first year. This will not be possible this year due to the Shelter in Place order and test centers being closed. Most teachers will need to be on an emergency permit in their first year and focus on tests (as test centers are just now reopening in May 2020 and then enroll in a program in their 2nd year.

Rocketship Mosaic'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.

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

Annual Measurable Outcomes

Expected	Actual
3rd – 5th grade student survey: 85% of students that believe school is a safe environment to learn	No data due to school closures
Parent survey: >85% of parents that believe school is safe 2019-20	88% of parents that believe school is safe 2019-20 (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
BOM C-1. Rocketship Mosaic 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 Mosaic'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	Business Operations Manager (BOM): $104,156 LCFF S+C 2301	LCFF S&C $105,909

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.		
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 Mosaic 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.	Building repairs: $62,120 Furniture: $10,312 Teacher room: $13,600 LCFF Base 5601 4430 4330	LCFF Base $3,428 $14,408 $49,893
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.	Custodial Services + Supplies: $76,116 LCFF Base 5821	LCFF Base $42,225
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.	Operations Specialists: $200,000 LCFF S+C 2201	LCFF S&C $394,454
Security Services C-5. Rocketship Mosaic 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.	Security Services: $5,000 LCFF S+C	LCFF S&C $4,671

	5823	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented the actions for Goal 3 as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our BOM continued to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. We continued to focus on developing BOMs in all areas of their operations work. This year we expanded our training for BOMs on the skills that make them strong and effective leaders--skills such as influence, collaboration, and effective communication. Our BOM served as safety lead for our campus. This included planning and leading safety training for all school-based staff at the site. Our BOM was responsible for knowing our safety plan, communicating it to the team, holding the safety meetings with the school leadership team, ensuring compliance with required safety drills, and ensuring that all safety equipment and supplies are complete, current, and functioning well. Our BOM acted as liaison to ensure safety protocols are followed with afterschool programs as well. Since the COVID 19 closures began, we are now adding several training sessions virtually, one every other week for BOMs.

We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs planned for this year. Our BOM and facilities staff were able to conduct 2-3 walkthroughs prior to the COVID-19 closure. During the walkthroughs, 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 throughout the year. Rocketship Mosaic continued to employ 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 resources as planned for purchase of materials for outfitting and decorating their classrooms. During th COVID closure, our maintenance staff visited all sites to assess and ensure sites are ready for return.

In order to provide a safe and clean environment for our school community, we utilized the services of a day porter during the school day and custodial services once a day in the evening. This year, Rocketship ROMO contracted with a custodial company to help get better pricing and create more consistent service. We instituted additional disinfecting procedures conducted by custodial services in

the beginning of March prior to closures. Since closure, we have all of our custodial services going into schools and conducting deep cleans.

Operations Specialists continued their essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staffed arrival and dismissal and led recess and lunch for all students. They also supported daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists served as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We conducted additional training with our Operations Specialists this year through PlayworksU in support of indoor recess implementation, including facilitation of games and strategies for managing groups. Once the COVID -19 closure began, this training served as a springboard to support student wellness through virtual recess opportunities. Currently during the closure, our Operations Specialists continue to be employed and supporting various projects according to their skill sets, such as supporting distance learning, "Live Lunches," leading virtual lunches, reading bedtime stories for students, or joining a team called Care Core which reaches out to families to check in on them and see how their needs are being met, participating in our twice weekly meal distribution, and providing translation support for teachers in working with families.

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. When parents were surveyed in regards to safety, 88% believe our school is a safe place for their children, which is an increase of 1% over last year's score of 87%. ROMO 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.

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: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual
Chronic absenteeism rate <10%	Chronic absenteeism rate 5.7% (met)
Attendance rate (ADA) >95%	Attendance rate (ADA) 96.5% (met)
Suspension rate <1%	Suspension rate 0% (met)
Expulsion rate 0%	Expulsion rate 0% (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 Coordinators: $190,000 LCFF S+C 2201	LCFF S&C $166,931
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.	Field Trips: $55,000 LCFF S+C 5860	LCFF S&C $47,603

Social Emotional Learning D-3. ROMO 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. ROMO will continue to utilize a half-time social worker to support students.	Instructional Supplies: $5,929 Educational Consultants: $50,000 LCFF S+C 4340 5804	LCFF S&C $29,280 $31,099
After School Program D-4. ROMO 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 options for their children.	After School Program: 150,000 LCFF S+C 5911	LCFF S&C $119,284

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we fully implemented our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Mosaic implemented a minimum of daily physical education for all grades as well as upper grade science. We provided additional adaptive PE training to our physical education coaches to better serve students with special needs. During COVID-19 closures, daily enrichment was incorporated into movement breaks led by physical education coaches in the form of daily workout videos. Additional enrichment opportunities such as science and art were provided as options for all students, although there was no

designated core instruction during which a whole class gathered. Prior to COVID-19, we were able to send all 4th and 5th grade students to camp as previously scheduled. All other field trips were cancelled, but teachers provided virtual field trips such as science related trips to the aquarium and college campus visits.

We continued our PBIS implementation as planned. In addition to our active PBIS team, we added a full time mental health provider to our staff, and this enabled us to provide more SEL interventions at Tier 2 and 3 as needed. In addition to continued use of Kimochi and RULER, we developed an internal SEL curriculum called ""The Shortest DIstance."" We provided Powerpoint lessons for teachers to facilitate SEL lessons daily. We saw many benefits of this more structured curriculum, especially that it is easier for teachers to implement with less planning and preparation. Using a common curriculum has allowed for a common language across the entire school in terms of SEL skills. Because of that, we have more frequently heard students and staff using the language of SEL in their interactions. This has also allowed us to provide parents with descriptions of the units and the topics and skills being addressed so that they have the opportunity to reinforce social emotional learning in the home. Since the COVID-19 closures, we have been holding daily SEL lessons for students as part of distance learning. Mental health providers are providing a daily post with resources, tips, and guidance on how families can support students' mental health needs during COVID-19 closure. We do expect increased SEL needs among students, families, and staff in addition to academic needs and are currently planning to address these needs.

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. ROMO has seen great success in this goal, indicated by our zero suspension rate and no history of expulsions; our ADA rate of 96.5% continues to exceed our 95% target, while our chronic absenteeism rate of 5.7% is well below our 10% target.

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

Annual Measurable Outcomes

Expected	Actual
Parent attendance: % of parents attending an average of at least one school event per month	Data unavailable due to school closures
Parent survey: >85% of parents that are satisfied overall with their school	90% of parents that are satisfied overall with their school (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent involvement E-1. **Community Events:** ROMO 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, ROMO 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 ROMO 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.	Parent Appreciation and Materials: $11,209 LCFF Base 5822 4510 4720	LCFF Base $42,659
Parent Outreach E-2. ROMO provides many opportunities throughout the school year for parents to interact with ROMO 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. We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.	Parent Outreach – School Leader Comp: $9,727 LCFF S+C 1101	LCFF S&C $7,969

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.	Office Manager: $82,694 LCFF Base 2401	LCFF Base $100,928

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Mosaic hosted many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. We focused particularly this year on including cultural celebrations meaningful to the community. We were not able to attend the planned college trips due to COVID-19, but students were able to take a virtual tour of Stanford University. We expanded the volunteer options and adjusted timing of opportunities this year in order to be more inclusive of working parents, such as having later events and offering opportunities for take-home projects and remote support. We implemented Los Dichos, a monthly school event where parents come to campus and read with students in a variety of languages, including Spanish, English, and Vietnamese in order to strengthen a culture of literacy. Parents also received a skill-building workshop for this event including public speaking tips, how to engage students, and how to conduct read-alouds. Los Dichos transitioned to a video-recorded online program after the school closure.

At Rocketship Mosaic, 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. 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 received by parents and we plan on continuing that next year. We engaged in annual home visits as a regular part of our program. Our recently created Distance Learning LaunchPad features parent resources--Los Dichos activities continue virtually, as do the monthly

parent coffees, but with increased frequency-weekly. One way in which we have elevated parent involvement is putting more intention into building parents as leaders and advocates. As a result, we have had more participation by parents in parent organizing committees, school site council, and parent organizing groups. We also added two parents to the Rocketship Board of Directors.

We added a daily wellness check-in for families under a new program called "Care Corps." This process begins with a form that a family completes with questions around needs such as food, shelter, financial assistance, employment resources, health, mental health, and more. Based on the completed forms, a school-based task force follows up to connect families with resources that have been collected and vetted by the regional Growth, Community, and Engagement (GCE) team. In the event that a family identifies an unmet team that is more than the team can provide, the case is escalated to the network team for further support. In addition to the Care Corps implementation, we have also done a lot of work to ensure our students have access to needed technology. We have in most cases a 1 to 1 ratio of devices to students and have worked successfully with local agencies to ensure connectivity. We have implemented a program of frequent touchpoints with students, families, and school staff. We implemented a family component of our "live lunches" where families share recipes they enjoy with students, and also are engaging families in virtual bedtime stories.

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. Parent satisfaction remains high at 90%. 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual	Contributing

		Expenditures	
Purchase adequate PPE materials	$15,580	$26,747	N
Post signs around the school to guide healthy and safe behavior	$15,000	$-	N
Cover additional cleaning and disinfecting for the campus	$34,536	$11,964	N
Compensate additional staff to cover those who need to quarantine	$114,480	$82,875	N
Update HVAC systems for additional filtration	$27,000	$2,789	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In November, we were able to bring the majority of our students and staff in our moderate/severe disabilities instructional program back to campus for in-person instruction. In January, we provided facilitated distance learning through the YMCA for two classes of 12 students, providing priority access to those students with chronic absences or those struggling the most to learn in the virtual format.

In January, additional Education Specialists returned to campus to serve more students with special needs in-person. In late April, we added an additional YMCA classroom for students with chronic absences or those struggling the most to learn in the virtual format. At the same time, 14 fifth graders returned to campus with two 5th grade teachers.

In May, we will bring back an additional Education Specialist and accommodate more students with disabilities for in-person instruction. We've been able to have over 95% of students and staff return to campus for end of year assessments and community building. 40% of our families prefer to remain in the distance learning format for the remainder of the school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Gave stipends for COVID-19 campus lead (i.e., staff taking on additional work to ensure school safety during the pandemic)	$7,500	$5,000	N
Purchased additional Chromebooks to enable distance learning for all students	$81,600	$320,224	Y
Subscribed to distance learning platforms/tools (e.g., SeeSaw)	$2,581	$2,648	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented as planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

During the 2020-21 school year, we were able to deliver a consistent program that all of our students were able to access. The majority of students received instruction through distance learning for the majority of the school year and we continued to refine this model to improve its effectiveness, investing in engaging live lessons and strong participation in online learning programs. We implemented our

distance learning model as planned with three hours daily live teaching, afternoon targeted small group instruction to meet the needs of students needing intensive support, and on-demand learning every Friday as a full day of on-demand and independent learning. Our distance learning plan still allows students to access a curriculum that includes the full content and rigor that students would receive in the classroom.

Additionally, we have sustained learning tools and elements of the school day from our in-person model to our distance learning model, allowing students to work with recognized tools and routines. Our students have used, and will continue to use, online learning programs both in-person and in a distance learning environment, which facilitate progress on key skills. Community events, like Launch to begin each day, are carried between the distance learning environment to help build community and offer a sense of consistency.

Access to Devices and Connectivity

Each student received their own personal Chromebook by the middle of September, to make sure that technology was not a barrier for accessing distance learning. We continued to offer technical support for Chromebook challenges and any internet connectivity challenges and they arose throughout the year. None of our students were without the technology needed to access learning. Despite all students having the necessary devices, lack of internet stability for some of our students made distance learning challenging.

Pupil Participation and Progress

Student participation is determined based on a combination of their presence in synchronous learning activities and their completion of their independent work. Teachers and staff track attendance through presence in synchronous learning and participation in asynchronous tasks. If a student misses the first learning block of the day, the office manager reaches out to the family with a reminder. Through this process students' presence and absences are recorded and tracked. Teachers also track student attendance in all LIVE synchronous blocks to be able to follow up with students and families to support those who were unable to attend live lessons. Additionally, we also track student engagement in asynchronous learning, noting that when they have completed independent work, including online learning programs and teacher-assigned work. Students and families discuss low participation during follow up meetings with teachers and coaches. Additionally, teachers track progress through online learning programs, observations, interim assessments, and milestone assessments (where possible). Student progress in these areas will be recorded centrally and teachers and school leaders will review regularly, including monthly data days, in order to make program adjustments and ensure student growth.

We are proud of our 96% average daily attendance. We strove for high levels of student participation, because if students were not participating that they were missing out on learning opportunities. Similar to in person instruction, we found that the same students consistently had lower participation rates. For some of our families, their work schedules made supporting their child with distance learning challenging. Sometimes our students were logging into class from their family car. Our teachers, Care Corps members, and school leaders worked to partner closely with these families to develop a shared understanding of the importance of participation and to find solutions to increase their consistent participation.

Distance Learning Professional Development

We have provided staff professional development in the distance learning model, health and safety protocols, social emotional learning, virtual learning tools, and supporting English Learners in distance learning. Our teachers have taken advantage of the opportunities to collaborate and share resources online and observe one another to learn best practices for virtual instruction from one another. Our staff continues to receive individualized coaching from school leaders to support their individual needs. All school leaders received training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement.

Staff Roles and Responsibilities

We have been successful at reallocating our staff members whose regular responsibilities have been decreased or eliminated due to distance learning to positions where they can support families with the wraparound supports that they need or provide additional small student group engagement. Our staff were able to adapt to distance learning, which was supported by some role changes and trainings. The individualized coaching model, which has always been a part of the program at Rocketship, was particularly important in making sure that all staff had the support that they needed and consistently received feedback on how to engage with students and families. Now that some of our students have returned for in-person instruction while others remain in distance learning, it has been challenging for teachers and staff to manage both groups of students simultaneously.

Support for Pupils with Unique Needs

We have been able to provide in-person instruction for the majority of our students with disabilities and have been able to effectively implement programs to adapt distance learning for our other students with unique needs. This included integrated and designated EL instruction for our English Language Learners, and IEP accommodations for our students with special needs who remained in the distance learning format. We were able to provide We have continued to observe gaps between assessment scores for students in these groups and other students. Remediation plans will be tailored to particularly target these students' needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Provide additional small group tutoring opportunities	$156,870	$130,076	Y
Compensate staff for extended instructional time	$39,218	$44,076	Y
Purchase online learning platforms (Lexia and Reflex)	$29,380	$48,483	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All actions were implemented as planned.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to administer the NWEA MAP assessment at the beginning of the year for our students in first grade and up. While the assessment revealed that students were, on average, starting the year behind where students had been in previous years, the gaps were not as large as NWEA predicted, which gave us confidence that our distance learning program was having an impact. The gaps were larger in math with very little learning loss in Reading.

We've also been able to consistently track student progress through online learning programs and class assignments. These have helped to guide full class remediation and small group instruction in reading and math. We've seen that as students revisit foundational skills their mastery grows.

Students have frequent opportunities to work at their own pace, including guided reading at their own instructional reading level, small group instructional days for math, the Distance Learning Launchpad as a flexible online learning hub, and online learning programs that adjust to their skills. This work which adapts to students current levels will ensure that they don't skip ahead, leaving gaps in their learning. Additionally, students will be engaging in regular small group instruction, giving them the chance to revisit any needed skills.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students have responded well to our expanded SEL curriculum and emphasis. We notice that the topics covered in daily SEL lessons are carried over into students' interactions with each other and their teachers throughout the day. We know that forming relationships online looks different than in person and the SEL lessons have helped to forge community bonds, although we still have students, especially our younger students, who are struggling to form the same types of relationships that they would in person.

Our mental health provider has provided Tier II interventions to those students identified through our SEL screener. At times, we were challenged in providing support when students would not attend the scheduled intervention. Through our Care Corps, we've been able to stay connected to our familys' needs. As families expressed struggles (e.g., food, housing), they were connected with trained Care Corps members who helped them navigate to resources. This was enabled by a growing number of community partnerships.

For our staff, we've continued to emphasize rest as a way to support mental health--offering staff additional rest days throughout the year and making sure that they had breaks worked into their schedule. We've also invested in spaces to staff to discuss challenges--especially around DEI-related injustices occurring in our country. Cultivating space to process has been key for staff member's mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We are proud of the level of family engagement we have achieved virtually this year. We moved a lot of our communication over to Facebook, so that our families could easily engage with announcements and events such as our Daily Launch. We also distributed additional hotspots to ensure our families could participate in our virtual family events. Over 100 of our families participated in our virtual research meetings for charter reauthorization and there was high family turnout at our renewal hearings. We had strong ELAC and SSC participation this year and well-attended monthly Cafecitos with approximately 100 live participants and many more watching the recorded event. Our Los Dichos events also had high attendance. We held our Family Math and Literacy Nights, as well as our Science Fair in a virtual format this year. 100% of our families participated in fall and mid-year teacher conferences. Despite all of these successes, attendance was not as high as the 80% of families in attendance at each event we have seen in previous years.

Our tiered intervention approach continued to emphasize strong relationship building with students and families and adapting to find solutions that meet individual needs. We've found that families respond well to this approach and we're able to work through challenges in a way that feels collaborative and opens dialogue. We've found that some of families have been facing unique challenges in the distance learning context (e.g., how to support distance learning for young students when a parent is also working) and we've tried to be creative in working with them towards solutions.

For students who are disengaged, we are taking a tiered approach to intervening, which mirrors the approach that we've taken during in-person learning. When a student has an absence, the family receives a notification and has the opportunity to provide information to

show that the absence should be excused. Students with persistent absences meet first with their teacher to discuss the implications of those absences and try to find solutions that allow the student to attend consistently. If absences continue, families then meet with school leaders who also discuss truancy implications and work to find solutions. Notification calls are available in English and Spanish. Outreach to families will be made by a staff member who speaks the language that the family is most comfortable in or by a staff member with a supporting translator. Students from low income backgrounds had higher chronic absence rates and higher transiency, so pupil reengagement was more challenging when we did not have up-to-date contact information for families.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our distance learners, we serve meals twice a week so our students have five days worth of meals. One service day we distribute three days worth of breakfast and lunch and the other day we distribute two days worth of breakfast and lunch.

When we have students on campus, we will place them into small groups. We serve daily breakfast and lunch during their normal meal times. All meal service is provided in this small-group setting to ensure student and staff safety, avoiding exposure between cohorts of students.

In both environments, we track students who receive meals in order to facilitate free and reduced meals for those students who are eligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on personalization, Social Emotional Learning, and family engagement have been critical during this year and will continue going forward. A priority for next year is amplifying family leadership with a parent leadership committee composed of 2-3 parent leaders per grade level who will assist with family outreach and planning and facilitating family social events, either virtually or in-person. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to regularly assess each of our students using NWEA MAP and STEP assessments, as well as the data from our Online Learning Platforms to monitor progress and inform instructional planning. We will provide additional small group instruction with two additional dedicated interventionists to address learning loss.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions and services implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Rocketship Mosaic instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL through a trauma-informed lens, mental health supports and the attention to measuring and addressing learning loss through assessments, personalizations, and academic supports. We plan to hire a board certified behavior analyst to support individual students and utilize our mental health provider to support with parent and teacher workshops. We will provide additional academic supports, such as small group intervention for reading and math. We are hiring two additional academic interventionists to provide this support.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mosaic	Kristen Duprel	mosaic@rsed.org 408-899-2607

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Rocketship Mosaic Elementary (ROMO) is one of our most diverse Rocketship schools in California. Approximately 73.2% of the students are socioeconomically disadvantaged, 6% are Homeless Youth, 57% are English learners, 13% are reclassified English Learners, 49% are Hispanic/Latinx and 42% are Asian. Additionally, 9% of students qualify for special education services. The LCFF Unduplicated percentage is approximately 81.96%.The school opened its doors in August 2011. It was the fourth school we opened in San Jose and continues to be one of our strongest schools in California. It currently serves 616 students in grades TK-5. The principal, Kristen Duprel, will continue to lead the school in 2021-22.

Rocketship Mosaic Elementary 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 Mosaic'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 Mosaic Elementary also operates under the principles that excellent teachers and leaders create transformational schools and engaged families 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 families 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 ROMO this fifth core value is Global Initiative. Students at Rocketship Mosaic understand the interdependency of our world

and the importance of their contribution. Our talented team of educators works collaboratively with our dedicated parent community to ensure every Rocketeer on our campus receives an individualized educational experience tailored to his or her learning needs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Mosaic which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers; School environment will be safe and welcoming for all students; Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning; Rocketship families are engaged in their students' education. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Mosaic based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, with a 96% average daily attendance rate as of 3/30/2021.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our families and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data and the 2019 CA dashboard, we have identified needs in Reading, Math, and English Learner Progress, as well as mental health needs in our school community. We will provide additional academic supports, such as small group intervention for reading and math. We will also provide comprehensive English Language Development, including integrated ELD and targeted small group designated ELD instruction. We are hiring two additional academic interventionists to provide these small group supports. We plan to hire a board certified behavior analyst to support individual students and utilize our mental health provider to provide parent and teacher workshops around emotional well-being and mental health.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with robust systems for personalized learning and our Love of Reading campaign. We will provide comprehensive English Language Development for our English learners through GLAD training for all of our teachers. We will also provide a comprehensive program of special education supports for our students with IEPs.

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. Teachers will be supported (Goal 2) through professional development and instructional coaching to implement our instructional model, including culturally responsive pedagogy. We will also support our teachers with becoming fully credentialed to ensure the highest quality teachers for our students. Additionally, we will administer high-quality assessments and provide data days for teachers to analyze the data and make instructional plans based on the data.

GOAL 3: School environment will be safe and welcoming for all students. Our Business Operations Manager ensures the school campus stays safe, clean, and well-maintained. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations.

GOAL 4: Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning. Students will have opportunities to participate in enrichment activities and field trips to ensure they receive a well-rounded education. Students will be supported in social emotional learning to ensure their social emotional well-being and remove barriers to engagement. Our Care Corps team will continue to ensure our students' basic needs are being met by identifying families in need and connecting them with appropriate resources for support.

GOAL 5: Rocketship families are engaged in their students' education. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, school events, and opportunities to volunteer and to provide input organized and facilitated by the school leadership team. These opportunities include community meetings, exhibition nights, monthly coffees, Los Dichos activities, and family surveys.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for Rocketship Mosaic, based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our SSC and ELAC committees met on 10/27/20, 12/8/20, 3/2/21, and 4/20/21.

Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 26, 2021.

Parents also provided feedback throughout the year through various parent engagement opportunities. 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.

Teachers, school staff, and school administrators provided feedback during regular staff meetings and a staff survey.

Teachers have held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Parents want students to be able to return for full day in-person instruction to meet the socialization needs of their children. They also want to be able to socialize with other families at school events.

Teachers/School Staff/Administrators are concerned about the safety of in-person instruction.

Students want to be able to attend school in-person and to have opportunities to play and socialize.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on our stakeholder feedback, we have added the following to our plan for next year and beyond:

- purchase PPE and additional handwashing stations
- create safe outdoor recess opportunities and utilize Social Emotional Learning to foster positive peer to peer interaction
- plan for maximum allowed in-person instruction with family social events led by families

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. We are proud of the progress of our students and must continue our actions to sustain this progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 63.3% English Learners: 33.3% Low Income: 59.9% Students with Disabilities: 26.9% Asian: 81.6% Hispanic/Latinx: 49.6%				68%
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 72.7% English Learners: 51.4% Low Income: 70.3% Students with Disabilities: 30.8%				76%

	Asian: 90.8% Hispanic/Latinx: 58.8%				
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.3				1.2 Years
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.55				1.2 Years
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 35%				High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 7.4%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core-aligned instruction & materials	A-1. The Rocketship Mosaic 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 Mosaic operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.	$53,080	N

		Rocketship Mosaic utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.		
2	Personalized Learning	A-2. Rocketship Mosaic'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 our school operates an inclusion model. In particular, our students in Special Education benefit 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.	$510,468	Y

		We invest in Chromebooks and invest budget each year to maintain a 1:1, 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.		
3	Special Education supports	A-3. Although Rocketship Mosaic runs an inclusion model, we realize that our students in Special Education 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.	$146,650	N
4	GLAD Training & Curriculum	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. Students in Special Education 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. We will focus our professional development and school based coaching on improving the quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.	$25,478	Y

5	Love of Reading Campaign / Reading Engagement	A-5.Rocketship Mosaic will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	$50,000	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
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.

An explanation of why the LEA has developed this 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%				100%
Number/percentage of total and EL teachers credentialed & properly assigned	100%				100%
% of adopted standards including ELD standards implemented	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	B-1. Professional Development is a critical component of the Rocketship Mosaic program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We are planning for provision of virtual professional development as needed in the event of future closures.	$186,707	Y

		We will adapt the content of professional development for 21-22 and beyond as needed, given increased academic needs of our students due to COVID-19, and we will adjust summer professional development for 2021 to better prepare teachers and leaders to meet the needs. Summer PD Each summer, Rocketship Mosaic 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 Mosaic has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. Rocketship Mosaic 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.		
2	Assessments	B-2.	$2,650	Y

		Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • Three rounds of cumulative assessments • Two-Three rounds of Humanities and Science interims • NWEA three times per year (K-2), NWEA two-three times per year • STEP or Fountas & Pinnell at least four times per year • State-mandated CAASPP • Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC) • Alternative ELPAC for English Learners with severe cognitive disabilities If schools are unable to open and continue with distance learning at any point, we will adjust plans as needed.		
3	Data Days	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at Rocketship Mosaic 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.	$41,128	Y
4	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. RSED 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 students in Special Education.	$370,045	Y
5	Teacher Credentialing	B-5. Our team will continue to ensure 100% of our teachers are in compliance. As mentioned due to COVID-19 there are a lot of questions around when teachers will be able to take tests. Therefore, we must continue to support them with studying so that once tests centers do open they are prepared to be successful. In addition, we will continue partnering with a credential program so that teachers who are	$12,000	N

		currently eligible to be on an Intern Credential (passed their tests) can focus on earning their Preliminary Credential. We are excited to see even more people be able to enroll in 21-22.		
6	Culturally Responsive Pedagogy	B-6. Rocketship Mosaic is committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative and culturally competent. We also recognize that in order to build cultural competence at our school, we must invest in a multi-year training effort. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons. The new Thematic Units will celebrate diversity and leverage student's cultural capital to guide student discussions.	TBD	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the "good repair" standard	Met				Met
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure				75%
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	BOM	C-1. Rocketship Mosaic 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. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the	$107,000	Y

		safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. This position is critical to meeting our school's and the state's goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.		
2	School Maintenance	C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the 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 Mosaic will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones. We will expand internet wifi bandwidth to ensure more students can use the internet simultaneously. Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	$291,622	N
3	Custodial Services and 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.	$112,600	N

4	Operations Specialists	C-4.Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and professional development of our Operations Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school professional development sessions depending on the topic.	$471,750	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4

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

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No 2020-21 data due to pandemic school closure				75%
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	90%				90%
Portion of parents with input into decision making (Parent survey participation rate)	93%				90%
Chronic Absenteeism rate for all students	2018-19 All Students: 3.9%				5%

and all significant subgroups	English Learners: 4.6% Low Income: 4.4% Students with Disabilities: 10.2% Asian: 1.3% Hispanic/Latinx: 6%				
Suspension rate for all students and all significant subgroups	2018-19 All Students: 0%				0.5%
Expulsion rate for all students and all significant subgroups	0%				0%
Average Daily Attendance	2018-19: 96.9%				95%
% of students with access to a broad course of study	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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, music, science, gardening, 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	$279,000	Y

		education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.		
2	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. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$33,000	Y
3	Social Emotional Learning	D-3. Rocketship Mosaic 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. PBIS will be one of our main priorities this year. We will focus on improving the fidelity of the practices across all spaces--classrooms, recess, and enrichment--so that we are creating a positive environment and culture with consistency. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the Shortest Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more community and culture building within a class. The goal of these curricula is to help students build toward the 5 social emotional competencies of self awareness, self management, social awareness, relationship skills, and responsible decision making, as well as encompassing the social justice standards of identity, diversity, justice, and action. This school year we formed a working group to audit the curricula with a DEI lens to continue to ensure we have representation across race, ability, ethnicity and representation. We had a group of 20 employees from across our 4 regions, across roles (i.e. enrichment coordinators, teachers, school leaders, mental health professionals, and learning lab specialists). This past year we implemented ""Smart	$145,710	Y

		Start"" components into the curricula. These derive from Conscious Discipline and Responsive Classroom, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created ""class creed,"" a ""feelings check,"" and a ""wishing well"" component--thereby promoting positive culture and SEL skills. The ""Smart Start"" component is a conscious effort to plan ahead for students returning after a year of closures with potentially higher needs and trauma. The routines will support them in the transition back to in-person learning. We also utilize mental health professionals for individual student support and providing small group support working with the SEL curriculum.This year we will be increasing our tiers of support. We are adding a Mental Health Provider intern program to our already existing Mental Health Provider team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students. We are expanding our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigrational, and other various services at each of our 13 Bay Area school sites. This program will be an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. The team of providers will work to gain family and community engagement by securing partnerships & resources for adults in relation to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community of Schools program will also work to design a program to address chronic absenteeism.		
4	Care Corps	D-4. In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff will regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations,	$75,000	N

		and can refer families to resources that will meet their needs. Care Corps staff will follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 5

Goal #	Description
5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours; set as less than 100%)	74%				84%
% Home visits completed	97%				95%
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	90%				90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family involvement	E-1. Community Events: Rocketship Mosaic 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, ROMO invests in family 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. Family Volunteer Opportunities: Rocketship Mosaic family members will be encouraged to volunteer with their students to help tighten the link between the families and the school. These activities will vary	$36,246	N

		widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will continue to expand and adapt the volunteer options and events in order to be inclusive of working family members and to accomodate for times when COVID-19 may not allow for family members to volunteer on campus. In addition to these components, we will be expanding our work with our school-based parent groups to deepen advocacy in their communities. We will intentionally bring a Diversity, Equity and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program.		
2	Family Outreach	E-2. Rocketship Mosaic provides many opportunities throughout the school year for families to interact with ROMO staff. The school offers monthly forums (i.e., Cafecitos) for families to provide feedback as well as learn in depth about school activities. This enables families to become a more active participant in their child's education. We also survey our families annually. We analyze the data and meet with families to review the results and seek further input on the actions moving forward. We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. We are seeking family input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.	$8,125	Y
3	School Leadership Team	E-3. Rocketship Mosaic's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where	$82,175	N

		families are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all family engagement goals and responsive to family input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to families through written, social media, and other forums. As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		
4	Los Dichos	E-4. Los Dichos is a parent, family, and community engagement activity where family members read stories of Latino origin as a part of a literature-based program. The books read are bilingual and teach students about the Latino culture and values. Each one has a dicho, or saying, that reflects the story. After reading the bilingual book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Project Cornerstone staff. They then meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$5,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29.51%	TBD

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Green level for ELA and the Blue level in Math. We had low performance in 2019 on the English Learner Progress Indicator, with 35% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 7.4%

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Rocketship Delta Prep student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Days are professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. 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.

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 5 points growth in ELA and 3 points growth in Math within the next three years (see expected outcomes in Goal 1), a high level English Learner Progress and at least a 15% English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. Our Chronic Absence rate in 2019 was Green for both our Socioeconomically disadvantaged students and English Learners.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. We provide Enrichment opportunities and field trips to support the development of the whole child. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement.

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Rocketship Mosaic community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Family Outreach

Expected Outcomes

By implementing a comprehensive Family Outreach program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around family perceptions of their satisfaction with the school, family participation in various events and opportunities, and the percent of our students' homes we are able to visit at the beginning of each school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Academic Growth and Achievement

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

The personalized learning action increases the amount of technology, tech support, online learning platforms, leveled libraries, learning lab materials and instructional materials available to English learners, low income students, and foster youth so that they can successfully engage with the right content at the right time according to their needs and varying levels. Reading engagement adds funding for materials and supplies to support a school-wide reading initiative that fosters love of reading and reading growth above and beyond the ELA curriculum to provide additional support for our low income, English learners, and foster youth to grow as readers. Professional development and coaching actions add staffing and materials in support of expanded professional development opportunities and teacher coaching provided to all teachers, totaling about 4 hours per week, to ensure that teachers are supported to effectively meet the needs of our low income students, English learners, and foster youth. The actions for assessments and data days add assessment systems, staffing, and

related materials to our program in order to provide accurate and actionable data on the learning progress and needs of our low income students, English learners, and foster youth and to dedicate time and expertise to the effective use of that data.

Climate and Culture

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

The Business Operations Manager action expands the staffing at our school in order to provide our low income students, English learners and foster youth an additional highly trained leader on campus dedicated to ensuring a safe and supportive school climate, smooth operations, and effective outreach for student engagement. The Operations Specialists add additional staffing in support of functions that are particularly beneficial to our low income students, English learners and foster youth. They ensure that school nutrition is well implemented, that recess and lunchtime activities are productive and positive, and that outreach for student support and re-engagement is timely and effective. The enrichment and field trips actions bring additional opportunities to our low income students, English learners, and foster youth by adding opportunities for learning beyond the core curriculum and in the community. Social emotional learning action adds staffing and resources in order to create and implement a comprehensive program in Social Emotional Learning and mental health supports to ensure that our low income students, English learners, and foster youth are supported not just academically but holistically, and that mental health support is available to them as needed.

Family Engagement

Family Outreach

Family Outreach adds staffing time devoted to engaging with families so that families of our low income students, English learners, and foster youth. This action supports the building of strong family-school relationships in support of students through such initiatives as home visits, opportunities and events for families, and outreach.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,553,931	$ 2,157,283
LEA-wide Total:	$ 1,553,931	$ 2,157,283
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Standards-Aligned Instruction & Materials	LEA-wide		ROMO	$ 12,000	$ 12,000	No
1	1		LEA-wide		ROMO	$ 31,080	$ 41,080	No
1	1						$ -	
1	1						$ -	
1	1						$ -	
1	2	Personalized Learning	LEA-wide	EL, Low Income, Foster	ROMO	$ 34,716	$ 44,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	ROMO	$ -	$ 90,568	Yes
1	2		LEA-wide	EL, Low Income, Foster	ROMO	$ 5,000	$ 5,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	ROMO	$ 9,600	$ 9,600	Yes
1	2		LEA-wide	EL, Low Income, Foster	ROMO	$ 12,000	$ 12,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	ROMO	$ 25,000	$ 25,000	Yes
1	2		LEA-wide		ROMO		$ 1,800	No
1	2		LEA-wide	EL, Low Income, Foster	ROMO		$ 215,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	ROMO		$ 107,500	Yes
1	3	Special Education Supports	Limited		ROMO		$ 49,036	No
1	3		Limited		ROMO		$ 97,614	No
1	3						$ -	
1	3						$ -	
1	3						$ -	
1	4	GLAD Training and Curriculum	LEA-wide		ROMO		$ 25,478	No
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	5	Reading Engagement	LEA-wide	EL, Low Income, Foster	ROMO	$ 50,000	$ 50,000	Yes
1	5						$ -	
1	5						$ -	
1	5						$ -	
1	5		LEA-wide	EL, Low Income, Foster			$ -	Yes
2	1	Professional Development	LEA-wide	EL, Low Income, Foster	ROMO	$ 106,932	$ 106,932	Yes
2	1		LEA-wide	EL, Low Income, Foster	ROMO	$ 64,776	$ 64,776	Yes
2	1		LEA-wide	EL, Low Income, Foster		$ 15,000	$ 15,000	Yes
2	1						$ -	
2	1						$ -	
2	2	Assessments	LEA-wide	EL, Low Income, Foster	ROMO	$ 1,650	$ 2,650	Yes
2	2		LEA-wide	EL, Low Income, Foster		$ -	$ -	Yes
2	2						$ -	
2	2						$ -	
2	2						$ -	
2	3	Data Days	LEA-wide	EL, Low Income, Foster	ROMO	$ 41,128	$ 41,128	Yes
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	4	Coaching	LEA-wide	EL, Low Income, Foster	ROMO	$ 370,045	$ 370,045	Yes
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	5	Teacher Credentialing	LEA-wide		ROMO		$ 12,000	No
2	5						$ -	
2	5	Culturally Responsive Pedagogy					$ -	
2	5						$ -	
2	5						$ -	
3	1	Business Operations Manager	LEA-wide	EL, Low Income, Foster	ROMO	$ 107,000	$ 107,000	Yes
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	2	School Maintenance	LEA-wide		ROMO	$ 80,000	$ 110,000	No
3	2		LEA-wide		ROMO	$ 6,211	$ 33,211	No
3	2		LEA-wide		ROMO	$ 31,100	$ 31,100	No
3	2						$ -	
3	2						$ -	
3	3	Custodial Service and Supplies	LEA-wide		ROMO	$ 53,800	$ 58,800	No
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	4	Operations Specialists	LEA-wide	EL, Low Income, Foster	ROMO	$ 471,750	$ 471,750	Yes
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	5	Removed Security Services as action for 21			ROMO	$ 5,000	$ 5,000	
4	1	Enrichment	LEA-wide	EL, Low Income, Foster	ROMO	$ 157,500	$ 157,500	Yes
4	1				ROMO		$ 121,500	No
4	1						$ -	
4	1						$ -	
4	2	Field Trips	LEA-wide	EL, Low Income, Foster	ROMO	$ 33,000	$ 33,000	Yes
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	3	Social Emotional Learning	LEA-wide	EL, Low Income, Foster	ROMO	$ 10,710	$ 10,710	Yes
4	3		LEA-wide	EL, Low Income, Foster		$ 30,000	$ 30,000	Yes

4	3		LEA-wide	EL, Low Income, Foster	ROMO		$	105,000	Yes
4	3						$	-	
4	3						$	-	
4	4	CareCorp	LEA-wide	EL, Low Income, Foster	ROMO		$	75,000	Yes
4	4						$	-	
4	4						$	-	
4	4						$	-	
4	4						$	-	
5	1	Parent Involvement	LEA-wide		ROMO	$ 36,246	$	36,246	No
5	1						$	-	
5	1						$	-	
5	1						$	-	
5	1						$	-	
5	2	Parent Outreach	LEA-wide	EL, Low Income, Foster	ROMO	$ 8,125	$	8,125	Yes
5	2						$	-	
5	2						$	-	
5	2						$	-	
5	2						$	-	
5	3	School Leadership Team	LEA-wide		ROMO	$ 82,175	$	82,175	No
5	3						$	-	
5	3	Los Dichos	LEA-wide		ROMO		$	5,000	No

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,891,543	$ 247,574	$ -	$ 740,206	2,879,323	$ 1,916,930	$ 962,393

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Instruction & Materials	N/A	$ 12,000				$ 12,000
1	1		N/A	$ 31,080			$ 10,000	$ 41,080
1	1							$ -
1	1							$ -
1	1							$ -
1	2	Personalized Learning		$ 34,716			$ 9,284	$ 44,000
1	2			$ -			$ 90,568	$ 90,568
1	2			$ 5,000				$ 5,000
1	2			$ 9,600			$ -	$ 9,600
1	2			$ 12,000				$ 12,000
1	3	Special Education Supports	Special Education		$ 43,460		$ 5,576	$ 49,036
1	3		Special Education		$ 82,614		$ 15,000	$ 97,614
1	3							$ -
1	3							$ -
1	3							$ -
1	4	GLAD Training and Curriculum	EL				$ 25,478	$ 25,478
1	4							$ -
1	4							$ -
1	4							$ -
1	4							$ -
1	5	Reading Engagement		$ 50,000				$ 50,000
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ -
2	1	Professional Development		$ 106,932				$ 106,932
2	1			$ 64,776				$ 64,776
2	1			$ 15,000				$ 15,000
2	1							$ -
2	1							$ -
2	2	Assessments		$ 1,650			$ 1,000	$ 2,650
2	2			$ -			$ -	$ -
2	2							$ -
2	2							$ -
2	2							$ -
2	3	Data Days		$ 41,128				$ 41,128
2	3							$ -
2	3							$ -
2	3							$ -
2	3							$ -
2	4	Coaching		$ 370,045				$ 370,045
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	5	Teacher Credentialing	N/A				$ 12,000	$ 12,000
2	5							$ -
2	5	Culturally Responsive Pedagogy						$ -
2	5							$ -
2	5							$ -
3	1	Business Operations Manager		$ 107,000			$ -	$ 107,000
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
		School Maintenance	$ 110,000	$ 80,000			190,000	
			$ 33,211	$ 6,211			39,422	
			$ 31,100	$ 31,100			62,200	
		Custodial Service and Supplies	$ 58,800	$ 53,800			112,600	
		Operations Specialists		$ 471,750				
		Removed Security Services as action for 21	$ 5,000	$ 5,000			10,000	
		Enrichment		$ 157,500				
			$ 121,500		$ 121,500		243,000	
		Field Trips	$ 33,000	$ 33,000			66,000	
		Social Emotional Learning	$ 10,710	$ 10,710			21,420	
			$ 30,000	$ 30,000			60,000	

CareCorp			
Parent Involvement	$ 36,246	$ 36,246	72,493
Parent Outreach		$ 8,125	
School Leadership Team		$ 82,175	
Los Dichos			

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Discovery Prep

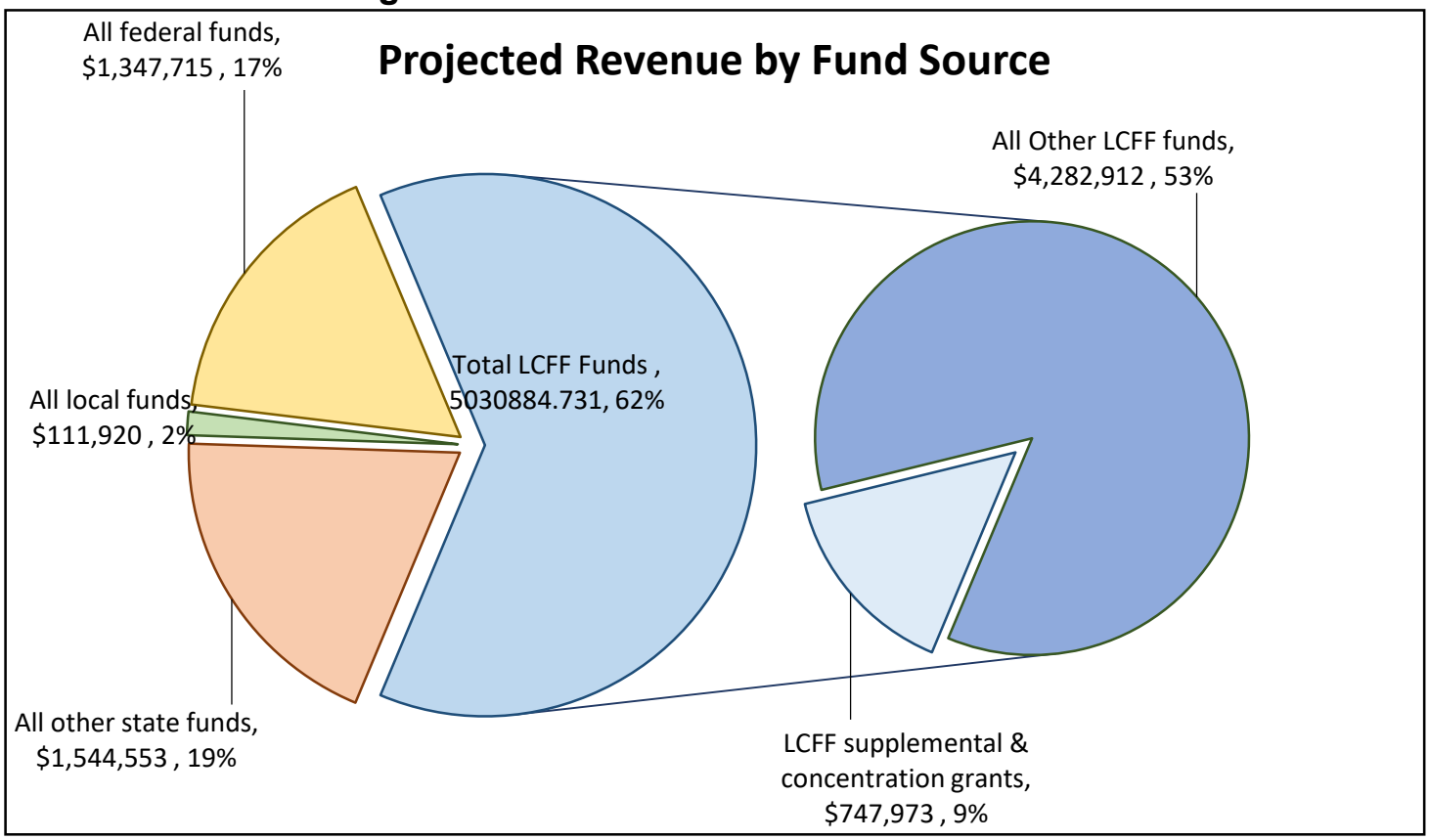
CDS Code: 43-10439-0123281

School Year: 2021 – 22

LEA contact information: Keysha Bailey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

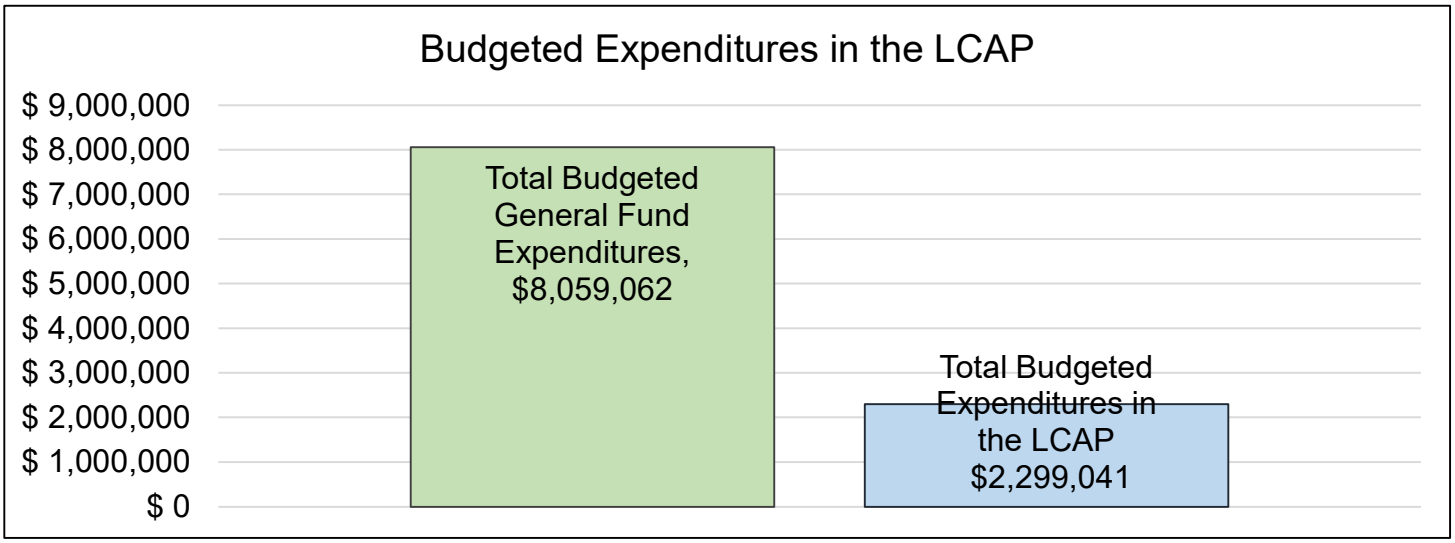


This chart shows the total general purpose revenue Rocketship Discovery Prep expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Discovery Prep is $8,035,072.56, of which $5,030,884.73 is Local Control Funding Formula (LCFF), $1,544,553.21 is other state funds, $111,920.00 is local funds, and $1,347,714.61 is federal funds. Of the $5,030,884.73 in LCFF Funds, $747,973.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Discovery Prep plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Discovery Prep plans to spend $8,059,062.39 for the 2021 – 22 school year. Of that amount, $2,299,041.16 is tied to actions/services in the LCAP and $5,760,021.23 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

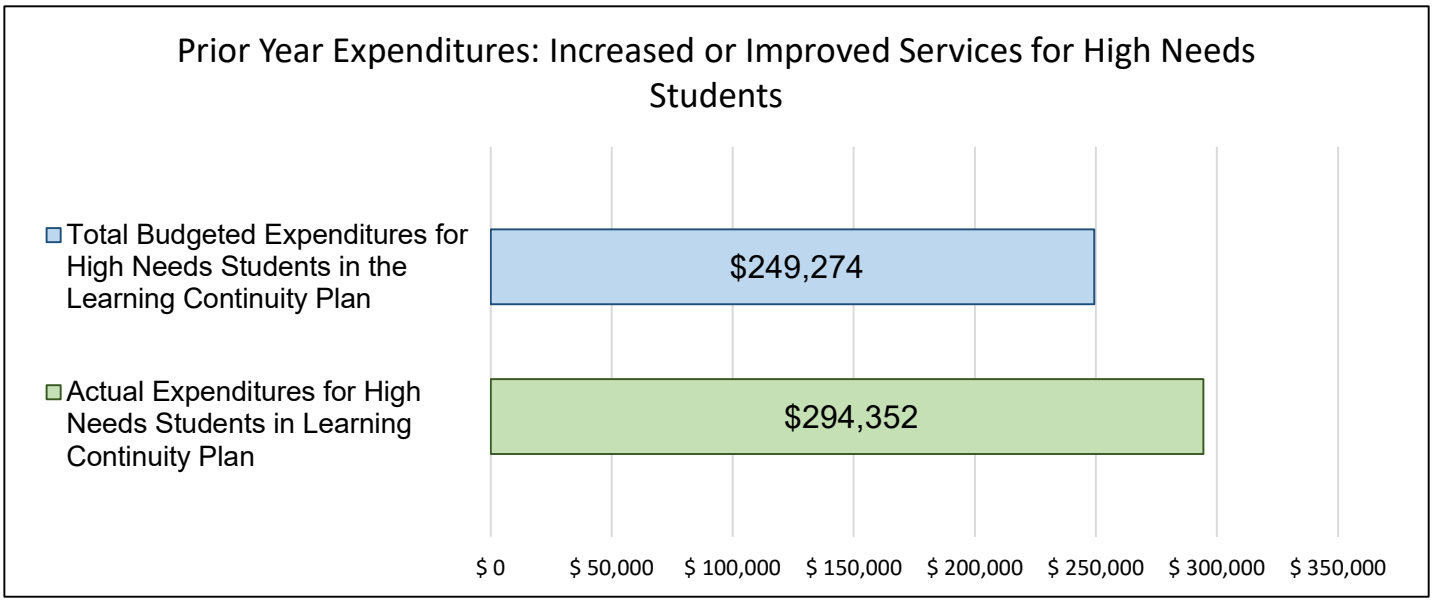
rent, utilities, building repairs & maintenance, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rocketship Discovery Prep is projecting it will receive $747,973.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Discovery Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Discovery Prep plans to spend $1,298,406.41 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Rocketship Discovery Prep budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Discovery Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rocketship Discovery Prep's Learning Continuity Plan budgeted $249,274.00 for planned actions to increase or improve services for high needs students. Rocketship Discovery Prep actually spent $294,352.28 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Discovery Prep	Kayla Heath, Principal	discoveryprep@rsed.org (408) 217-8951

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
2018-19 SBAC ELA: % meeting/exceeding the standard targets	2018-19 SBAC ELA: % meeting/exceeding the standard All Students: 38.1% (not met)

All Students: 50% Econ Dis: 50% EL: 30% SPED: 5%	Econ Dis: 36.9% (not met) EL: 30.1% (met) SPED: 0% (not met) 2019-20 CAASPP Testing Cancelled
2018-19 SBAC Math: % meeting/exceeding the standard targets All Students: 60% Econ Dis: 58% EL: 40% SPED: 5%	2018-19 SBAC Math: % meeting/exceeding the standard All Students: 51.5% (not met) Econ Dis: 49.4% (not met) EL: 44.7% (met) SPED: 10% (met) 2019-20 CAASPP Testing Cancelled
ELs: % of students scoring 3 or 4 on ELPAC: >74%	2017-18: 73.6% 2018-19: 65.3% 2019-20: Summative ELPAC cancelled
EL reclassification rate: 10%	2018-19: 11% 2019-20: 8.8% (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Discovery Prep **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 Discovery Prep 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.	Core Curriculum: $12,000 Books: $26,400 LCFF Base 4100 4210	LCFF Base $5,411 $33,618

Rocketship Discovery Prep utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.		
Personalized Learning A-2. RDP'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**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.	OLPs: $35,000 Chromebooks: $20,353 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $200,397 LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors) 4411 4421 4390	LCFF S &C $40,795 $14,146 $2,905 $85,956 $12,302 $20,093 Title I $- $308,263

	4115 5822 5807 4120 2101	
Special Education supports A-3. Although RDP runs an inclusion model, we realize that students in Special Education 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 students in Special Education, access and benefit from this instructional model as Rocketship Discovery Prep operates an inclusion model. In particular, our students in Special Education benefit 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. RDP also runs a Specialized Inclusion Program (SIP) for our students in Special Education who require more intensive support. SIP focuses on providing meaningful inclusion opportunities to students with significant learning and/or behavioral needs through a combination of small caseloads, differentiated curriculum, and targeted professional development for special and general education staff.	Special Education Supports: $9,172 Contracted Services: $22,037 State Special Education funding + IDEA State Special Education Funding ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	State SPED + IDEA $1,966 State SPED $111,524
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	GLAD Training: $15,550 Title III 5804	Title III $14,008

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.		
Love of Reading Campaign A-5. Rocketship Discovery Prep will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	Non-Instructional Materials: $10,000 LCFF S+C 5803	LCFF S &C $3,848

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Discovery Prep continued to use a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. We purchased paper Fountas and Pinnell leveled library book collections for guided reading, which allowed students to take books home so they could read more frequently. This supported our efforts to ensure that all students have access to a wide variety of texts at their own current reading level and to meet the different genre requirements in Common Core. We supported our ELA teachers to utilize our new Fountas and Pinnell library in their Guided Reading instruction, which gave our students access to more high quality text options. We also expanded the use of online learning programs in general education classrooms in order to facilitate small group instruction. These programs included Lexia and Lightsail for ELA, Freckle and Reflex for STEM, and ST Math for TK-1. We worked to better integrate Online Learning Programs in the classroom and increase student completion of OLP activities. This year was our second year of utilizing Leveled Literacy Interventions (LLI) as our Tier 2 intervention by our tutors. We saw strong results this year in terms of accelerated development for new SPED teachers as a result of implementing professional development and coaching

expectations for new SPED teachers. We also focused this year on training teachers and leaders in the ELD Framework and Standards. There was an increase of professional development and training to support implementation of Integrated and Designated ELD.

With the COVID-19 school closures, we mobilized in order to begin distance learning within 2-3 days of closure. We provided modified curriculum and lesson plans for teachers in support of distance learning. We provided devices to students to ensure that 100% have devices and have home internet access. We provided community time in morning launch and landing daily, live lunches and exercise. Instruction included synchronous and asynchronous instruction for students through Facebook and Google Classroom. Instruction included direct individualized 1 to 1 service for students with disabilities through SPED teachers and related service providers. Additionally, we set up daily surveys for families and Care Corps to identify family needs and connect them with resources along with food, housing, and other services. We implemented coaching calls where teachers connected with students on their OLPs, monitored progress, and just checked in on how they are doing 2-3 times per week. Designated ELD is occurring through individual coaching calls or group conferences via zoom. Ongoing support and resources are shared with school staff to support distance learning.

Both state and local testing was cancelled in the Spring, so we do not have data to determine progress. We also don't have summative ELPAC data for this year, and the reclassification process was challenged by school closures. Our reclassification rate was 8.8%, below our target of 10%.

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 teacher

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual
All students have access to standards-aligned instructional materials Target: Met	Met

All teachers have access to standards-aligned professional development Target: Met	Met
100% of full-time teachers have appropriate credentials	100% of full-time teachers have appropriate credentials

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Professional Development B-1. *Summer PD* Each summer, RDP 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 Discovery Prep has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RDP will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	Summer PD: $114,787 Thursday PD: $69,534 PD Fund: $15,000 LCFF S+C 1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	LCFF S&C $84,133 $50,965 $11,368
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	Assessments: $25,147	LCFF S&C $23,933 $-

• 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 Discovery Prep 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. RDP will hire **temporary staff** members to facilitate administration and scoring of assessments.	Temporary Staff: $20,000 LCFF S+C 4414, 4360 (Assessments) 5838 (Temporary Staff)	
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RDP 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.	Data Days: $44,149 LCFF S+C 1101, 1301	LCFF S&C $32,359
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. RDP 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: $229,688 LCFF S+C 1301	LCFF S&C $286,589
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	$26,000 Title II & Educator Effectiveness Grant 5833	Title II & Educator Effectiveness Grant $24,650

remain 100% in compliance at all points in the year, and to continue to innovate on credential systems.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for scoring assessments and the cancelled data days were reallocated to provide additional staffing to support with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Discovery Prep continued its intensive focus on professional development this year and fully implemented the planned professional development actions, adapting them as needed once the COVID-19 crisis necessitated closure. This year we focused a lot on differentiating the professional development for teachers based on their career stages--developing, expanding, and master. As a result, we saw faster growth for developing and new teachers across content areas. With implementation of distance learning, we did specific professional development to support teachers and leaders in being ready to deliver synchronous and asynchronous instruction as well as check-ins with individual students.

Assessment plans were followed as scheduled until school closures in March in response to COVID-19 measures. There were two differences from the stated plan decided last summer before SY19-20 started: 1) the number of Cumulative assessments rounds was reduced from four to three; 2) Grades 3-5 were only to take NWEA in the Fall and Winter (Spring assessment removed to reduce testing burden on students who take state assessments). As a result of the COVID closures, final spring assessments were suspended. These included: Cumulative Round 3, STEP Round 4, Spring NWEA, CAASPP and Summative ELPAC. RDP held five out of six planned Data Days this year. The March event was not held due to the COVID-19 crisis.

This year we continued to ensure that 100% of our core teachers were in compliance with the state as well as held the proper English Learner Authorization. We partnered with Loyola Marymount University and have over 20 teachers who will be graduating the program in spring of 2020 with their Preliminary and/or Special Education Credential. Our biggest holdback due to the COVID-19 pandemic has been planning for the 20-21 school year. Many of our teachers were taking their final credential tests in March, but their tests were cancelled due to Shelter in Place orders. We've been working closely with the California Teaching Commission and California Department of Education to see if any modifications will be made to keep our teachers in their roles next year. There are certain cases

where modifications are being made, however other cases require an Executive Order from Gavin Newsom and we do not know when this will come. Additionally, we would typically have all new hires take their credential tests over the spring and summer and enroll in a credential program in their first year. This will not be possible this year due to the Shelter in Place order and test centers being closed. Most teachers will need to be on an emergency permit in their first year and focus on tests (as test centers are just now reopening in May 2020 and then enroll in a program in their 2nd year.

Rocketship Discovery Prep'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.

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

Annual Measurable Outcomes

Expected	Actual
3rd – 5th grade student survey: 70% of students that believe school is a safe environment to learn	No data available due to school closures
Parent survey: 85% of parents that believe school is safe 2019-20	81% of parents that believe school is safe 2019-20 (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

BOM C-1. Rocketship Discovery Prep 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 Discovery Prep'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.	Business Operations Manager (BOM): $104,156 LCFF S+C 2301	LCFF S&C $119,649
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 Discovery Prep 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.	Building repairs: $62,120 Furniture: $8,374 Teacher room: $12,000 LCFF Base 5601 4430 4330	LCFF Base $3,218 $4,271 $5,691
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.	Custodial Services + Supplies: $73,399 LCFF Base 5821	LCFF Base $77,600
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	Operations Specialists: $152,849 LCFF S+C 2201	LCFF S&C $233,731

calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.		
Police Partnership The school will build upon the 18-19 work of the Community Engagement team to establish safety training opportunities with local law enforcement in which School Liaison officers will train key staff members who can then train additional school staff for drills and procedures.	Security - $5,000 LCFF S+C 5823	LCFF S&C $216

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented the actions for Goal 3 as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our BOM continued to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. We continued to focus on developing BOMs in all areas of their operations work. This year we expanded our training for BOMs on the skills that make them strong and effective leaders--skills such as influence, collaboration, and effective communication. Our BOM served as safety lead for our campus. This included planning and leading safety training for all school-based staff at the site. Our BOM was responsible for knowing our safety plan, communicating it to the team, holding the safety meetings with the school leadership team, ensuring compliance with required safety drills, and ensuring that all safety equipment and supplies are complete, current, and functioning well. Our BOM acted as liaison to ensure safety protocols are followed with afterschool programs as well. Since the COVID 19 closures began, we are now adding several training sessions virtually, one every other week for BOMs.

We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs planned for this year. Our BOM and facilities staff were able to conduct 2-3 walkthroughs prior to the COVID-19 closure. During the walkthroughs, 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 throughout the year. Rocketship Discovery Prep continued to employ 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 resources as planned for purchase of materials for outfitting and decorating their classrooms. During th COVID closure, our maintenance staff visited all sites to assess and ensure sites are ready for return.

In order to provide a safe and clean environment for our school community, we utilized the services of a day porter during the school day and custodial services once a day in the evening. This year, Rocketship RDP contracted with a custodial company to help get better pricing and create more consistent service. We instituted additional disinfecting procedures conducted by custodial services in the beginning of March prior to closures. Since closure, we have all of our custodial services going into schools and conducting deep cleans.

Operations Specialists continued their essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staffed arrival and dismissal and led recess and lunch for all students. They also supported daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists served as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We conducted additional training with our Operations Specialists this year through PlayworksU in support of indoor recess implementation, including facilitation of games and strategies for managing groups. Once the COVID -19 closure began, this training served as a springboard to support student wellness through virtual recess opportunities. Currently during the closure, our Operations Specialists continue to be employed and supporting various projects according to their skill sets, such as supporting distance learning, "Live Lunches," leading virtual lunches, reading bedtime stories for students, or joining a team called Care Core which reaches out to families to check in on them and see how their needs are being met, participating in our twice weekly meal distribution, and providing translation support for teachers in working with families.

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. When parents were surveyed in regards to safety, 81% believe our school is a safe place for their children, which is an increase of 14% over last year's score of 67%. RDP 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.

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: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual
Chronic absenteeism rate <10%	Chronic absenteeism rate 14.4% (not met)
Attendance rate (ADA) >95%	Attendance rate (ADA) 94.4% (not met)
Suspension rate <1%	Suspension rate 0.4% (met)
Expulsion rate 0%	Expulsion rate 0% (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 Coordinators: $134,532 LCFF S+C 2201	LCFF S&C $143,760
Field Trips	Field Trips: $38,500	LCFF S&C

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.	LCFF S+C 5860	$30,738
Social Emotional Learning D-3. RDP 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. RDP will continue to utilize the half-time social worker next year to help with social-emotional learning for all students.	Instructional Supplies: $5,184 Educational Consultants: $14,000 LCFF S+C 4340 5804	LCFF S&C $16,827 $25,376
After School Program D-4. RDP 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 options for their children.	After School Program: $150,000 LCFF S+C 5911	LCFF S&C $120,212

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we fully implemented our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Discovery Prep implemented a minimum of daily physical education for all grades as well as upper grade science. We provided additional adaptive PE training to our physical education coaches to better serve students with special needs. During COVID-19 closures, daily enrichment was incorporated into movement breaks led by physical education coaches in the form of daily workout videos. Prior to COVID-19, we were able to send all 4th and 5th grade students to camp as previously scheduled. All grades except 3rd and 1st grade had field trips to various museums and parks. All other field trips were cancelled, but teachers provided virtual field trips such as science related trips to the aquarium and college campus visits.

We continued our PBIS implementation as planned. In addition to our active PBIS team, we added a full time mental health provider to our staff, and this enabled us to provide more SEL interventions at Tier 2 and 3 as needed. In addition to continued use of Kimochi and RULER, we developed an internal SEL curriculum called "The Shortest DIstance." We provided Powerpoint lessons for teachers to facilitate SEL lessons daily. We saw many benefits of this more structured curriculum, especially that it is easier for teachers to implement with less planning and preparation. Using a common curriculum has allowed for a common language across the entire school in terms of SEL skills. Because of that, we have more frequently heard students and staff using the language of SEL in their interactions. This has also allowed us to provide parents with descriptions of the units and the topics and skills being addressed so that they have the opportunity to reinforce social emotional learning in the home. Since the COVID-19 closures, we have been holding daily SEL lessons for students as part of distance learning. Mental health providers are providing a daily post with resources, tips, and guidance on how families can support students' mental health needs during COVID-19 closure. We do expect increased SEL needs among students, families, and staff in addition to academic needs and are currently planning to address these needs.

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. We have seen some success this year with our suspension rate decreasing from 2.1% to 0.4%. However, this continues to be an area of need for Rocketship Discovery Prep, as our ADA decreased slightly from 94.6% to 94.4%. Our chronic absenteeism decreased from 15.3% to 14.4%, remaining above our 10% target. This indicates there is a significant need for improvement and identification of attendance problems early so applicable support services and interventions can occur to combat chronic absenteeism.

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

Annual Measurable Outcomes

Expected	Actual
Parent attendance: % of parents attending an average of at least one school event per month	Data unavailable due to school closures
Parent survey: >85% of parents that are satisfied overall with their school	80% of parents that are satisfied overall with their school (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent involvement E-1. **Community Events:** RDP 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, RDP 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 RDP teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in	Parent Appreciation and Materials: $9,984 LCFF Base 5822 4510	LCFF Base $ 30,768

special school events. We will be expanding the volunteer options to be more inclusive of working parents.		
Parent Outreach E-2. RDP provides many opportunities throughout the school year for parents to interact with RDP 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. We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.	Parent Outreach – School Leader Comp: $9,727 LCFF S+C 1101	LCFF S&C $5,924
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.	Office Manager: $82,694 LCFF Base 2401	LCFF Base $81,531

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Discovery Prep hosted many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. We focused particularly this year on including cultural celebrations meaningful to the community. We were not able to attend the planned college trips due to COVID-19, but students were able to take a

virtual tour of Stanford University. We expanded the volunteer options and adjusted timing of opportunities this year in order to be more inclusive of working parents, such as having later events and offering opportunities for take-home projects and remote support. We implemented Los Dichos, a monthly school event where parents come to campus and read with students in a variety of languages, including Spanish, English, and Vietnamese in order to strengthen a culture of literacy. Parents also received a skill-building workshop for this event including public speaking tips, how to engage students, and how to conduct read-alouds. Los Dichos transitioned to a video-recorded online program after the school closure.

At Rocketship Discovery Prep, 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. 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 received by parents and we plan on continuing that next year. We engaged in annual home visits as a regular part of our program. All of our students received a home visit by January 20 of 2020. We also hosted parent-teacher conferences three times this year,as planned. Our recently created Distance Learning LaunchPad features parent resources--Los Dichos activities continue virtually, as do the monthly parent coffees, but with increased frequency-weekly. One way in which we have elevated parent involvement is putting more intention into building parents as leaders and advocates. As a result, we have had more participation by parents in parent organizing committees, school site council, and parent organizing groups. We also added two parents to the Rocketship Board of Directors.

We added a daily wellness check-in for families under a new program called "Care Corps." This process begins with a form that a family completes with questions around needs such as food, shelter, financial assistance, employment resources, health, mental health, and more. Based on the completed forms, a school-based task force follows up to connect families with resources that have been collected and vetted by the regional Growth, Community, and Engagement (GCE) team. In the event that a family identifies an unmet team that is more than the team can provide, the case is escalated to the network team for further support. In addition to the Care Corps implementation, we have also done a lot of work to ensure our students have access to needed technology. We have in most cases a 1 to 1 ratio of devices to students and have worked successfully with local agencies to ensure connectivity. We have implemented a program of frequent touchpoints with students, families, and school staff. We implemented a family component of our "live lunches" where families share recipes they enjoy with students, and also are engaging families in virtual bedtime stories.

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. Rocketship Discovery Prep still has work to do in this area. Parent satisfaction decreased from 83% to 80%. 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase adequate PPE materials	$15,580	$20,690	N
Post signs around the school to guide healthy and safe behavior	$15,000	-	N
Cover additional cleaning and disinfecting for the campus	$34,536	$4,052	N
Compensate additional staff to cover those who need to quarantine	$114,480	$82,875	N
Update HVAC systems for additional filtration	$27,000	$2,789	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In October, through our partnership with the YMCA we began to offer facilitated distance learning for a small group of students and families prioritizing the invitations to return to campus for students with IEPs, Foster and Homeless Youth, and those chronically absent or without stable internet access at home. Through this program, students were able to come into school daily, complete their distanced school work in a supervised environment, where help was available when needed. Beginning in late April. In April, we were able to offer on campus to all students and families who wanted to return. Students are assigned to days or portions of days based on grade level to adjust for limited capacity on campus. Approximately 60% of our students are currently attending in-person. It has been challenging to set up the systems and schedules to maintain the stable cohorts and ensure adequate physical spacing both while eating and otherwise.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Gave stipends for COVID-19 campus lead (i.e., staff taking on additional work to ensure school safety during the pandemic)	$7,500	$7,250	N
Purchased additional Chromebooks to enable distance learning for all students	$77,400	$167,461	Y
Subscribed to distance learning platforms/tools (e.g., SeeSaw)	$2,210	$2,346	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented as planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

During the 2020-21 school year, we were able to deliver a consistent program that all of our students were able to access. The majority of students received instruction through distance learning for the majority of the school year and we continued to refine this model to improve its effectiveness, investing in engaging live lessons and strong participation in online learning programs. We implemented our distance learning model as planned with three hours daily live teaching, small group instruction, and on-demand learning every Friday as a full day of on-demand and independent learning. Our distance learning plan still allows students to access a curriculum that includes the full content and rigor that students would receive in the classroom.

Additionally, we have sustained learning tools and elements of the school day from our in-person model to our distance learning model, allowing students to work with recognized tools and routines. Our students have used, and will continue to use, online learning programs both in-person and in a distance learning environment, which facilitate progress on key skills. Community events, like Launch to begin each day, are carried between the distance learning environment to help build community and offer a sense of consistency.

Access to Devices and Connectivity

Each student received their own personal Chromebook, to make sure that technology was not a barrier for accessing distance learning. We continued to offer technical support for Chromebook challenges and any internet connectivity challenges and they arose throughout the year. None of our students were without the technology needed to access learning.

Pupil Participation and Progress

Student participation is determined based on a combination of their presence in synchronous learning activities and their completion of their independent work. Teachers and staff track attendance through presence in synchronous learning and participation in asynchronous tasks. If a student misses the first learning block of the day, the office manager reaches out to the family with a reminder. Through this process students' presence and absences are recorded and tracked. Teachers also track student attendance in all LIVE synchronous blocks to be able to follow up with students and families to support those who were unable to attend live lessons. Additionally, we also track student engagement in asynchronous learning, noting that when they have completed independent work, including online learning programs and teacher-assigned work. Students and families discuss low participation during follow up meetings with teachers and coaches. Additionally, teachers track progress through online learning programs, observations, interim assessments, and milestone assessments (where possible). Student progress in these areas will be recorded centrally and teachers and school leaders will review regularly, including monthly data days, in order to make program adjustments and ensure student growth. Our students who have remained in the distance learning format continue to have consistent attendance.

We are proud of our 95.5% average daily attendance rate. We strove for high levels of student participation, because if students were not participating that they were missing out on learning opportunities. Similar to in person instruction, we found that the same students consistently had lower participation rates. Our teachers, Care Corps members, and school leaders worked to partner closely with these

families to develop a shared understanding of the importance of participation and to find solutions to increase their consistent participation.

Distance Learning Professional Development

We have provided staff professional development in the distance learning model, health and safety protocols, social emotional learning, virtual learning tools, and supporting English Learners in distance learning. Our staff continues to receive individualized coaching from school leaders to support their individual needs. All school leaders received training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement.

Staff Roles and Responsibilities

We have been successful at reallocating our staff members whose regular responsibilities have been decreased or eliminated due to distance learning to positions where they can support families with the wraparound supports that they need or provide additional small student group engagement. Our staff were able to adapt to distance learning, which was supported by some role changes and trainings. The individualized coaching model, which has always been a part of the program at Rocketship, was particularly important in making sure that all staff had the support that they needed and consistently received feedback on how to engage with students and families.

Support for Pupils with Unique Needs

We were able to effectively implement programs to adapt distance learning for our students with unique needs. This included integrated and designated EL instruction for our English Language Learners, and IEP accommodations for our students with special needs. It was especially challenging for these students to get logged in consistently. It was very difficult supporting the families of our English Learners with technology issues. When these students were prioritized to return to supervised distance learning in October, we saw a large improvement in engagement and academic growth. We have continued to observe gaps between assessment scores for students in these groups and other students. Remediation plans will be tailored to particularly target these students' needs.

Our Foster and Homeless Youth have been supported by our Care Corps with connections with services and ensuring families can come pick up meals.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional small group tutoring opportunities	$117,653	$81,082	Y
Compensate staff for extended instructional time	$29,413	$2,301	Y
Purchase online learning platforms (Lexia and Reflex)	$24,808	$43,508	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to administer the NWEA MAP assessment at the beginning of the year for our students in first grade and up. While the assessment revealed that students were, on average, starting the year behind where students had been in previous years, the gaps were not as large as NWEA predicted, which gave us confidence that our distance learning program was having an impact. We were also able to administer our STEP reading assessments and utilize the data for targeted small group instruction. It was very challenging and time-consuming to administer these assessments in the virtual format. The results may not be as reliable as data from assessments administered in-person.

We’ve also been able to consistently track student progress through online learning programs and class assignments. These have helped to guide full class remediation and small group instruction. We’ve seen that as students revisit foundational skills their mastery grows.

Students have frequent opportunities to work at their own pace, including guided reading at their own instructional reading level, small group instructional days for math, the Distance Learning Launchpad as a flexible online learning hub, and online learning programs that adjust to their skills. This work which adapts to students current levels will ensure that they don't skip ahead, leaving gaps in their learning. Additionally, students will be engaging in regular small group instruction, giving them the chance to revisit any needed skills.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students have responded well to our expanded SEL curriculum and emphasis. We notice that the topics covered in SEL lessons are carried over into students' interactions with each other and their teachers throughout the day. We know that forming relationships online looks different than in person and the SEL lessons have helped to forge community bonds, although we still have students, especially our younger students, who are struggling to form the same types of relationships that they would in person.

Through our Care Corps, we've been able to stay connected to our familys' needs. As families expressed struggles (e.g., food, housing), they were connected with trained Care Corps members who helped them navigate to resources. This was enabled by a growing number of community partnerships.

Our mental health provider has offered individual counseling and social skills game times for any student or family member interested in participating. We provided family nights for addressing mental health needs, such as suicide prevention, managing anxiety and stress, and coping at home.

For our staff, we've continued to emphasize rest as a way to support mental health--offering staff additional rest days throughout the year and making sure that they had breaks worked into their schedule. We've also invested in spaces to staff to discuss challenges--especially around DEI-related injustices occurring in our country. Cultivating space to process has been key for staff member's mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our tiered intervention approach continued to emphasize strong relationship building with students and families and adapting to find solutions that meet individual needs. We've found that families respond well to this approach and we're able to work through challenges in a way that feels collaborative and opens dialogue. We were able to provide home visits to 100% of our families in early Fall. We've

found that some of families have been facing unique challenges in the distance learning context (e.g., how to support distance learning for young students when a parent is also working) and we've tried to be creative in working with them towards solutions.

Our families engaged with our Los Dichos reading program throughout the year, sending in pictures of them reading with their children. Overall there has been an increase in leader and teacher communication with families this year. Some of our families have been difficult to stay in contact with which has made it difficult to communicate when there were changes in the schedule.

For students who are disengaged, we are taking a tiered approach to intervening, which mirrors the approach that we've taken during in-person learning. When a student has an absence, the family receives a notification and has the opportunity to provide information to show that the absence should be excused. Students with persistent absences meet first with their teacher to discuss the implications of those absences and try to find solutions that allow the student to attend consistently. If absences continue, families then meet with school leaders who also discuss truancy implications and work to find solutions. Notification calls are available in English and Spanish. Outreach to families will be made by a staff member who speaks the language that the family is most comfortable in or by a staff member with a supporting translator. Despite these efforts, our chronic absence rate has increased to approximately 15% this year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our distance learners, we serve meals twice a week so our students have five days worth of meals. One service day we distribute three days worth of breakfast and lunch and the other day we distribute two days worth of breakfast and lunch.

When we have students on campus, wwe will place them into small groups. We serve daily breakfast and lunch during their normal meal times. All meal service is provided in this small-group setting to ensure student and staff safety, avoiding exposure between cohorts of students.

In both environments, we track students who receive meals in order to facilitate free and reduced meals for those students who are eligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on personalization, Social Emotional Learning, and family engagement have been critical during this year and will continue going forward. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to regularly assess each of our students using NWEA MAP and STEP assessments, as well as the data from our Online Learning Platforms to monitor progress and inform instructional planning. We will provide additional small group instruction, both during and beyond the school day, to address learning loss. We will specifically address the learning loss of our English Learners by providing additional Designated ELD instruction.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions and services implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Rocketship Discovery Prep instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the

capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments, personalizations, and academic supports. We will provide additional academic supports, such as small group intervention for reading and math during and beyond the school day, as well as additional Designated English Language Development to support our English Learners to reclassify at higher rates.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Discovery Prep	Kayla Heath	discoveryprep@rsed.org 408-217-8951

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Rocketship Discovery Prep opened in August 2011, the fifth Rocketship campus to open in San Jose. The campus serves TK-5 students. Approximately 81% of the students are socioeconomically disadvantaged, and 60% are English learners. Additionally, 9.3% of students qualify for special education services. Approximately 79% of students identify as being Hispanic or Latino and 12% as Asian. The LCFF Unduplicated percentage is approximately 86.71%. The principal, Kayla Heath, will continue to lead the school in 2021-22.

Rocketship Discovery Prep 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 Discovery Prep'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 Discovery Prep also operates under the principles that excellent teachers and leaders create transformational schools and engaged families 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 families 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 RDP this fifth core value is creative expression. The RDP community believes that teaching students creative forms of

expressing themselves can have a profound impact on students' social, emotional and academic development. As a result, the campus places emphasis on early exposure to visual art, musical foundations, and basic dance movements to help shape children's values, perspectives, and understandings of themselves and the diversity of varied expression in the world around them.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Discovery Prep which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers; School environment will be safe and welcoming for all students; Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning; Rocketship families are engaged in their students' education. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Discovery Prep based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, with a 95.5% average daily attendance rate as of 3/30/2021.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our families and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data and the 2019 CA dashboard, we have identified needs in ELA achievement, English Learner Progress, as well as Chronic Absenteeism. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention. We will provide comprehensive English Language Development and progress monitoring to ensure our English Learners reclassify at high rates. We are planning to hire an interventionist to support high-quality Designated ELD instruction. We will continue with our attendance monitoring and family outreach to ensure our students do not become chronically absent.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with robust systems for personalized learning and our Love of Reading campaign.To address learning loss, we will increase small group instruction, during and outside of regular classes. We will provide comprehensive English Language Development for our English learners through GLAD training for all of our teachers and providing additional resources to support with Designated ELD instruction. We will also provide a comprehensive program of special education supports for our students with IEPs.

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. Teachers will be supported (Goal 2) through professional development and instructional coaching to implement our instructional model, including culturally responsive pedagogy. We will also support our teachers with becoming fully credentialed to ensure the highest quality teachers for our students. Additionally, we will administer high-quality assessments and provide data days for teachers to analyze the data and make instructional plans based on the data.

GOAL 3: School environment will be safe and welcoming for all students. Our Business Operations Manager ensures the school campus stays safe, clean, and well-maintained. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations.

GOAL 4: Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning. Students will have opportunities to participate in enrichment activities and field trips to ensure they receive a well-rounded education. Students will be supported in social emotional learning to ensure their social emotional well-being and remove barriers to engagement. Our Care Corps team will continue to ensure our students' basic needs are being met by identifying families in need and connecting them with appropriate resources for support.

GOAL 5: Rocketship families are engaged in their students' education. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, school events, and opportunities to volunteer and to provide input organized and facilitated by the school leadership team. These opportunities include community meetings, exhibition nights, monthly coffees, Los Dichos activities, and family surveys.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for Rocketship Discovery Prep, based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our SSC and ELAC committees met on 10/27/20, 12/8/20, 2/2/21, and 4/20/21.

Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 26, 2021.

Parents also provided feedback throughout the year through various parent engagement opportunities. 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.

Teachers, school staff, and school administrators provided feedback during regular staff meetings and a staff survey.

Teachers have held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Family survey results indicate satisfaction with academics, a clean and welcoming environment, and strong relationships with students. The areas of improvement based on the survey are parent engagement and student experience.

Teachers/School Staff/Administrators indicate self-care has been a priority. Staff needs sufficient time to do their work and care for their mental health.

Students are very excited to be back in the building. They want to have fun at school and to continue feeling safe.

Mixed Grouping: SSC

Strengths - teacher-student relationships, daily communication via text message, updates on OLP completion goals, bringing kids back to school Monday - Thursday to help families during these times

Priority - small group instruction to attack that gaps ,strengthen communication between the school and families- strengthen communication between front office and teachers so that the office can answer all questions, create groups around social-emotional learning

Top priorities for LCAP goals - racial reconciliation, small groups for all students and not just cusp/priority students, SL relationships, SEL interventions, translation more accessible for families, teacher resources in different languages

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on stakeholder feedback we have added/adjusted the following actions.

- Consideration of planning time and time for self-care when developing the master schedule, including professional development time.

- Consideration of the best days and time of day to maximize student engagement in instructional activities.

- Focus on classroom culture and relationship building for students knowing they will need adjustment to returning to school full-time in the fall.

- Focus on small group instruction next year to ensure learning loss is addressed.

- Increase communication through our FB page, phone calls, mass messages, as well as additional clarity and tracking to better organize communication with families.

- Direct contact from Principal every month or every quarter with electronic newsletter to promote events and highlight students & parents of the month

- Engage families with community meetings directly aligned to student success.

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. We are proud of the progress of our students and must continue our actions to sustain this progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All students: 38.1% English Learners: 30.1% SED: 36.9% SWD: 0% Asian: 88.2% Hispanic/Latinx: 31.4%				43%
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All students: 51.5% English Learners: 44.7% SED: 49.4% SWD: 10% Asian: 88.2%				54%

	Hispanic/Latinx: 46.3%				
Avg Growth Years for Reading on NWEA (K-2)	2018-19 1.24				1.2 Years
Avg Growth Years for Math on NWEA (K-2)	2018-19 1.34				1.2 Years
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 49%				High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 8.8%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core-aligned instruction & materials	A-1. The Rocketship Discovery Prep 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 Discovery Prep operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.	$45,840	N

		Rocketship Discovery Prep utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.		
2	Personalized Learning	A-2. Rocketship Discovery Prep'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 our school operates an inclusion model. In particular, our students in Special Education benefit 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 maintain a 1:1, student to Chromebook ratio. Additionally, we invest in technology	$421,450	Y

		consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in technology support consultants.		
3	Special Education supports	A-3. Although Rocketship Discovery Prep runs an inclusion model, we realize that our students in Special Education 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.	$116,366	N
4	GLAD Training & Curriculum	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. Students in Special Education 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. We will focus our professional development and school based coaching on improving the quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.	$24,994	Y
5	Love of Reading Campaign / Reading Engagement	A-5.Rocketship Discovery Prep will implement a love of reading campaign to increase student participation in reading, with the hope of	$40,000	Y

		improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
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.

An explanation of why the LEA has developed this 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%				100%
Number/% of total and EL teachers credentialed & properly assigned	100%				100%
% of adopted standards including ELD standards implemented	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	B-1. Professional Development is a critical component of the Rocketship Discovery Prep program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We are planning for provision of virtual professional development as needed in the event of future closures. We will adapt the content of professional development for 21-22 and beyond as needed, given increased academic needs of our students due to COVID-19, and we will adjust summer professional development for 2021 to better prepare teachers and leaders to meet the needs.	$176,843	Y

		Summer PD Each summer, Rocketship Discovery Prep 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 Discovery Prep has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. Rocketship Discovery Prep 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.		
2	Assessments	B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • Three rounds of cumulative assessments • Two-Three rounds of Humanities and Science interims • NWEA three times per year (K-2), NWEA two-three times per year • STEP or Fountas & Pinnell at least four times per year • State-mandated CAASPP	$27,436	Y

		• Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC) • Alternative ELPAC for English Learners with severe cognitive disabilities If schools are unable to open and continue with distance learning at any point, we will adjust plans as needed.		
3	Data Days	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at Rocketship Discovery Prep 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.	$38,765	Y
4	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. RDP 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 students in Special Education.	$184,275	Y
5	Teacher Credentialing	B-5. Our team will continue to ensure 100% of our teachers are in compliance. As mentioned due to COVID-19 there are a lot of questions around when teachers will be able to take tests. Therefore, we must continue to support them with studying so that once tests centers do open they are prepared to be successful. In addition, we will continue partnering with a credential program so that teachers who are currently eligible to be on an Intern Credential (passed their tests) can focus on earning their Preliminary Credential. We are excited to see even more people be able to enroll in 21-22.	$20,250	N
6	Culturally Responsive Pedagogy	B-6. Rocketship Discovery Prep is committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative and culturally competent. We also recognize that in order to build cultural competence at our school, we must invest in a multi-year training effort. This includes refining our curriculum with socio-political consciousness, where we	TBD	N

		are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons. The new Thematic Units will celebrate diversity and leverage student's cultural capital to guide student discussions.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the “good repair” standard	Met				Met
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.				75%
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	BOM	C-1. Rocketship Discovery Prep 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. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. This position is critical to meeting our school's and the state’s goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive training and coaching opportunities.	$107,000	Y

		Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.		
2	School Maintenance	C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the 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 Discovery Prep will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site. Students will continue to have their own Chromebook and we will be adding some Smart TV's to classrooms. Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	$62,426	N
3	Custodial Services and 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.	$61,800	N
4	Operations Specialists	C-4.Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and professional development of our Operations Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining	$408,529	Y

		whole-school professional development sessions depending on the topic.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4

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

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No 2020-21 data due to pandemic school closure				75%
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	80%				85%
Portion of parents with input into decision making (Parent survey participation rate)	84%				90%
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All students: 14.7% English Learners: 12.3% SED: 15.3% SWD: 16.3% Asian: 1.5% Hispanic/Latinx: 16%				10%
Suspension rate for all students and all significant subgroups	2018-19 All students: 2%				0.5%

	English Learners: 1.8% SED: 2.1% SWD: 0% Asian: 1.5% Hispanic/Latinx: 1.8%				
Expulsion rate for all students and all significant subgroups	2018-19: 0%				0%
Average Daily Attendance	2018-19: 94.7%				95%
% of students with access to a broad course of study	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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, science, 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 students in Special Education, this can be an especially motivating and engaging portion of their day.	$279,000	Y
2	Field Trips	D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips	$38,500	Y

		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. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.		
3	Social Emotional Learning	D-3. Rocketship Discovery Prep 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. PBIS will be one of our main priorities this year. We will focus on improving the fidelity of the practices across all spaces--classrooms, recess, and enrichment--so that we are creating a positive environment and culture with consistency. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the Shortest Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more community and culture building within a class. The goal of these curricula is to help students build toward the 5 social emotional competencies of self awareness, self management, social awareness, relationship skills, and responsible decision making, as well as encompassing the social justice standards of identity, diversity, justice, and action. This school year we formed a working group to audit the curricula with a DEI lens to continue to ensure we have representation across race, ability, ethnicity and representation. We had a group of 20 employees from across our 4 regions, across roles (i.e. enrichment coordinators, teachers, school leaders, mental health professionals, and learning lab specialists). This past year we implemented ""Smart Start"" components into the curricula. These derive from Conscious Discipline and Responsive Classroom, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created ""class creed,"" a "feelings check," and a "wishing well"	$37,724	Y

		component--thereby promoting positive culture and SEL skills. The “Smart Start" component is a conscious effort to plan ahead for students returning after a year of closures with potentially higher needs and trauma. The routines will support them in the transition back to in-person learning. We also utilize mental health professionals for individual student support and providing small group support working with the SEL curriculum.This year we will be increasing our tiers of support. We are adding a Mental Health Provider intern program to our already existing Mental Health Provider team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students. We are expanding our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigrational, and other various services at each of our 13 Bay Area school sites. This program will be an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. The team of providers will work to gain family and community engagement by securing partnerships & resources for adults in relation to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community of Schools program will also work to design a program to address chronic absenteeism.		
4	Care Corps	D-4. In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff will regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff will follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn.	$75,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 5

Goal #	Description
5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours; set as less than 100%)	74%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	84%
% Home visits completed	97%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	95%
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	80%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family involvement	E-1. Community Events: Rocketship Discovery Prep 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, Rocketship Discovery Prep invests in family 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. Family Volunteer Opportunities: Rocketship Discovery Prep family members will be encouraged to volunteer with their students to help tighten the link between the families and the school. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will continue to expand and adapt the volunteer options	$32,543	N

		and events in order to be inclusive of working family members and to accomodate for times when COVID-19 may not allow for family members to volunteer on campus. In addition to these components, we will be expanding our work with our school-based parent groups to deepen advocacy in their communities. We will intentionally bring a Diversity, Equity and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program.		
2	Family Outreach	E-2. Rocketship Discovery Prep provides many opportunities throughout the school year for families to interact with Rocketship Discovery Prep staff. The school offers monthly forums (i.e., Cafecitos) for families to provide feedback as well as learn in depth about school activities. This enables families to become a more active participant in their child's education. We also survey our families annually. We analyze the data and meet with families to review the results and seek further input on the actions moving forward. We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. We are seeking family input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.	$8,125	Y
3	School Leadership Team	E-3. Rocketship Discovery Prep's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where families are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure	$82,175	N

		successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all family engagement goals and responsive to family input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to families through written, social media, and other forums. As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		
4	Los Dichos	E-4. Los Dichos is a parent, family, and community engagement activity where family members read stories of Latino origin as a part of a literature-based program. The books read are bilingual and teach students about the Latino culture and values. Each one has a dicho, or saying, that reflects the story. After reading the bilingual book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Project Cornerstone staff. They then meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$5,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.46%	TBD

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that in ELA our English Learners are at the Yellow Level for ELA and our Socioeconomically Disadvantaged students are at the Orange level. In Math, our English Learners are at the Green level and our Socioeconomically Disadvantaged students are at the Yellow level. We had49.1% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 8.8%

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Rocketship Delta Prep student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Days are professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. 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.

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 5 points growth in ELA and 3 points growth in Math within the next three years (see expected outcomes in Goal 1), a high level English Learner Progress and at least a 15% English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students and English Learners were both at the Orange level for Suspensions. Our Chronic Absence rate in 2019 was Orange for our English Learners and Yellow for our Socioeconomically disadvantaged students.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. We provide Enrichment opportunities and field trips to support the development of the whole child. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement.

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Rocketship Discovery Prep community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Family Outreach

Expected Outcomes

By implementing a comprehensive Family Outreach program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around family perceptions of their satisfaction with the school, family participation in various events and opportunities, and the percent of our students' homes we are able to visit at the beginning of each school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Academic Growth and Achievement

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

The personalized learning action increases the amount of technology, tech support, online learning platforms, leveled libraries, learning lab materials and instructional materials available to English learners, low income students, and foster youth so that they can successfully engage with the right content at the right time according to their needs and varying levels. Reading engagement adds funding for materials and supplies to support a school-wide reading initiative that fosters love of reading and reading growth above and beyond the ELA curriculum to provide additional support for our low income, English learners, and foster youth to grow as readers. Professional development and coaching actions add staffing and materials in support of expanded professional development opportunities and teacher coaching provided to all teachers, totaling about 4 hours per week, to ensure that teachers are supported to effectively meet the needs of our low income students, English learners, and foster youth. The actions for assessments and data days add assessment systems, staffing, and

related materials to our program in order to provide accurate and actionable data on the learning progress and needs of our low income students, English learners, and foster youth and to dedicate time and expertise to the effective use of that data.

Climate and Culture

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

The Business Operations Manager action expands the staffing at our school in order to provide our low income students, English learners and foster youth an additional highly trained leader on campus dedicated to ensuring a safe and supportive school climate, smooth operations, and effective outreach for student engagement. The Operations Specialists add additional staffing in support of functions that are particularly beneficial to our low income students, English learners and foster youth. They ensure that school nutrition is well implemented, that recess and lunchtime activities are productive and positive, and that outreach for student support and re-engagement is timely and effective. The enrichment and field trips actions bring additional opportunities to our low income students, English learners, and foster youth by adding opportunities for learning beyond the core curriculum and in the community. Social emotional learning action adds staffing and resources in order to create and implement a comprehensive program in Social Emotional Learning and mental health supports to ensure that our low income students, English learners, and foster youth are supported not just academically but holistically, and that mental health support is available to them as needed.

Family Engagement

Family Outreach

Family Outreach adds staffing time devoted to engaging with families so that families of our low income students, English learners, and foster youth. This action supports the building of strong family-school relationships in support of students through such initiatives as home visits, opportunities and events for families, and outreach.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,298,406	$ 1,314,297
LEA-wide Total:	$ 1,298,406	$ 1,314,297
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Standards-Aligned Instruction & Materials	LEA-wide		RDP	$ 12,000	$ 12,000	No
1	1		LEA-wide		RDP	$ 28,340	$ 33,840	No
1	1						$ -	
1	1						$ -	
1	1						$ -	
1	2	Personalized Learning	LEA-wide	EL, Low Income, Foster	RDP	$ 29,109	$ 38,000	Yes
1	2		LEA-wide		RDP	$ -	$ 61,300	No
1	2		LEA-wide	EL, Low Income, Foster	RDP	$ 5,000	$ 5,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RDP	$ 9,600	$ 9,600	Yes
1	2		LEA-wide	EL, Low Income, Foster	RDP	$ 12,000	$ 12,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RDP	$ 25,000	$ 25,000	Yes
1	2		LEA-wide		RDP		$ 1,800	No
1	2		LEA-wide		RDP		$ 161,250	No
1	2		LEA-wide		RDP		$ 107,500	No
1	3	Special Education Supports	Limited		RDP		$ 35,824	No
1	3		Limited		RDP		$ 80,542	No
1	3						$ -	
1	3						$ -	
1	3						$ -	
1	4	GLAD Training and Curriculum	LEA-wide		RDP		$ 24,994	No
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	5	Reading Engagement	LEA-wide	EL, Low Income, Foster	RDP	$ 40,000	$ 40,000	Yes
1	5						$ -	
1	5						$ -	
1	5						$ -	
1	5						$ -	
2	1	Professional Development	LEA-wide	EL, Low Income, Foster	RDP	$ 100,789	$ 100,789	Yes
2	1		LEA-wide	EL, Low Income, Foster	RDP	$ 61,055	$ 61,055	Yes
2	1		LEA-wide	EL, Low Income, Foster		$ 15,000	$ 15,000	Yes
2	1						$ -	
2	1						$ -	
2	2	Assessments	LEA-wide	EL, Low Income, Foster	RDP	$ 9,700	$ 11,700	Yes
2	2		LEA-wide	EL, Low Income, Foster	RDP	$ 10,736	$ 15,736	Yes
2	2						$ -	
2	2						$ -	
2	2						$ -	
2	3	Data Days	LEA-wide	EL, Low Income, Foster	RDP	$ 38,765	$ 38,765	Yes
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	4	Coaching	LEA-wide	EL, Low Income, Foster	RDP	$ 184,275	$ 184,275	Yes
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	5	Teacher Credentialing	LEA-wide		RDP		$ 20,250	No
2	5						$ -	
2	5	Culturally Responsive Pedagogy					$ -	
2	5						$ -	
2	5						$ -	
3	1	Business Operations Manager	LEA-wide	EL, Low Income, Foster	RDP	$ 107,000	$ 107,000	Yes
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	2	School Maintenance	LEA-wide		RDP	$ 37,500	$ 39,500	No
3	2		LEA-wide		RDP	$ 6,395	$ 8,527	No
3	2		LEA-wide		RDP	$ 14,400	$ 14,400	No
3	2						$ -	
3	2						$ -	
3	3	Custodial Service and Supplies	LEA-wide		RDP	$ 41,800	$ 61,800	No
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	4	Operations Specialists	LEA-wide	EL, Low Income, Foster	RDP	$ 408,529	$ 408,529	Yes
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	5	Removed Security Services as action for 21	LEA-wide		RDP	$ 5,000	$ 5,000	No
4	1	Enrichment	LEA-wide	EL, Low Income, Foster	RDP	$ 157,500	$ 157,500	Yes
4	1				RDP		$ 121,500	No
4	1						$ -	
4	1						$ -	
4	2	Field Trips	LEA-wide	EL, Low Income, Foster	RDP	$ 38,500	$ 38,500	Yes
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	3	Social Emotional Learning	LEA-wide	EL, Low Income, Foster	RDP	$ 7,724	$ 7,724	Yes
4	3		LEA-wide	EL, Low Income, Foster		$ 30,000	$ 30,000	Yes

4	3		LEA-wide	EL, Low Income, Foster			$ -	Yes
4	3						$ -	
4	3						$ -	
4	4	CareCorp	LEA-wide		RDP		$ 75,000	No
4	4						$ -	
4	4						$ -	
4	4						$ -	
4	4						$ -	
5	1	Parent Involvement	LEA-wide		RDP	$ 32,543	$ 32,543	No
5	1						$ -	
5	1						$ -	
5	1						$ -	
5	1						$ -	
5	2	Parent Outreach	LEA-wide	EL, Low Income, Foster	RDP	$ 8,125	$ 8,125	Yes
5	2						$ -	
5	2						$ -	
5	2						$ -	
5	2						$ -	
5	3	School Leadership Team	LEA-wide		RDP	$ 82,175	$ 82,175	No
5	3						$ -	
5	3	Los Dichos	LEA-wide		RDP		$ 5,000	No
5	3						$ -	

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,558,559	$ 213,865	$ -	$ 526,617	2,299,041	$ 1,496,963	$ 802,079

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Instruction & Materials	N/A	$ 12,000				$ 12,000
1	1		N/A	$ 28,340			$ 5,500	$ 33,840
1	1							$ -
1	1							$ -
1	1							$ -
1	2	Personalized Learning		$ 29,109			$ 8,891	$ 38,000
1	2		N/A	$ -			$ 61,300	$ 61,300
1	2			$ 5,000				$ 5,000
1	2			$ 9,600			$ -	$ 9,600
1	2			$ 12,000				$ 12,000
1	2			$ 25,000			$ -	$ 25,000
1	2		N/A				$ 1,800	$ 1,800
1	2		N/A				$ 161,250	$ 161,250
1	2		N/A				$ 107,500	$ 107,500
1	3	Special Education Supports	Special Education		$ 31,824		$ 4,000	$ 35,824
1	3		Special Education		$ 60,542		$ 20,000	$ 80,542
1	3							$ -
1	3							$ -
1	3							$ -
1	4	GLAD Training and Curriculum	EL				$ 24,994	$ 24,994
1	4							$ -
1	4							$ -
1	4							$ -
1	4							$ -
1	5	Reading Engagement		$ 40,000				$ 40,000
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ -
2	1	Professional Development		$ 100,789				$ 100,789
2	1			$ 61,055				$ 61,055
2	1			$ 15,000				$ 15,000
2	1							$ -
2	1							$ -
2	2	Assessments		$ 9,700			$ 2,000	$ 11,700
2	2			$ 10,736			$ 5,000	$ 15,736
2	2							$ -
2	2							$ -
2	2							$ -
2	3	Data Days		$ 38,765				$ 38,765
2	3							$ -
2	3							$ -
2	3							$ -
2	3							$ -
2	4	Coaching		$ 184,275				$ 184,275
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	5	Teacher Credentialing	N/A				$ 20,250	$ 20,250
2	5							$ -
2	5	Culturally Responsive Pedagogy						$ -
2	5							$ -
2	5							$ -
3	1	Business Operations Manager		$ 107,000			$ -	$ 107,000
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	2	School Maintenance	N/A	$ 37,500			$ 2,000	$ 39,500
3	2		N/A	$ 6,395			$ 2,132	$ 8,527
3	2		N/A	$ 14,400				$ 14,400
3	2							$ -
3	2							$ -
3	3	Custodial Service and Supplies	N/A	$ 41,800			$ 20,000	$ 61,800
3	3							$ -
3	3							$ -
3	3							$ -
3	3							$ -
3	4	Operations Specialists		$ 408,529				$ 408,529
3	4							$ -
3	4							$ -
3	4							$ -
3	4							$ -
3	5	Removed Security Services as action for 21	N/A	$ 5,000				$ 5,000
4	1	Enrichment		$ 157,500				$ 157,500
4	1		N/A		$ 121,500			$ 121,500
4	1							$ -
4	1							$ -
4	2	Field Trips		$ 38,500				$ 38,500
4	2							$ -
4	2							$ -
4	2							$ -
4	2							$ -
4	3	Social Emotional Learning		$ 7,724				$ 7,724

4	3			$ 30,000			$ 30,000
4	3					$ -	$ -
4	3						$ -
4	3						$ -
4	4	CareCorp	N/A			$ 75,000	$ 75,000
4	4						$ -
4	4						$ -
4	4						$ -
4	4						$ -
5	1	Parent Involvement	N/A	$ 32,543			$ 32,543
5	1						$ -
5	1						$ -
5	1						$ -
5	1						$ -
5	2	Parent Outreach		$ 8,125			$ 8,125
5	2						$ -
5	2						$ -
5	2						$ -
5	2						$ -
5	3	School Leadership Team	N/A	$ 82,175			$ 82,175
5	3						$ -
5	3	Los Dichos	N/A			$ 5,000	$ 5,000
5	3						$ -
5	3						

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Academy Brilliant Minds

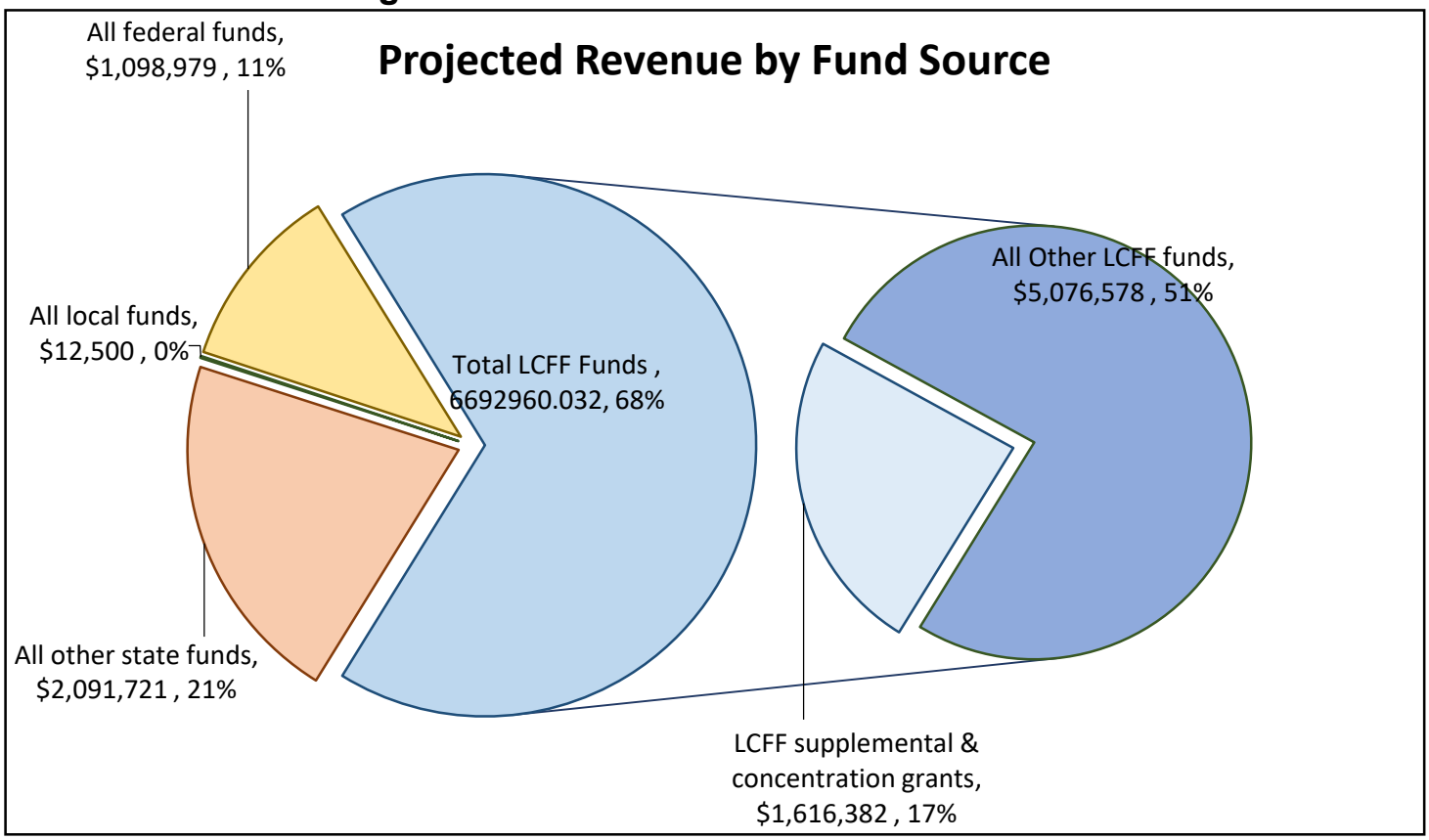
CDS Code: 43-10439-0125781

School Year: 2021 – 22

LEA contact information: Keysha Bailey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

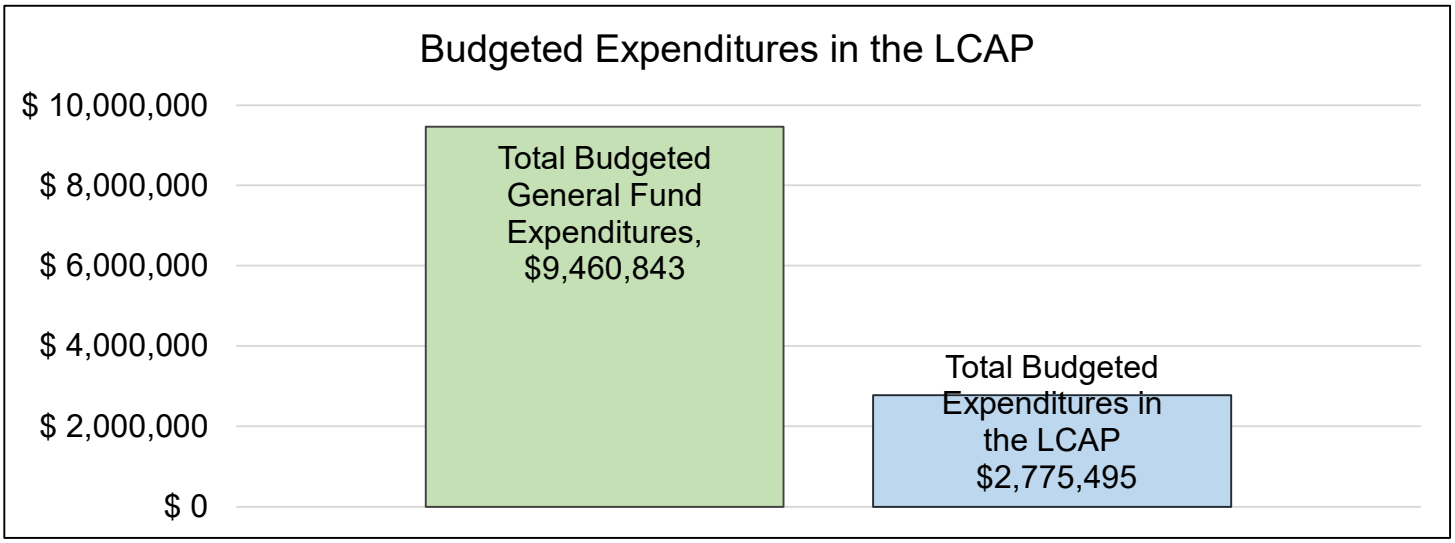


This chart shows the total general purpose revenue Rocketship Academy Brilliant Minds expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Academy Brilliant Minds is $9,896,159.53, of which $6,692,960.03 is Local Control Funding Formula (LCFF), $2,091,720.67 is other state funds, $12,500.00 is local funds, and $1,098,978.83 is federal funds. Of the $6,692,960.03 in LCFF Funds, $1,616,382.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Academy Brilliant Minds plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Academy Brilliant Minds plans to spend $9,460,843.20 for the 2021 – 22 school year. Of that amount, $2,775,495.09 is tied to actions/services in the LCAP and $6,685,348.11 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

rent, utilities, building repairs & maintenance, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

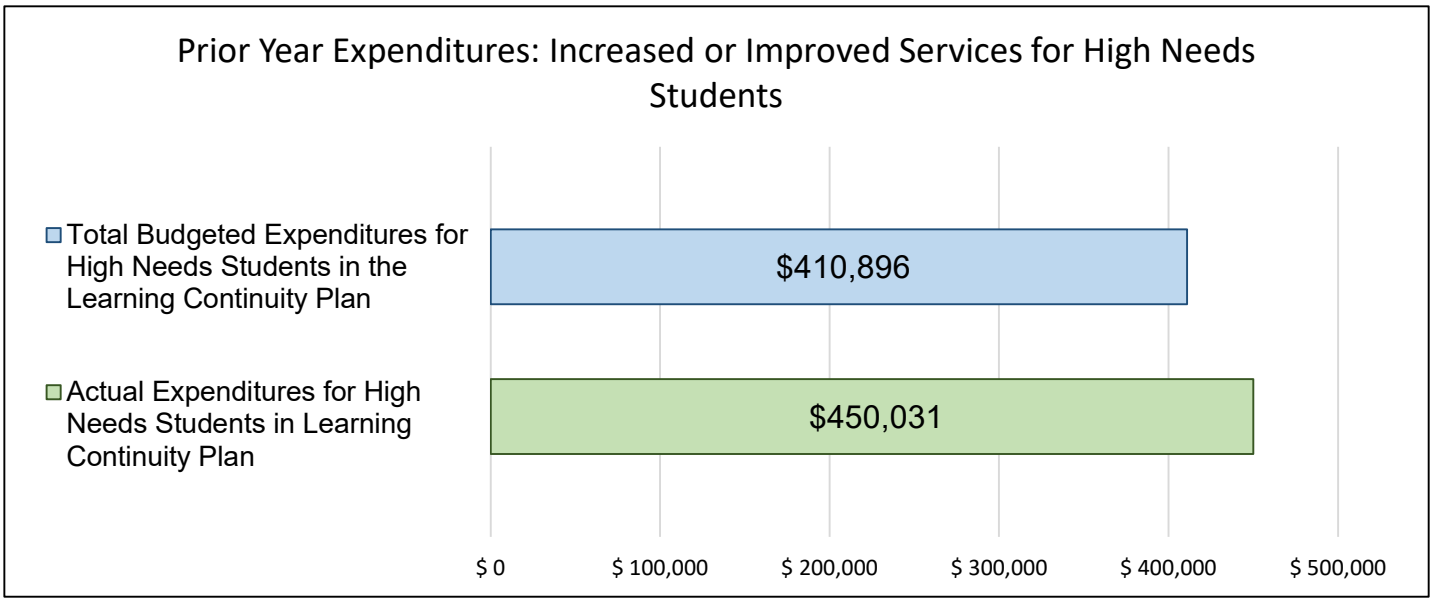
Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rocketship Academy Brilliant Minds is projecting it will receive $1,616,382.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Academy Brilliant Minds must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Academy Brilliant Minds plans to spend $1,590,580.03 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

We will be adjusting the budgeted expenditures for increased and improved services after the May Revise budget and will fully allocate these funds prior to Board approval.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Rocketship Academy Brilliant Minds budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Academy Brilliant Minds estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rocketship Academy Brilliant Minds's Learning Continuity Plan budgeted $410,896.00 for planned actions to increase or improve services for high needs students. Rocketship Academy Brilliant Minds actually spent $450,030.81 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
2018-19 SBAC ELA: % meeting/exceeding the standard targets	2018-19 SBAC ELA: % meeting/exceeding the standard All Students: 40.6% (not met)

All Students: 45% Econ Dis: 45% EL: >25% SPED: 6%	Econ Dis: 35.7% (not met) EL: 11.2% (not met) SPED: 8.7% (met) 2019-20 CAASPP Testing Cancelled
2018-19 SBAC Math: % meeting/exceeding the standard targets All Students: >46% Econ Dis: >44% EL: >32% SPED: >10%	2018-19 SBAC Math: % meeting/exceeding the standard All Students: 44.6% (not met) Econ Dis: 39.7% (not met) EL: 22.9% (not met) SPED: 8.7% (not met) 2019-20 CAASPP Testing Cancelled
ELs: % of students scoring 3 or 4 on ELPAC: >79%	2017-18: 79.3% 2018-19: 60.9% 2019-20: Summative ELPAC cancelled
EL reclassification rate: 10%	2018-19: 16.3% 2019-20: 7.3% (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Brilliant Minds **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 Brilliant Minds 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.	Core Curriculum: $12,000 Books: $28,200 LCFF Base 4100 4210	LCFF Base $6,489 $23,240

Rocketship Brilliant Minds utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.		
Personalized Learning A-2. RBM'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**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.	OLPs: $35,000 Chromebooks: $43,799 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $155,000 LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors) 4411 4421 4390	LCFF S &C $41,914 $- $2,177 $60 $14,410 $21,280 Title I $350 $724,782

	4115 5822 5807 4120 2101	
Special Education supports A-3. Although RBM 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 Brilliant Minds 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.	Special Education Supports: $9,172 Contracted Services: $22,037 State Special Education funding + IDEA ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	State SPED + IDEA $3,320 State SPED $133,230
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	GLAD Training: $17,808 Title III 5804	Title III $15,508

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.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Brilliant Minds continued to use a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. We purchased paper Fountas and Pinnell leveled library book collections for guided reading, which allowed students to take books home so they could read more frequently. This supported our efforts to ensure that all students have access to a wide variety of texts at their own current reading level and to meet the different genre requirements in Common Core. We supported our ELA teachers to utilize our new Fountas and Pinnell library in their Guided Reading instruction, which gave our students access to more high quality text options. We also expanded the use of online learning programs in general education classrooms in order to facilitate small group instruction. These programs included Lexia and Lightsail for ELA, and Freckle and Reflex for STEM. We worked to better integrate Online Learning Programs in the classroom and increase student completion of OLP activities. We continued to use Leveled Literacy Interventions (LLI). This year was our second year of utilizing LLI as our Tier 2 intervention by our tutors. We also introduced Tier II math tutoring. We saw strong results this year in terms of accelerated development for new SPED teachers as a result of implementing professional development and coaching expectations for new SPED teachers. We focused this year on training teachers and leaders in the ELD Framework and Standards. This year there was an increase of professional development and training to support implementation of Integrated and Designated ELD.

With the COVID-19 school closures, we mobilized in order to begin distance learning within 2-3 days of closure. We provided modified curriculum and lesson plans for teachers in support of distance learning. We provided devices to over 20% of students to ensure that 100% have devices and ensured they have home internet access. We provided community time in morning launch and landing daily, live lunches and exercise. Instruction included synchronous and asynchronous instruction for students through Facebook and Google Classroom. Instruction included direct individualized 1 to 1 service for students with disabilities through SPED teachers and related service providers. Additionally, we set up daily surveys for families and Care Corps to identify family needs and connect them with resources along with food, housing, and other services. We implemented coaching calls where teachers connected with students on their OLPs, monitored progress, and just checked in on how they are doing 2-3 times per week. Designated ELD is occurring through

individual coaching calls or group conferences via zoom. Ongoing support and resources are shared with school staff to support distance learning.

Both state and local testing was cancelled in the Spring, so we do not have data to determine progress. We also don't have summative ELPAC data for this year, and the reclassification process was challenged by school closures. Our reclassification rate was 7.3%, below our 10% target.

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 teacher

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual
All students have access to standards-aligned instructional materials Target: Met	Met
All teachers have access to standards-aligned professional development Target: Met	Met
100% of full-time teachers have appropriate credentials	100% of full-time teachers have appropriate credentials

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Professional Development B-1. *Summer PD* Each summer, RBM 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 Brilliant Minds has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RBM will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	Summer PD: $120,066 Thursday PD: $72,733 PD Fund: $15,000 LCFF S+C 1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	LCFF S&C $91,504 $55,430 $9,594
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 Brilliant Minds 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.	Assessments: $29,437 Temporary Staff: $40,000 LCFF S+C 4414 (Assessments) 5838 (Temporary Staff)	LCFF S&C $26,024 $-

RBM will hire **temporary staff** members to facilitate administration and scoring of assessments.		
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RBM 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.	Data Days: $61,179 LCFF S+C 1101, 1301	LCFF S&C $35,194
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. RBM 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: $259,688 LCFF S+C 1301	LCFF S&C $154,925
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.	$56,000 Title II & Educator Effectiveness Grant 5833	Title II & Educator Effectiveness Grant $40,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for scoring assessments and the cancelled data days were reallocated to provide additional staffing to support with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Brilliant Minds continued its intensive focus on professional development this year and fully implemented the planned professional development actions, adapting them as needed once the COVID-19 crisis necessitated closure. This year we focused a lot on differentiating the professional development for teachers based on their career stages--developing, expanding, and master. As a result, we saw faster growth for developing and new teachers across content areas. With implementation of distance learning, we did specific professional development to support teachers and leaders in being ready to deliver synchronous and asynchronous instruction as well as check-ins with individual students.

Assessment plans were followed as scheduled until school closures in March in response to COVID-19 measures. There were two differences from the stated plan decided last summer before SY19-20 started: 1) the number of Cumulative assessments rounds was reduced from four to three; 2) Grades 3-5 were only to take NWEA in the Fall and Winter (Spring assessment removed to reduce testing burden on students who take state assessments). As a result of the COVID closures, final spring assessments were suspended. These included: Cumulative Round 3, STEP Round 4, Spring NWEA, CAASP and Summative ELPAC. RBM held five out of six planned Data Days this year. The March event was not held due to the COVID-19 crisis.

This year we continued to ensure that 100% of our core teachers were in compliance with the state as well as held the proper English Learner Authorization. We partnered with Loyola Marymount University and have over 20 teachers who will be graduating the program in spring of 2020 with their Preliminary and/or Special Education Credential. Our biggest holdback due to the COVID-19 pandemic has been planning for the 20-21 school year. Many of our teachers were taking their final credential tests in March, but their tests were cancelled due to Shelter in Place orders. We've been working closely with the California Teaching Commission and California Department of Education to see if any modifications will be made to keep our teachers in their roles next year. There are certain cases where modifications are being made, however other cases require an Executive Order from Gavin Newsom and we do not know when this will come. Additionally, we would typically have all new hires take their credential tests over the spring and summer and enroll in a credential program in their first year. This will not be possible this year due to the Shelter in Place order and test centers being closed. Most teachers will need to be on an emergency permit in their first year and focus on tests (as test centers are just now reopening in May 2020 and then enroll in a program in their 2nd year.

Rocketship Brilliant Mind'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.

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

Annual Measurable Outcomes

Expected	Actual
3rd – 5th grade student survey: 75% of students that believe school is a safe environment to learn	No data due to school closures
Parent survey: 75% of parents that believe school is safe 2019-20	82% of parents that believe school is safe 2019-20 (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
BOM C-1. Rocketship Brilliant Minds 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 Brilliant Minds' 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.	Business Operations Manager (BOM): $114,156 LCFF S+C 2301	LCFF S&C $100,451

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 Brilliant Minds 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.	Building repairs: $62,120 Furniture: $13,110 Teacher room: $14,400 LCFF Base 5601 4430 4330	LCFF Base $4,089 $17,637 $17,763
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.	Custodial Services + Supplies: $77,033 LCFF Base 5821	LCFF Base $137,513
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.	Operations Specialists: 200,342 LCFF S+C 2201	LCFF S&C $297,161
Security Services C-5. Rocketship Brilliant Minds 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.	Security Services: $5,000 LCFF S+C 5823	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented the actions for Goal 3 as planned, except we did not need the security services. We allocated all additional funding to support additional cleaning and staffing required due to the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our BOM continued to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. We continued to focus on developing BOMs in all areas of their operations work. This year we expanded our training for BOMs on the skills that make them strong and effective leaders--skills such as influence, collaboration, and effective communication. Our BOM served as safety lead for our campus. This included planning and leading safety training for all school-based staff at the site. Our BOM was responsible for knowing our safety plan, communicating it to the team, holding the safety meetings with the school leadership team, ensuring compliance with required safety drills, and ensuring that all safety equipment and supplies are complete, current, and functioning well. Our BOM acted as liaison to ensure safety protocols are followed with afterschool programs as well. Since the COVID 19 closures began, we are now adding several training sessions virtually, one every other week for BOMs.

We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs planned for this year. Our BOM and facilities staff were able to conduct 2-3 walkthroughs prior to the COVID-19 closure. During the walkthroughs, 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 throughout the year. Rocketship Brilliant Minds continued to employ 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 resources as planned for purchase of materials for outfitting and decorating their classrooms. During th COVID closure, our maintenance staff visited all sites to assess and ensure sites are ready for return.

In order to provide a safe and clean environment for our school community, we utilized the services of a day porter during the school day and custodial services once a day in the evening. This year, Rocketship RBM contracted with a custodial company to help get better pricing and create more consistent service. We instituted additional disinfecting procedures conducted by custodial services in the beginning of March prior to closures. Since closure, we have all of our custodial services going into schools and conducting deep cleans.

Operations Specialists continued their essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staffed arrival and dismissal and led recess and lunch for all students. They also supported daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists served as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We conducted additional training with our Operations Specialists this year through PlayworksU in support of indoor recess implementation, including facilitation of games and strategies for managing groups. Once the COVID -19 closure began, this training served as a springboard to support student wellness through virtual recess opportunities. Currently during the closure, our Operations Specialists continue to be employed and supporting various projects according to their skill sets, such as supporting distance learning, "Live Lunches," leading virtual lunches, reading bedtime stories for students, or joining a team called Care Core which reaches out to families to check in on them and see how their needs are being met, participating in our twice weekly meal distribution, and providing translation support for teachers in working with families.

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. When parents were surveyed in regards to safety, 82% believe our school is a safe place for their children, which is an increase of 13% over last year's score of 69%. RBM 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.

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: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual

Chronic absenteeism rate <10%	Chronic absenteeism rate 17.9% (not met)
Attendance rate (ADA) >95%	Attendance rate (ADA) 94.2%
Suspension rate <1%	Suspension rate 0%
Expulsion rate 0%	Expulsion rate 0%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 Coordinators: $174,532 LCFF S+C 2201	LCFF S&C $190,752
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	Field Trips: $48,500 LCFF S+C 5860	LCFF S&C $52,395

lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home.		
Social Emotional Learning D-3. RBM 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. RBM will continue to work with outside providers next year to help with social-emotional learning for all students.	Instructional Supplies: $6,292 Educational Consultants: $14,000 LCFF S+C 4340 5804	LCFF S&C $14,490 $25,101
After School Program D-4. RBM 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 options for their children.	After School Programming: $150,000 LCFF S+C 5911	LCFF S&C $125,123

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we fully implemented our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Brilliant Minds implemented a minimum of daily physical education for all grades as well as upper grade science. We provided additional adaptive PE training to our physical education coaches to better serve students with special needs. During

COVID-19 closures, daily enrichment was incorporated into movement breaks led by physical education coaches in the form of daily workout videos. Additional enrichment opportunities such as science and art were provided as options for all students, although there was no designated core instruction during which a whole class gathered. Prior to COVID-19, we were able to send all 4th and 5th grade students to camp as previously scheduled. Our students attended most trips as planned, including the Tech Museum and the Discovery Museum. We had to cancel the Oakland Zoo, California Academy of Sciences trip, and Field Day due to the COVID-19 closure, but teachers provided virtual field trips such as science related trips and college campus visits.

We continued our PBIS implementation as planned. In addition to our active PBIS team, we added a full time mental health provider to our staff, and this enabled us to provide more SEL interventions at Tier 2 and 3 as needed. In addition to continued use of Kimochi and RULER, we developed an internal SEL curriculum called ""The Shortest DIstance."" We provided Powerpoint lessons for teachers to facilitate SEL lessons daily. We saw many benefits of this more structured curriculum, especially that it is easier for teachers to implement with less planning and preparation. Using a common curriculum has allowed for a common language across the entire school in terms of SEL skills. Because of that, we have more frequently heard students and staff using the language of SEL in their interactions. This has also allowed us to provide parents with descriptions of the units and the topics and skills being addressed so that they have the opportunity to reinforce social emotional learning in the home. Since the COVID-19 closures, we have been holding daily SEL lessons for students as part of distance learning. Mental health providers are providing a daily post with resources, tips, and guidance on how families can support students' mental health needs during COVID-19 closure. We do expect increased SEL needs among students, families, and staff in addition to academic needs and are currently planning to address these needs.

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. RBM has seen some success in this goal, indicated by our zero suspension rate and no history of expulsions; however, our ADA decreased slightly from 95.4% to 94.2%, while our chronic absenteeism increased from 11.2% to 17.9%. This indicates there is a significant need for improvement and identification of attendance problems early so applicable support services and interventions can occur to combat chronic absenteeism.

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

Annual Measurable Outcomes

Expected	Actual
Parent attendance: 56% of parents attending an average of at least one school event per month	Data unavailable due to school closures
Parent survey: >85% of parents that are satisfied overall with their school	83% of parents that are satisfied overall with their school (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent involvement E-1. **Community Events:** RBM 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, RBM 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 RBM 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.	Parent Appreciation and Materials: $11,812 LCFF Base 5822 4510	LCFF Base $28,201
Parent Outreach E-2. RBM provides many opportunities throughout the school year for parents to interact with RBM 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 – School Leader Comp: $9,727 LCFF S+C 1101	LCFF S&C $8,714

We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.		
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.	Office Manager: $82,694 LCFF Base 2401	LCFF Base $92,741

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Brilliant Minds hosted many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. We focused particularly this year on including cultural celebrations meaningful to the community. We were not able to attend the planned college trips due to COVID-19.. We held two of four planned quarterly festivals, a time for families to come together and celebrate throughout the year. We expanded the volunteer options and adjusted timing of opportunities this year in order to be more inclusive of working parents, such as having later events and offering opportunities for take-home projects and remote support. We implemented Los Dichos, a monthly school event where parents come to campus and read with students in a variety of languages, including Spanish, English, and Vietnamese in order to strengthen a culture of literacy. Parents also received a skill-building workshop for this event including public speaking tips, how to engage students, and how to conduct read-alouds.

At Rocketship Brilliant Minds, 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. 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 received by parents and we plan on continuing that next year. We engaged in annual home visits as a regular part of our program. Nearly all students received a home visit by December 1 of 2019. We also hosted parent-teacher conferences two out of three times this year, with the third one moved to a virtual format. Our recently created Distance Learning LaunchPad features parent resources--Los Dichos activities continue virtually, as do the monthly parent coffees, but with increased frequency-weekly. One way in which we have elevated parent involvement is putting more intention into building parents as leaders and advocates. As a result, we have had more participation by parents in parent organizing committees, school site council, and parent organizing groups. We also added two parents to the Rocketship Board of Directors.

We added a daily wellness check-in for families under a new program called "Care Corps." This process begins with a form that a family completes with questions around needs such as food, shelter, financial assistance, employment resources, health, mental health, and more. Based on the completed forms, a school-based task force follows up to connect families with resources that have been collected and vetted by the regional Growth, Community, and Engagement (GCE) team. In the event that a family identifies an unmet team that is more than the team can provide, the case is escalated to the network team for further support. In addition to the Care Corps implementation, we have also done a lot of work to ensure our students have access to needed technology. We have in most cases a 1 to 1 ratio of devices to students and have worked successfully with local agencies to ensure connectivity. We have implemented a program of frequent touchpoints with students, families, and school staff. We implemented a family component of our "live lunches" where families share recipes they enjoy with students, and also are engaging families in virtual bedtime stories.

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. Parent satisfaction has increased from 82% to 83%, but it remains below our target of greater than 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase adequate PPE materials	$15,580	$20,286	N
Post signs around the school to guide healthy and safe behavior	$15,000	-	N
Cover additional cleaning and disinfecting for the campus	$34,536	$6,431	N
Compensate additional staff to cover those who need to quarantine	$114,480	$82,875	N
Update HVAC systems for additional filtration	$27,000	$2,789	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In October, through our partnership with the YMCA we began to offer facilitated distance learning for a small group of students and families prioritizing the invitations to return to campus for students with IEPs, Foster and Homeless Youth, and those chronically absent. Through this program, students were able to come into school daily, complete their distanced school work in a supervised environment, where help was available when needed. Beginning in January, some additional prioritized students had the option to return to campus in a limited capacity in order to facilitate community building and in person assessment. In April, we were able to invite some additional prioritized students back and then in May we were able to offer on campus to all students and families who wanted to return. Students

are assigned to days or portions of days based on grade level to adjust for limited capacity on campus. We have been able to provide afternoon in-person interventions for designated students as well.

It has been challenging to set up the systems and schedules to maintain the stable cohorts as our in-person group has grown. There are physical space and staffing constraints that have limited us as we have attempted throughout the year to return as many students to campus as possible.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Gave stipends for COVID-19 campus lead (i.e., staff taking on additional work to ensure school safety during the pandemic)	$7,500	$5,000	N
Purchased additional Chromebooks to enable distance learning for all students	$90,300	$210,732	Y
Subscribed to distance learning platforms/tools (e.g., SeeSaw)	$2,807	$2,767	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented as planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

During the 2020-21 school year, we were able to deliver a consistent program that all of our students were able to access. The majority of students received instruction through distance learning for the majority of the school year and we continued to refine this model to improve its effectiveness, investing in engaging live lessons and strong participation in online learning programs. We implemented our distance learning model as planned with three hours daily live teaching, small group instruction, and on-demand learning every Friday as a full day of on-demand and independent learning. Our distance learning plan still allows students to access a curriculum that includes the full content and rigor that students would receive in the classroom.

Additionally, we have sustained learning tools and elements of the school day from our in-person model to our distance learning model, allowing students to work with recognized tools and routines. Our students have used, and will continue to use, online learning programs both in-person and in a distance learning environment, which facilitate progress on key skills. Community events, like Launch to begin each day, are carried between the distance learning environment to help build community and offer a sense of consistency.

Access to Devices and Connectivity

Each student received their own personal Chromebook within the first month of school and a hotspot if needed, to make sure that technology was not a barrier for accessing distance learning. We continued to offer technical support for Chromebook challenges and any internet connectivity challenges and they arose throughout the year. None of our students were without the technology equipment needed to access learning. Although for some of our families with inconsistent connectivity or unstable access, their children had difficulty meaningfully engaging with the content.

Pupil Participation and Progress

Student participation is determined based on a combination of their presence in synchronous learning activities and their completion of their independent work. Teachers and staff track attendance through presence in synchronous learning and participation in asynchronous tasks. If a student misses the first learning block of the day, the office manager reaches out to the family with a reminder. Through this process students' presence and absences are recorded and tracked. Teachers also track student attendance in all LIVE synchronous blocks to be able to follow up with students and families to support those who were unable to attend live lessons. Additionally, we also track student engagement in asynchronous learning, noting that when they have completed independent work, including online learning programs and teacher-assigned work. Students and families discuss low participation during follow up meetings with teachers and coaches. Additionally, teachers track progress through online learning programs, observations, interim assessments, and milestone assessments (where possible). Student progress in these areas will be recorded centrally and teachers and school leaders will review regularly, including monthly data days, in order to make program adjustments and ensure student growth.

We are proud of our 96.5% average daily attendance. We strove for high levels of student participation, because if students were not participating that they were missing out on learning opportunities. Similar to in person instruction, we found that the same students consistently had lower participation rates. Our teachers, Care Corps members, and school leaders worked to partner closely with these

families to develop a shared understanding of the importance of participation and to find solutions to increase their consistent participation.

Distance Learning Professional Development

We have provided staff professional development in the distance learning model, health and safety protocols, social emotional learning, virtual learning tools, and supporting English Learners in distance learning. Our staff continues to receive individualized coaching from school leaders to support their individual needs. All school leaders received training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement.

Staff Roles and Responsibilities

We have been successful at reallocating our staff members whose regular responsibilities have been decreased or eliminated due to distance learning to positions where they can support families with the wraparound supports that they need or provide additional small student group engagement. Our staff were able to adapt to distance learning, which was supported by some role changes and trainings. Our Ops specialists and other staff pivoted to support students in distance learning. Our interventionists supported core content teachers in Zoom spaces and followed up with families for any gaps in engagement. The individualized coaching model, which has always been a part of the program at Rocketship, was particularly important in making sure that all staff had the support that they needed and consistently received feedback on how to engage with students and families.

Support for Pupils with Unique Needs

We were able to effectively implement programs to adapt distance learning for our students with unique needs. This included integrated and designated EL instruction for our English Language Learners, and IEP accommodations for our students with special needs. When we were able to invite students to return to campus we first prioritized our students with disabilities and Foster and Homeless Youth. When we were first able to offer in-person one to one support during the second semester, we brought our Specialized Inclusion Program (Moderate-Severe Needs designation) back for intensive targeted support. Our English Learners were prioritized to receive in-person afternoon intervention services. We have continued to observe gaps between assessment scores for students in these groups and other students. Remediation plans will be tailored to particularly target these students' needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional small group tutoring opportunities	$235,306	$186,055	Y
Compensate staff for extended instructional time	$58,826	3,881	Y
Purchase online learning platforms (Lexia and Reflex)	$26,464	$49,363	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Spending on actions and services for high needs students was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to administer the NWEA MAP assessment at the beginning of the year for our students in first grade and up. While the assessment revealed that students were, on average, starting the year behind where students had been in previous years, the gaps were not as large as NWEA predicted, which gave us confidence that our distance learning program was having an impact. We also administered STEP reading assessments and had great success administering the assessment and remediating as necessary. In the upper grades, administering the STEP assessments virtually was time consuming, which made the progress monitoring cycles longer.

We've also been able to consistently track student progress through online learning programs and class assignments. These have helped to guide full class remediation and small group instruction. We've seen that as students revisit foundational skills their mastery grows. Math skills have been harder to support in an online format without student access to manipulatives.

Students have frequent opportunities to work at their own pace, including guided reading at their own instructional reading level, small group instructional days for math, the Distance Learning Launchpad as a flexible online learning hub, and online learning programs that adjust to their skills. This work which adapts to students current levels will ensure that they don't skip ahead, leaving gaps in their learning. Additionally, students will be engaging in regular small group instruction, giving them the chance to revisit any needed skills.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students have responded well to our expanded SEL curriculum and emphasis. We notice that the topics covered in our daily SEL lessons are carried over into students' interactions with each other and their teachers throughout the day. We know that forming relationships online looks different than in person and the SEL lessons have helped to forge community bonds, although we still have students, especially our younger students, who are struggling to form the same types of relationships that they would in person.

Through our Care Corps, we've been able to stay connected to our familys' needs. As families expressed struggles (e.g., food, housing), they were connected with trained Care Corps members who helped them navigate to resources. This was enabled by a growing number of community partnerships.

Our mental health provider has provided individual and small group support throughout the year. Our teachers have done an exceptional job connecting with students each day by checking in to see how each child is doing, but sometimes when students are feeling isolated at home our teachers are saddened that they can't do more to help the child feel connected in the distance learning format.

For our staff, we've continued to emphasize rest as a way to support mental health--offering staff additional rest days throughout the year and making sure that they had breaks worked into their schedule. We've also invested in spaces to staff to discuss challenges--especially around DEI-related injustices occurring in our country. Cultivating space to process has been key for staff member's mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our tiered intervention approach continued to emphasize strong relationship building with students and families and adapting to find solutions that meet individual needs. We've found that families respond well to this approach and we're able to work through challenges in a way that feels collaborative and opens dialogue. We have maintained regular remote family coffees with the leadership team and hosted a number of different creative distanced celebrations, such as drive through events and family movie nights. We've found that some of families have been facing unique challenges in the distance learning context (e.g., how to support distance learning for young students when a parent is also working) and we've tried to be creative in working with them towards solutions.

For students who are disengaged, we are taking a tiered approach to intervening, which mirrors the approach that we've taken during in-person learning. When a student has an absence, the family receives a notification and has the opportunity to provide information to show that the absence should be excused. Students with persistent absences meet first with their teacher to discuss the implications of those absences and try to find solutions that allow the student to attend consistently. If absences continue, families then meet with school leaders who also discuss truancy implications and work to find solutions. Notification calls are available in English and Spanish. Outreach to families will be made by a staff member who speaks the language that the family is most comfortable in or by a staff member with a supporting translator. As the year progresses, our chronic absenteeism rate is decreasing.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our distance learners, we serve meals twice a week so our students have five days worth of meals. One service day we distribute three days worth of breakfast and lunch and the other day we distribute two days worth of breakfast and lunch.

When we have students on campus, we place them into small groups. We serve daily breakfast and lunch during their normal meal times. All meal service is provided in this small-group setting to ensure student and staff safety, avoiding exposure between cohorts of students.

In both environments, we track students who receive meals in order to facilitate free and reduced meals for those students who are eligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on personalization, Social Emotional Learning, and family engagement have been critical during this year and will continue going forward. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to administer the NWEA MAP assessments in Reading and Math and STEP assessments to monitor student progress and adjust instructional plans for individual classrooms, small groups of students, and individual students based on the data. We will provide a comprehensive system of intervention and progress monitoring to quickly fill any gaps from this year. We will continue to meet students specific learning needs through small group instruction and the personalized instruction provided by our online learning platforms.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions and services implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Rocketship Brilliant Minds instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments, personalizations, and academic supports. Based on the challenges faced by English Learners in the distance learning format, we hope to be able to add a designated ELD Interventionist to provide targeted support to our English Learners next year.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Academy Brilliant Minds	Lisa Greene Principal	brilliantminds@rsed.org 408-708-5650

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Rocketship Academy Brilliant Minds opened in Rocketship Brilliant Minds opened in August 2012, the sixth Rocketship campus to open in San Jose. The campus serves students in grades TK-5. Approximately 80% of the students are socioeconomically disadvantaged, 56% are English learners, 79% are Hispanic/Latinx and 14% are Asian. The LCFF Unduplicated percentage is approximately 85.98%.

Rocketship Academy Brilliant Minds 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 Academy Brilliant Minds 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 Academy Brilliant Minds also operates under the principles that excellent teachers and leaders create transformational schools and engaged families 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 families 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 Academy Brilliant Minds this fifth core value is initiative. Students at Rocketship Brilliant Minds take initiative, operating with ownership over their academic and personal growth. Our talented team of educators works collaboratively with our dedicated parent community to ensure every Rocketeer on our campus receives an individualized educational experience tailored to his or her learning needs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Academy Brilliant Minds which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers; School environment will be safe and welcoming for all students; Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning; Rocketship families are engaged in their students' education. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Brilliant Minds based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, with a 96.5% average daily attendance rate as of 3/30/2021.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data and the 2019 CA dashboard, we have identified needs in ELA and Math achievement, English Learner Progress as well as Chronic Absenteeism. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress, differentiate instruction and provide targeted intervention. We will provide enhanced support for our English Learners to ensure high reclassification rates. We will continue our work to engage our families to support high daily attendance and reduce chronic absenteeism.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with robust systems for personalized learning and our Love of Reading campaign. We will provide comprehensive English Language Development for our English learners through GLAD training for all of our teachers. We will also provide a comprehensive program of special education supports for our students with IEPs.

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. Teachers will be supported (Goal 2) through professional development and instructional coaching to implement our instructional model, including culturally responsive pedagogy. We will also support our teachers with becoming fully credentialed to ensure the highest quality teachers for our students. Additionally, we will administer high-quality assessments and provide data days for teachers to analyze the data and make instructional plans based on the data.

GOAL 3: School environment will be safe and welcoming for all students. Our Business Operations Manager ensures the school campus stays safe, clean, and well-maintained. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations.

GOAL 4: Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning. Students will have opportunities to participate in enrichment activities and field trips to ensure they receive a well-rounded education. Students will be supported in social emotional learning to ensure their social emotional well-being and remove barriers to engagement. Our Care Corps team will continue to ensure our students' basic needs are being met by identifying families in need and connecting them with appropriate resources for support.

GOAL 5: Rocketship families are engaged in their students' education. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, school events, and opportunities to volunteer and to provide input organized and facilitated by the school leadership team. These opportunities include community meetings, exhibition nights, monthly coffees, Los Dichos activities, and family surveys.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for Rocketship Academy Brilliant Minds, based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our SSC and ELAC committees met on 10/27/20, 12/9/20, 2/22/21, and 4/29/21.

Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 26, 2021.

Parents also provided feedback throughout the year through various parent engagement opportunities. 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.

Teachers, school staff, and school administrators provided feedback during regular staff meetings and a staff survey. Teachers have held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Parents are very interested in having intensive progress monitoring and intervention for their students to make-up for lost learning during the pandemic. They also want more after school clubs and enrichment opportunities for their students.

Teachers/School Staff/Administrators valued the level of support provided for Social Emotional Learning this year, and would like to see the dedicated space for SEL maintained in the bell schedule.

Students want more social time and activities.

SSC members requested more intervention, specifically for small targeted groups of students, to catch students up academically and additional after-school tutoring, specifically for reading support.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on our stakeholder feedback, we have added the following to our plan for next year and beyond:

- maintain the dedicated SEL time in the bell schedule.
- continue the SEL time, community meetings, Launch and landing spaces for community building to address student feedback.
- provide intensive progress monitoring and intervention for students during this coming year to address any learning loss.
- explore options for providing additional enrichment opportunities with our own staff and through our partnership with the YMCA.

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. We are proud of the progress of our students and must continue our actions to sustain this progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 40.6% English Learners: 11.2% Low Income: 35.7% Students with Disabilities: 8.7%				46%
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 44.6% English Learners: 22.9% Low Income: 39.7% Students with Disabilities: 8.7%				48%

Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.14				1.2 Years
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.1				1.2 Years
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	36%				High (Green) on current status of dashboard 55%
EL Reclassification Rate	7.3%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core-aligned instruction & materials	A-1. The Rocketship Academy Brilliant Minds 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 Academy Brilliant Minds operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Academy Brilliant Minds 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	$67,840	N

		ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.		
2	Personalized Learning	A-2. Rocketship Academy Brilliant Minds'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 our school operates an inclusion model. In particular, our students in Special Education benefit 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 maintain a 1:1, 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.	$565,672	Y
3	Special Education supports	A-3. Although Rocketship Academy Brilliant Minds runs an inclusion model, we realize that our students in Special Education 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	$137,122	N

		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.		
4	GLAD Training & Curriculum	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. Students in Special Education 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. We will focus our professional development and school based coaching on improving the quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.	$25,455	N
5	Love of Reading Campaign / Reading Engagement	A-5.Rocketship Academy Brilliant Minds will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	$46,000	Y

Goal Analysis [LCAP Year

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
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.

An explanation of why the LEA has developed this 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to their own copies of standards	100%				100%

aligned instructional materials for use at school and at home					
Number/% of total and EL teachers credentialed & properly assigned	100%				100%
% of adopted standards including ELD standards implemented	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	B-1. Professional Development is a critical component of the Rocketship Academy Brilliant Minds program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We are planning for provision of virtual professional development as needed in the event of future closures. We will adapt the content of professional development for 21-22 and beyond as needed, given increased academic needs of our students due to COVID-19, and we will adjust summer professional development for 2021 to better prepare teachers and leaders to meet the needs. Summer PD Each summer, Rocketship Academy Brilliant Minds 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.	$186,707	Y

		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 Academy Brilliant Minds has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. Rocketship Academy Brilliant Minds 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.		
2	Assessments	B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • Three rounds of cumulative assessments • Two-Three rounds of Humanities and Science interims • NWEA three times per year (K-2), NWEA two-three times per year • STEP or Fountas & Pinnell at least four times per year • State-mandated CAASPP • Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC) • Alternative ELPAC for English Learners with severe cognitive disabilities	$13,165	Y

		If schools are unable to open and continue with distance learning at any point, we will adjust plans as needed.		
3	Data Days	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at Academy Brilliant Minds 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.	$41,128	Y
4	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. RBM 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 students in Special Education.	$372,491	Y
5	Teacher Credentialing	B-5. Our team will continue to ensure 100% of our teachers are in compliance. As mentioned due to COVID-19 there are a lot of questions around when teachers will be able to take tests. Therefore, we must continue to support them with studying so that once tests centers do open they are prepared to be successful. In addition, we will continue partnering with a credential program so that teachers who are currently eligible to be on an Intern Credential (passed their tests) can focus on earning their Preliminary Credential. We are excited to see even more people be able to enroll in 21-22.	$32,250	N
6	Culturally Responsive Pedagogy	B-6. Rocketship Academy Brilliant Minds is committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative and culturally competent. We also recognize that in order to build cultural competence at our school, we must invest in a multi-year training effort. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons. The new Thematic Units will celebrate diversity and leverage student's cultural capital to guide student discussions.	TBD	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the “good repair” standard	Met				Met
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.				75%
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	BOM	C-1. Rocketship Academy Brilliant Minds 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. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. This position is critical to meeting our school's and the state’s goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence,	$107,000	Y

		collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.		
2	School Maintenance	C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the 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 Academy Brilliant Minds will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	$87,002	N
3	Custodial Services and 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.	$89,400	N
4	Operations Specialists	C-4.Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and professional development of our Operations Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school professional development sessions depending on the topic.	$420,063	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4

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

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No 2020-21 data due to pandemic school closure				75%
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	80%				85%
Portion of parents with input into decision making (Parent survey participation rate)	95%				90%
Chronic Absenteeism rate for all students and all significant subgroups	All students: 12.1% English Learners: 12% Low Income: 12% Students with Disabilities: 11.1%				10%
Suspension rate for all students and all significant subgroups	All students: 0.5% English Learners: 0.3% Low Income: 0.6%				0.5%

	Students with Disabilities: 0%				
Expulsion rate for all students and all significant subgroups	0%				0%
Average Daily Attendance	95.5%				95%
% of students with access to a broad course of study	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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, science, 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 students in Special Education, this can be an especially motivating and engaging portion of their day.	$279,000	Y
2	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	$31,000	Y

		for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.		
3	Social Emotional Learning	D-3. Rocketship Academy Brilliant Minds 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. PBIS will be one of our main priorities this year. We will focus on improving the fidelity of the practices across all spaces--classrooms, recess, and enrichment--so that we are creating a positive environment and culture with consistency. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the Shortest Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more community and culture building within a class. The goal of these curricula is to help students build toward the 5 social emotional competencies of self awareness, self management, social awareness, relationship skills, and responsible decision making, as well as encompassing the social justice standards of identity, diversity, justice, and action. This school year we formed a working group to audit the curricula with a DEI lens to continue to ensure we have representation across race, ability, ethnicity and representation. We had a group of 20 employees from across our 4 regions, across roles (i.e. enrichment coordinators, teachers, school leaders, mental health professionals, and learning lab specialists). This past year we implemented ""Smart Start"" components into the curricula. These derive from Conscious Discipline and Responsive Classroom, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created ""class creed,"" a ""feelings check,"" and a ""wishing well"" component--thereby promoting positive culture and SEL skills. The ""Smart Start"" component is a conscious effort to plan ahead for students returning after a year of closures with potentially higher needs and trauma. The routines will support them in the transition back to in-person learning.	$39,643	Y

		We also utilize mental health professionals for individual student support and providing small group support working with the SEL curriculum.This year we will be increasing our tiers of support. We are adding a Mental Health Provider intern program to our already existing Mental Health Provider team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students. We are expanding our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigrational, and other various services at each of our 13 Bay Area school sites. This program will be an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. The team of providers will work to gain family and community engagement by securing partnerships & resources for adults in relation to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community of Schools program will also work to design a program to address chronic absenteeism.		
4	Care Corps	D-4. In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff will regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff will follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn.	$75,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 5

Goal #	Description
5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours; set as less than 100%)	66%				76%

% Home visits completed	100%				95%
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	83%				88%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family involvement	E-1. Community Events: Rocketship Academy Brilliant Minds 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, Academy Brilliant Minds invests in family 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. Family Volunteer Opportunities: Rocketship Academy Brilliant Minds Family members will be encouraged to volunteer with their students to help tighten the link between the families and the school. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will continue to expand and adapt the volunteer options and events in order to be inclusive of working family members and to accomodate for times when COVID-19 may not allow for family members to volunteer on campus. In addition to these components, we will be expanding our work with our school-based parent groups to deepen advocacy in their communities. We will intentionally bring a Diversity, Equity and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program.	$59,258	N

2	Family Outreach	E-2. Rocketship Academy Brilliant Mind provides many opportunities throughout the school year for families to interact with Rocketship Academy Brilliant Minds staff. The school offers monthly forums (i.e., Cafecitos) for families to provide feedback as well as learn in depth about school activities. This enables families to become a more active participant in their child's education. We also survey our families annually. We analyze the data and meet with families to review the results and seek further input on the actions moving forward. We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. We are seeking family input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.	$8,125	Y
3	School Leadership Team	E-3. Rocketship' Academy Brilliant Mind's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where families are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all family engagement goals and responsive to family input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to families through written, social media, and other forums. As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$82,175	N
4	Los Dichos	E-4. Los Dichos is a parent, family, and community engagement activity where family members read stories of Latino origin as a part of	$5,000	N

		a literature-based program. The books read are bilingual and teach students about the Latino culture and values. Each one has a dicho, or saying, that reflects the story. After reading the bilingual book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Project Cornerstone staff. They then meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.84%	[Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Orange level for ELA, while in Math our English Learners are at the Green level and our Socioeconomically Disadvantaged students are at the Yellow level. We had low performance in 2019 on the English Learner Progress Indicator, with 36.4% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 7.3%.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Rocketship Delta Prep student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Days are professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. 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.

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 5 points growth in ELA and 3 points growth in Math within the next three years (see expected outcomes in Goal 1), a high level English Learner Progress and at least a 15% English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students had a 0.6% suspension rate and our English Learners had a 0.3% suspension rate, both Level Blue on the CA Dashboard. Our Chronic Absence rate in 2019 was Orange for both our Socioeconomically disadvantaged students and English Learners.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. We provide Enrichment opportunities and field trips to support the development of the whole child. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement.

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Rocketship Academy Brilliant Minds community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Family Outreach

Expected Outcomes

By implementing a comprehensive Family Outreach program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around family perceptions of their satisfaction with the school, family participation in various events and opportunities, and the percent of our students' homes we are able to visit at the beginning of each school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Academic Growth and Achievement

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

The personalized learning action increases the amount of technology, tech support, online learning platforms, leveled libraries, learning lab materials and instructional materials available to English learners, low income students, and foster youth so that they can successfully engage with the right content at the right time according to their needs and varying levels. Reading engagement adds funding for materials and supplies to support a school-wide reading initiative that fosters love of reading and reading growth above and beyond the ELA curriculum to provide additional support for our low income, English learners, and foster youth to grow as readers. Professional development and coaching actions add staffing and materials in support of expanded professional development opportunities and teacher coaching provided to all teachers, totaling about 4 hours per week, to ensure that teachers are supported to effectively meet the needs of our low income students, English learners, and foster youth. The actions for assessments and data days add assessment systems, staffing, and related materials to our program in order to provide accurate and actionable data on the learning progress and needs of our low income students, English learners, and foster youth and to dedicate time and expertise to the effective use of that data.

Climate and Culture

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

The Business Operations Manager action expands the staffing at our school in order to provide our low income students, English learners and foster youth an additional highly trained leader on campus dedicated to ensuring a safe and supportive school climate, smooth operations, and effective outreach for student engagement. The Operations Specialists add additional staffing in support of functions that are particularly beneficial to our low income students, English learners and foster youth. They ensure that school nutrition is well implemented, that recess and lunchtime activities are productive and positive, and that outreach for student support and re-engagement is timely and effective. The enrichment and field trips actions bring additional opportunities to our low income students, English learners, and foster youth by adding opportunities for learning beyond the core curriculum and in the community. Social emotional learning action adds staffing and resources in order to create and implement a comprehensive program in Social Emotional Learning and mental health supports to ensure that our low income students, English learners, and foster youth are supported not just academically but holistically, and that mental health support is available to them as needed.

Family Engagement

Family Outreach

Family Outreach adds staffing time devoted to engaging with families so that families of our low income students, English learners, and foster youth. This action supports the building of strong family-school relationships in support of students through such initiatives as home visits, opportunities and events for families, and outreach.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that

does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,590,580	$ 1,610,444
LEA-wide Total:	$ 1,590,580	$ 1,610,444
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Standards-Aligned Instruction & Materials	LEA-wide		RBM	$ 12,000	$ 12,000	No
1	1		LEA-wide		RBM	$ 13,840	$ 55,840	No
1	1						$ -	
1	1						$ -	
1	1						$ -	
1	2	Personalized Learning	LEA-wide	EL, Low Income, Foster	RBM	$ 30,137	$ 40,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RBM	$ 90,622	$ 90,622	Yes
1	2		LEA-wide	EL, Low Income, Foster	RBM	$ 5,000	$ 5,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RBM	$ 10,000	$ 15,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RBM	$ 12,000	$ 12,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RBM	$ 25,000	$ 25,000	Yes
1	2		LEA-wide		RBM		$ 1,800	No
1	2		LEA-wide		RBM		$ 268,750	No
1	2		LEA-wide		RBM		$ 107,500	No
1	3	Special Education Supports	Limited		RBM		$ 34,343	No
1	3		Limited		RBM		$ 102,779	No
1	3						$ -	
1	3						$ -	
1	3						$ -	
1	4	GLAD Training and Curriculum	LEA-wide		RBM		$ 25,455	No
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	5	Reading Engagement	LEA-wide	EL, Low Income, Foster	RBM	$ 46,000	$ 46,000	Yes
1	5						$ -	
1	5						$ -	
1	5						$ -	
1	5		LEA-wide	EL, Low Income, Foster			$ -	Yes
2	1	Professional Development	LEA-wide	EL, Low Income, Foster	RBM	$ 106,932	$ 106,932	Yes
2	1		LEA-wide	EL, Low Income, Foster	RBM	$ 64,776	$ 64,776	Yes
2	1		LEA-wide	EL, Low Income, Foster		$ 15,000	$ 15,000	Yes
2	1						$ -	
2	1						$ -	
2	2	Assessments	LEA-wide	EL, Low Income, Foster	RBM	$ 6,700	$ 11,700	Yes
2	2		LEA-wide	EL, Low Income, Foster	RBM	$ 1,465	$ 1,465	Yes
2	2						$ -	
2	2						$ -	
2	2						$ -	
2	3	Data Days	LEA-wide	EL, Low Income, Foster	RBM	$ 41,128	$ 41,128	Yes
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	4	Coaching	LEA-wide	EL, Low Income, Foster	RBM	$ 372,491	$ 372,491	Yes
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	5	Teacher Credentialing	LEA-wide		RBM		$ 32,250	No
2	5						$ -	
2	6	Culturally Responsive Pedagogy					$ -	
2	5						$ -	
2	5						$ -	
3	1	Business Operations Manager	LEA-wide	EL, Low Income, Foster	RBM	$ 107,000	$ 107,000	Yes
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	2	School Maintenance	LEA-wide		RBM	$ 61,120	$ 64,120	No
3	2		LEA-wide		RBM	$ 8,162	$ 10,882	No
3	2		LEA-wide		RBM	$ 12,000	$ 12,000	No
3	2						$ -	
3	2						$ -	
3	3	Custodial Service and Supplies	LEA-wide		RBM	$ 79,400	$ 89,400	No
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	4	Operations Specialists	LEA-wide	EL, Low Income, Foster	RBM	$ 420,063	$ 420,063	Yes
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	5	Removed Security Services as action for 21			RBM	$ 5,000	$ 5,000	
4	1	Enrichment	LEA-wide	EL, Low Income, Foster	RBM	$ 157,500	$ 157,500	Yes
4	1		LEA-wide		RBM		$ 121,500	No
4	1						$ -	
4	1						$ -	
4	2	Field Trips	LEA-wide	EL, Low Income, Foster	RBM	$ 31,000	$ 31,000	Yes
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	3	Social Emotional Learning	LEA-wide	EL, Low Income, Foster	RBM	$ 9,643	$ 9,643	Yes
4	3		LEA-wide	EL, Low Income, Foster		$ 30,000	$ 30,000	Yes

4	3		LEA-wide					$	-	No
4	3							$	-	
4	3							$	-	
4	4	CareCorp	LEA-wide		RBM			$	75,000	No
4	4							$	-	
4	4							$	-	
4	4							$	-	
4	4							$	-	
5	1	Parent Involvement	LEA-wide		RBM	$	59,258	$	59,258	No
5	1							$	-	
5	1							$	-	
5	1							$	-	
5	1							$	-	
5	2	Parent Outreach	LEA-wide	EL, Low Income, Foster	RBM	$	8,125	$	8,125	Yes
5	2							$	-	
5	2							$	-	
5	2							$	-	
5	2							$	-	
5	3	School Leadership Team	LEA-wide		RBM	$	82,175	$	82,175	No
5	3							$	-	
5	4	Los Dichos	LEA-wide		RBM			$	5,000	No
5	4							$	-	
5	4									

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,923,535	$ 237,622	$ -	$ 614,338	2,775,495	$ 1,816,438	$ 959,057

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Instruction & Materials	N/A	$ 12,000				$ 12,000
1	1		N/A	$ 13,840			$ 42,000	$ 55,840
1	1							$ -
1	1							$ -
1	1							$ -
1	2	Personalized Learning		$ 30,137			$ 9,863	$ 40,000
1	2			$ 90,622			$ 0	$ 90,622
1	2			$ 5,000				$ 5,000
1	2			$ 10,000			$ 5,000	$ 15,000
1	2			$ 12,000				$ 12,000
1	2			$ 25,000			$ -	$ 25,000
1	2		N/A				$ 1,800	$ 1,800
1	2		N/A				$ 268,750	$ 268,750
1	2		N/A				$ 107,500	$ 107,500
1	3	Special Education Supports	Special Education		$ 28,343		$ 6,000	$ 34,343
1	3		Special Education		$ 87,779		$ 15,000	$ 102,779
1	3							$ -
1	3							$ -
1	3							$ -
1	4	GLAD Training and Curriculum	EL				$ 25,455	$ 25,455
1	4							$ -
1	4							$ -
1	4							$ -
1	4							$ -
1	5	Reading Engagement		$ 46,000				$ 46,000
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ -
2	1	Professional Development		$ 106,932				$ 106,932
2	1			$ 64,776				$ 64,776
2	1			$ 15,000				$ 15,000
2	1							$ -
2	1							$ -
2	2	Assessments		$ 6,700			$ 5,000	$ 11,700
2	2			$ 1,465			$ -	$ 1,465
2	2							$ -
2	2							$ -
2	2							$ -
2	3	Data Days		$ 41,128				$ 41,128
2	3							$ -
2	3							$ -
2	3							$ -
2	3							$ -
2	4	Coaching		$ 372,491				$ 372,491
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	5	Teacher Credentialing	N/A				$ 32,250	$ 32,250
2	5							$ -
2	6	Culturally Responsive Pedagogy						$ -
2	5							$ -
2	5							$ -
3	1	Business Operations Manager		$ 107,000			$ -	$ 107,000
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	2	School Maintenance	N/A	$ 61,120			$ 3,000	$ 64,120
3	2		N/A	$ 8,162			$ 2,720	$ 10,882
3	2		N/A	$ 12,000				$ 12,000
3	2							$ -
3	2							$ -
3	3	Custodial Service and Supplies	N/A	$ 79,400			$ 10,000	$ 89,400
3	3							$ -
3	3							$ -
3	3							$ -
3	3							$ -
3	4	Operations Specialists		$ 420,063				$ 420,063
3	4							$ -
3	4							$ -
3	4							$ -
3	4							$ -
3	5	Removed Security Services as action for 21		$ 5,000				$ 5,000
4	1	Enrichment		$ 157,500				$ 157,500
4	1		N/A		$ 121,500			$ 121,500
4	1							$ -
4	1							$ -
4	2	Field Trips		$ 31,000				$ 31,000
4	2							$ -
4	2							$ -
4	2							$ -
4	2							$ -
4	3	Social Emotional Learning		$ 9,643				$ 9,643

4	3			$ 30,000			$ 30,000
4	3		N/A			$ -	$ -
4	3						$ -
4	3						$ -
4	4	CareCorp	N/A			$ 75,000	$ 75,000
4	4						$ -
4	4						$ -
4	4						$ -
4	4						$ -
5	1	Parent Involvement	N/A	$ 59,258			$ 59,258
5	1						$ -
5	1						$ -
5	1						$ -
5	1						$ -
5	2	Parent Outreach		$ 8,125			$ 8,125
5	2						$ -
5	2						$ -
5	2						$ -
5	2						$ -
5	3	School Leadership Team	N/A	$ 82,175			$ 82,175
5	3						$ -
5	4	Los Dichos	N/A			$ 5,000	$ 5,000
5	4						$ -
5	4						

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Alma Academy

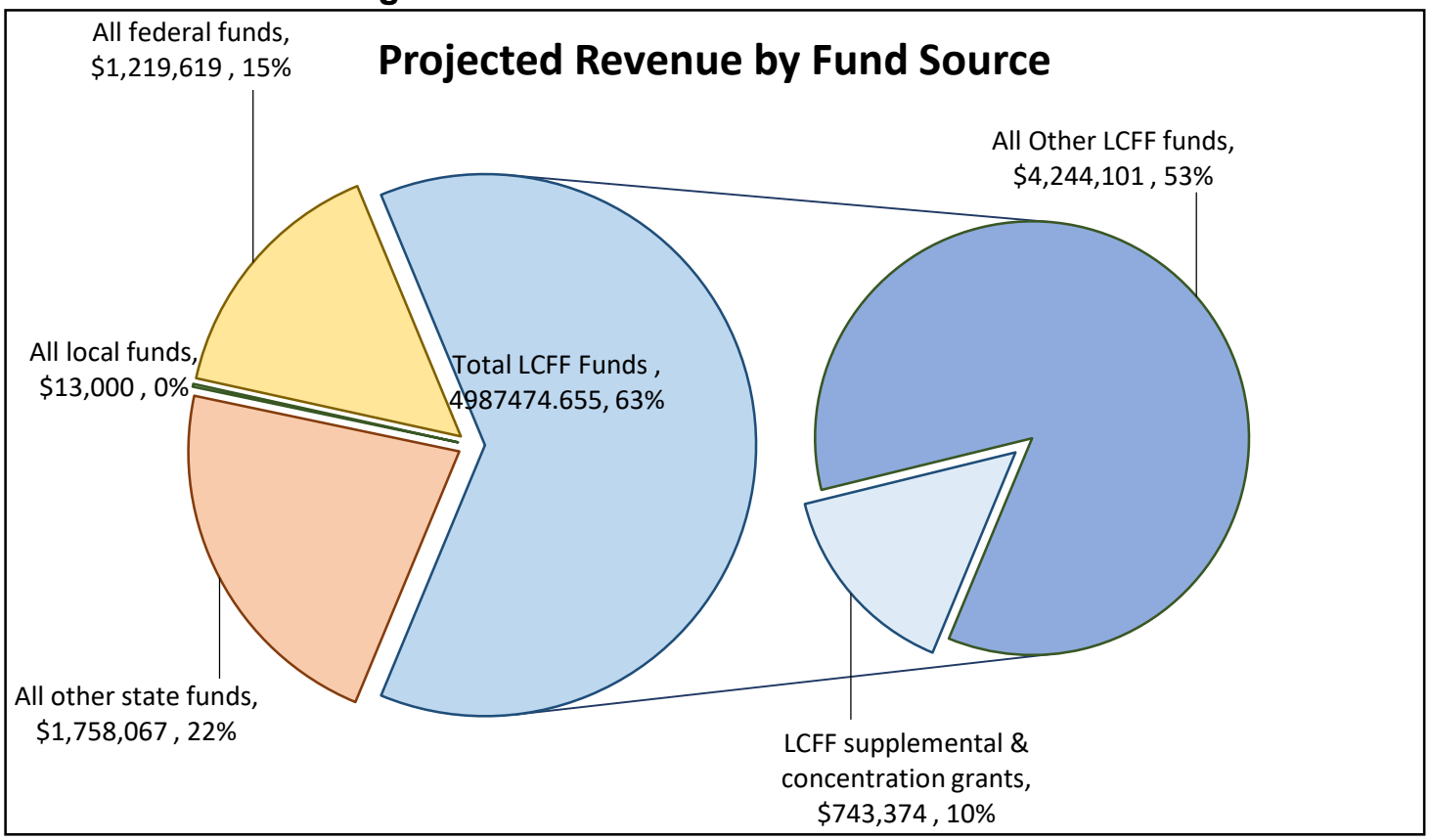
CDS Code: 43-10439-0125799

School Year: 2021 – 22

LEA contact information: Keysha Bailey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

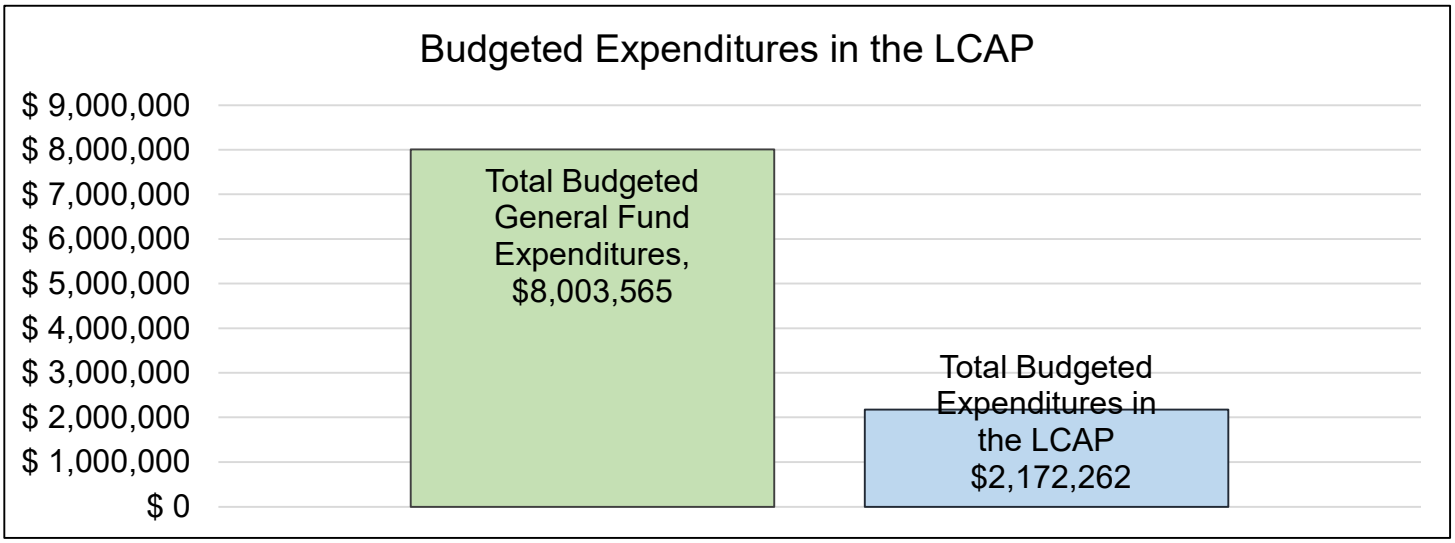


This chart shows the total general purpose revenue Rocketship Alma Academy expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Alma Academy is $7,978,160.60, of which $4,987,474.66 is Local Control Funding Formula (LCFF), $1,758,067.29 is other state funds, $13,000.00 is local funds, and $1,219,618.65 is federal funds. Of the $4,987,474.66 in LCFF Funds, $743,374.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Alma Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Alma Academy plans to spend $8,003,565.46 for the 2021 – 22 school year. Of that amount, $2,172,261.61 is tied to actions/services in the LCAP and $5,831,303.85 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

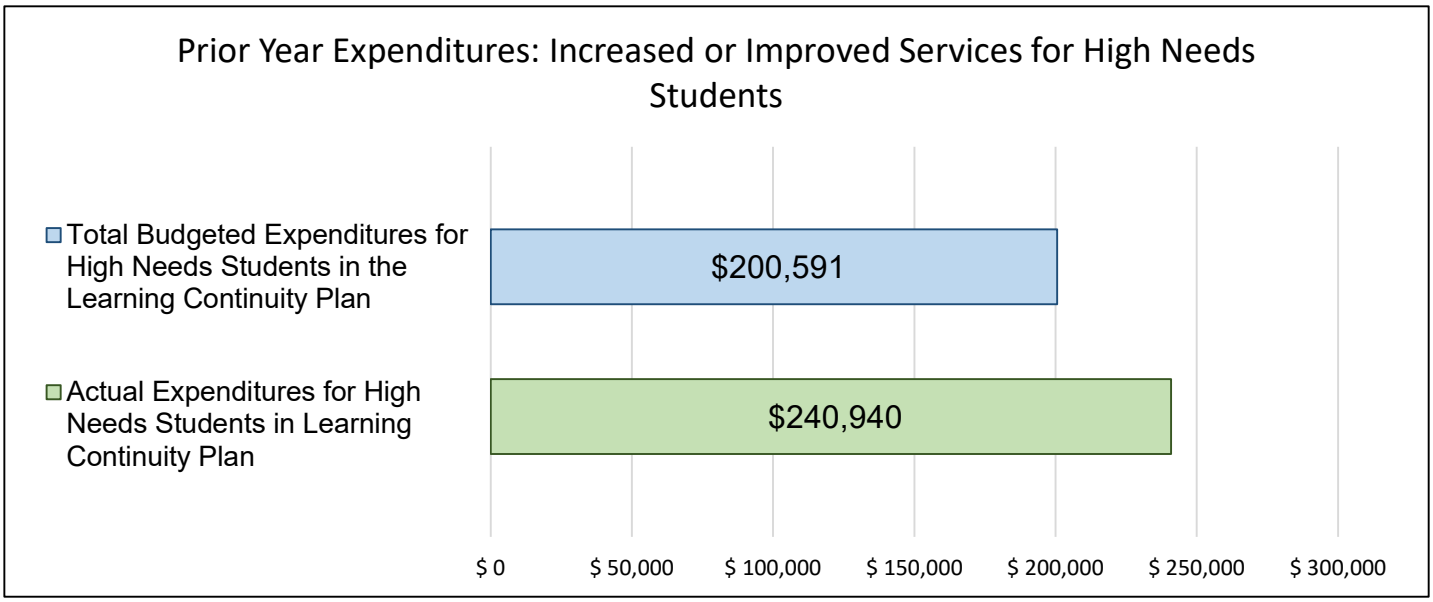
rent, utilities, building repairs & maintenance, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rocketship Alma Academy is projecting it will receive $743,374.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Alma Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Alma Academy plans to spend $1,225,703.68 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Rocketship Alma Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Alma Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rocketship Alma Academy's Learning Continuity Plan budgeted $200,591.00 for planned actions to increase or improve services for high needs students. Rocketship Alma Academy actually spent $240,939.60 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Alma Academy	Carly Reiss, Principal	alma@rsed.org (408) 931-6838

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
2018-19 SBAC ELA: % meeting/exceeding the standard targets	2018-19 SBAC ELA: % meeting/exceeding the standard All Students: 63.1% (met)

All Students: 50% Econ Dis: 47% EL: 25% SPED: >5%	Econ Dis: 61.4% (met) EL: 41.7% (met) SPED: 7.7% (met) 2019-20 CAASPP Testing Cancelled
2018-19 SBAC Math: % meeting/exceeding the standard targets All Students: 47% Econ Dis: 47% EL: 30% SPED: >5 %	2018-19 SBAC Math: % meeting/exceeding the standard All Students: 65.8% (met) Econ Dis: 63.2% (met) EL: 44.1% (met) SPED: 11.5% (met) 2019-20 CAASPP Testing Cancelled
ELs: % of students scoring 3 or 4 on ELPAC: >64%	2017-18: 64% 2018-19: 60.5% (not met) 2019-20: Summative ELPAC cancelled
EL reclassification rate: 10%	2018-19: 20.2% 2019-20: 9.1% (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Alma **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 Alma 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.	Core Curriculum: $12,000 Books: $27,300 LCFF Base 4100 4210	LCFF Base $5,060 $29,361

Rocketship Alma utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.		
Personalized Learning A-2. Alma'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 our school operates an inclusion model. In particular, our students in Special Education benefit 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 and throughout the school, 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 (next year we plan to be 3:2), student to Chromebook ratio. Additionally, to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in technology support consultants.	OLPs: $35,000 Chromebooks: $25,720 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 (shared with A-5 Love of Reading) Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $100,198 LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors) 4411 4421	LCFF S &C $49,075 $5,072 $7,116 $45,399 $14,848 $26,620 Title I $699 $254,702

	4390 4115 5822 5807 4120 2101	
Special Education supports A-3. Although Alma runs an inclusion model, we realize that our students in Special Education 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.	Special Education Supports: $9,172 Contracted Services: $22,037 State Special Education funding + IDEA ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	State SPED + IDEA $1,565 State SPED $113,474
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**	GLAD Training: $14,798 Title III 5804	Title III $12,508

development to our literacy teachers to help them with EL instruction throughout the school year.		
Love of Reading Campaign A-5. Rocketship Alma will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	Printing & Reproduction: $6,000 (shared with A-2 Personalized Learning) LCFF S+C 5822	LCFF S &C $2,182
Summer Program A-6. For Summer of 2019, we will be hosting a summer program focused on rising 1st to 3rd graders for literacy growth over summer. Focused on students currently below grade level	Summer Program: $20,000 LCFF S+C 5803, 2101	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Alma continued to use a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. We purchased paper Fountas and Pinnell leveled library book collections for guided reading, which allowed students to take books home so they could read more frequently. This supported our efforts to ensure that all students have access to a wide variety of texts at their own current reading level and to meet the different genre requirements in Common Core. We supported our ELA teachers to utilize our new Fountas and Pinnell library in their Guided Reading instruction, which gave our students access to more high quality text options. We also expanded the use of online learning programs in general education classrooms in order to facilitate small group instruction. Programs include: Humanities- Lexia, Lightsail, STEM- Freckle, Reflex, Math- ST Math (for TK/1). We worked to better integrate Online Learning Programs in the classroom and increase student completion of OLP activities. We continued to use Leveled Literacy Interventions (LLI). This year was our second year of utilizing LLI as our Tier 2 intervention by our tutors.

We saw strong results this year in terms of accelerated development for new SPED teachers as a result of implementing professional development. and coaching expectations for new SPED teachers. We focused this year on training teachers and leaders in the ELD

Framework and Standards. This year there was an increase of professional development and training to support implementation of Integrated and Designated ELD.

Our Love of Reading campaign continued to improve in the 19-20 school year as we saw an even higher percentage of students who achieved Word Millionaire status, even before the COVID-19 closures.

With the COVID-19 school closures, we mobilized in order to begin distance learning within 2-3 days of closure. We provided modified curriculum and lesson plans for teachers in support of distance learning. We provided devices as needed to ensure 100% of students are equipped with devices and ensured they have or worked to secure home internet access for all students. 90%+ of all students in grades TK-5 are equipped with a school-provided Chromebook. We are prioritizing utilization of OLPs and focusing efforts on ensuring that students are meeting their goals in OLPs. We provided community time in morning launch and landing daily, live lunches and exercise. Instruction included synchronous and asynchronous instruction for students through Facebook, Zoom, and Google Classroom. Instruction included direct individualized 1 to 1 service for students with disabilities through SPED teachers and related service providers. Additionally, we set up daily surveys for families and Care Corps to identify family needs and connect them with resources along with food, housing, and other services. We implemented coaching calls where teachers connected with students on their OLPs, monitored progress, and just checked in on how they are doing 2-3 times per week. Designated ELD is occurring through individual coaching calls or group conferences via zoom. Ongoing support and resources are shared with school staff to support distance learning.

Both state and local testing was cancelled in the Spring, so we do not have data to determine progress. We also don't have summative ELPAC data for this year, and the reclassification process was challenged by school closures.Our reclassification rate was 9.1%, below our 10% target.

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 teacher

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual
All students have access to standards-aligned instructional materials Target: Met	Met
All teachers have access to standards-aligned professional development Target: Met	Met
100% of full-time teachers have appropriate credentials	100% of full-time teachers have appropriate credentials

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Professional Development B-1. *Summer PD* Each summer, Rocketship Alma 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 Alma has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. Rocketship Alma 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,	Summer PD: $114,787 Thursday PD: $69,534 PD Fund: $15,000 LCFF S+C 1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	LCFF S&C $86,287 $52,270 $15,153

teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.		
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 Alma 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. Rocketship Alma will hire **temporary staff** members to facilitate administration and scoring of assessments.	Assessments: $26,009 Temporary Staff: $20,000 LCFF S+C 4414 (Assessments) 5838 (Temporary Staff)	LCFF S&C $23,461 $-
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at Rocketship Alma 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.	Data Days: $44,149 LFCC S+C 1101, 1301	LCFF S&C $33,187
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. Rocketship Alma 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: $229,688 LCFF S+C 1301	LCFF S&C $193,652
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	$53,000	Title II & Educator Effectiveness Grant

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.	Title II & Educator Effectiveness Grant 5833	$23,170

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for scoring assessments and the cancelled data days were reallocated to provide additional staffing to support with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Alma continued its intensive focus on professional development this year and fully implemented the planned professional development actions, adapting them as needed once the COVID-19 crisis necessitated closure. This year we focused a lot on differentiating the professional development for teachers based on their career stages--developing, expanding, and master. As a result, we saw faster growth for developing and new teachers across content areas. With implementation of distance learning, we did specific professional development to support teachers and leaders in being ready to deliver synchronous and asynchronous instruction as well as check-ins with individual students.

Assessment plans were followed as scheduled until school closures in March in response to COVID-19 measures. There were two differences from the stated plan decided last summer before SY19-20 started: 1) the number of Cumulative assessments rounds was reduced from four to three; 2) Grades 3-5 were only to take NWEA in the Fall and Winter (Spring assessment removed to reduce testing burden on students who take state assessments). As a result of the COVID closures, final spring assessments were suspended. These included: Cumulative Round 3, STEP Round 4, Spring NWEA, CAASP and Summative ELPAC. RSA held five out of six planned Data Days this year. The March event was not held due to the COVID-19 crisis.

This year we continued to ensure that 100% of our core teachers were in compliance with the state as well as held the proper English Learner Authorization. We partnered with Loyola Marymount University and have over 20 teachers who will be graduating the program in spring of 2020 with their Preliminary and/or Special Education Credential. Our biggest holdback due to the COVID-19 pandemic has been planning for the 20-21 school year. Many of our teachers were taking their final credential tests in March, but their tests were cancelled due to Shelter in Place orders. We've been working closely with the California Teaching Commission and California Department of Education to see if any modifications will be made to keep our teachers in their roles next year. There are certain cases where modifications are being made, however other cases require an Executive Order from Gavin Newsom and we do not know when this will come. Additionally, we would typically have all new hires take their credential tests over the spring and summer and enroll in a credential program in their first year. This will not be possible this year due to the Shelter in Place order and test centers being closed. Most teachers will need to be on an emergency permit in their first year and focus on tests (as test centers are just now reopening in May 2020 and then enroll in a program in their 2nd year.

Rocketship Alma'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.

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

Annual Measurable Outcomes

Expected	Actual
3rd – 5th grade student survey: 80% of students that believe school is a safe environment to learn	No data due to school closures
Parent survey: 85% of parents that believe school is safe 2019-20	87% of parents that believe school is safe 2019-20 (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
BOM C-1. Rocketship Alma 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 Alma'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.	Business Operations Manager (BOM): $104,156 LCFF S+C 2301	LCFF S&C $108,009
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 Alma 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.	Building repairs: $62,120 Furniture: $9,216 Teacher room: $12,800 LCFF Base 5601 4430 4330	LCFF Base $4,009 $15,617 $10,447
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.	Custodial Services + Supplies: $75,182 LCFF Base 5821, 4320	LCFF Base $116,661
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	Operations Specialists: $153,380 LCFF S+C	LCFF S&C $249,962

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.	2201	
Security Services C-5. Rocketship Alma 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.	Security Services: $5,000 LCFF S+C 5823	LCFF S&C $2,718

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented the actions for Goal 3 as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our BOM continued to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. We continued to focus on developing BOMs in all areas of their operations work. This year we expanded our training for BOMs on the skills that make them strong and effective leaders--skills such as influence, collaboration, and effective communication. Our BOM served as safety lead for our campus. This included planning and leading safety trainings for all school-based staff at the site. Our BOM was responsible for knowing our safety plan, communicating it to the team, holding the safety meetings with the school leadership team, ensuring compliance with required safety drills, and ensuring that all safety equipment and supplies are complete, current, and functioning well. Our BOM acted as liaison to ensure safety protocols are followed with afterschool programs as well. Since the COVID 19 closures began, we are now adding several training sessions virtually, one every other week for BOMs.

We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs planned for this year. Our BOM and facilities staff were able to conduct 2-3 walkthroughs prior to the COVID-19 closure. During the walkthroughs, 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 throughout the year. Rocketship Alma continued to employ 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 resources

as planned for purchase of materials for outfitting and decorating their classrooms. During th COVID closure, our maintenance staff visited all sites to assess and ensure sites are ready for return.

In order to provide a safe and clean environment for our school community, we utilized the services of a day porter during the school day and custodial services once a day in the evening. This year, Rocketship RSA contracted with a custodial company to help get better pricing and create more consistent service. We instituted additional disinfecting procedures conducted by custodial services in the beginning of March prior to closures. Since closure, we have all of our custodial services going into schools and conducting deep cleans.

Operations Specialists continued their essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staffed arrival and dismissal and led recess and lunch for all students. They also supported daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists served as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We conducted additional training with our Operations Specialists this year through PlayworksU in support of indoor recess implementation, including facilitation of games and strategies for managing groups. Once the COVID -19 closure began, this training served as a springboard to support student wellness through virtual recess opportunities. Currently during the closure, our Operations Specialists continue to be employed and supporting various projects according to their skill sets, such as supporting distance learning, ""Live Lunches,"" leading virtual lunches, reading bedtime stories for students, or joining a team called Care Core which reaches out to families to check in on them and see how their needs are being met, participating in our twice weekly meal distribution, and providing translation support for teachers in working with families.

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. When parents were surveyed in regards to safety, 87% believe our school is a safe place for their children, which is an increase of 5% over last year's score of 80%. RSA 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.

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: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual
Chronic absenteeism rate <10%	Chronic absenteeism rate 12.4% (not met)
Attendance rate (ADA) >95%	Attendance rate (ADA) 94.9% (not met)
Suspension rate <1%	Suspension rate 0% (met)
Expulsion rate 0%	Expulsion rate 0% (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 Coordinators: $134,532 LCFF S+C 2201	LCFF S&C $149,391

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.	Field Trips: $38,500 LCFF S+C 5860	LCFF S&C $46,113
Social Emotional Learning D-3. Rocketship Alma 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.	Instructional Supplies: $5,263 Educational Consultants: $30,000 LCFF S+C 4340 5804	LCFF S&C $11,302 $27,661
D-4. Rocketship Alma will implement attendance incentives for students to attend school every day. These could include things such as dress-up days, parties for classes with high participation, etc.	Non-instructional materials: $10,000 LCFF S+C 4380	LCFF S&C $170
After School Program D-5. RSA 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 options for their children.	After School Program: $150,000 LCFF S+C 5911	LCFF S&C $252,877

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we fully implemented our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Alma implemented a minimum of daily physical education for all grades as well as upper grade science. We provided additional adaptive PE training to our physical education coaches to better serve students with special needs. During COVID-19 closures, daily enrichment was incorporated into movement breaks led by physical education coaches in the form of daily workout videos. Additional enrichment opportunities such as science and art were provided as options for all students, although there was no designated core instruction during which a whole class gathered. We offered Developmental Play in Kindergarten. Our afterschool program featured Basketball, Flag Football and Cheer Squad. Prior to COVID-19, we were able to send all 4th and 5th grade students to camp as previously scheduled. We also conducted field trips to: Children's Museum, Tech Museum, Monterey Bay Aquarium, Exploratorium, San Jose Sharks game. All other field trips were cancelled, but teachers provided virtual field trips such as science related trips to the aquarium and college campus visits.

We continued our PBIS implementation as planned. In addition to our active PBIS team, we added a full time mental health provider to our staff, and this enabled us to provide more SEL interventions at Tier 2 and 3 as needed. In addition to continued use of Kimochi and RULER, we developed an internal SEL curriculum called ""The Shortest DIstance."" We provided Powerpoint lessons for teachers to facilitate SEL lessons daily. We saw many benefits of this more structured curriculum, especially that it is easier for teachers to implement with less planning and preparation. Using a common curriculum has allowed for a common language across the entire school in terms of SEL skills. Because of that, we have more frequently heard students and staff using the language of SEL in their interactions. This has also allowed us to provide parents with descriptions of the units and the topics and skills being addressed so that they have the opportunity to reinforce social emotional learning in the home. Since the COVID-19 closures, we have been holding daily SEL lessons for students as part of distance learning. Mental health providers are providing a daily post with resources, tips, and guidance on how families can support students' mental health needs during COVID-19 closure. We do expect increased SEL needs among students, families, and staff in addition to academic needs and are currently planning to address these needs.

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. RSA has seen success in this goal, indicated by our zero suspension rate and no history of

expulsions; however, our ADA decreased slightly from 95% to 94.9%. Our chronic absenteeism decreased from 13.1% to 12.4%, and while this is encouraging, the rate remains above our target of less than 10% chronic absenteeism.This indicates there is a significant need for improvement and identification of attendance problems early so applicable support services and interventions can occur to combat chronic absenteeism.

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

Annual Measurable Outcomes

Expected	Actual
Parent attendance: 55% of parents attending an average of at least one school event per month	Data unavailable due to school closures
Parent survey: >85% of parents that are satisfied overall with their school	85% of parents that are satisfied overall with their school (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent involvement E-1. **Community Events:** Rocketship Alma 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, Rocketship Alma 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 Appreciation and Materials: $9,823 LCFF Base 5822	LCFF Base $33,253

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 Rocketship Alma 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.	4510 4720	
Parent Outreach E-2. Rocketship Alma provides many opportunities throughout the school year for parents to interact with Rocketship Alma 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. We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.	Parent Outreach – School Leader Comp: $9,727 LCFF S+C 1101	LCFF S&C $6,161
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.	Office Manager: $82,694 LCFF Base 2401	LCFF Base $94,889

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Alma hosted many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. We focused particularly this year on including cultural celebrations meaningful to the community. We also engaged in college trips--families, staff and students traveled together to surrounding colleges and universities for a tour and picnic in order to familiarize themselves with college opportunities. We often were able to feature parent/student panels so that our students and families could hear from students and parents who may come from a similar background and culture and have the opportunity to ask questions and envision themselves attending. We expanded the volunteer options and adjusted timing of opportunities this year in order to be more inclusive of working parents, such as having later events and offering opportunities for take-home projects and remote support. We implemented Los Dichos, a monthly school event where parents come to campus and read with students in a variety of languages, including Spanish, English, and Vietnamese in order to strengthen a culture of literacy. Parents also received a skill-building workshop for this event including public speaking tips, how to engage students, and how to conduct read-alouds.

At Rocketship Alma, 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 received by parents and we plan on continuing that next year. We engaged in annual home visits as a regular part of our program. Nearly all students received a home visit by December 1 of 2019. We also hosted parent-teacher conferences two out of three times this year, with the third one moved to a virtual format. Our recently created Distance Learning LaunchPad features parent resources--Los Dichos activities continue virtually, as do the monthly parent coffees, but with increased frequency-weekly. One way in which we have elevated parent involvement is putting more intention into building parents as leaders and advocates. As a result, we have had more participation by parents in parent organizing committees, school site council, and parent organizing groups. We also added two parents to the Rocketship Board of Directors.

We added a daily wellness check-in for families under a new program called "Care Corps." This process begins with a form that a family completes with questions around needs such as food, shelter, financial assistance, employment resources, health, mental health, and more. Based on the completed forms, a school-based task force follows up to connect families with resources that have been collected and vetted by the regional Growth, Community, and Engagement (GCE) team. In the event that a family identifies an unmet team that is more than the team can provide, the case is escalated to the network team for further support. In addition to the Care Corps implementation, we have also done a lot of work to ensure our students have access to needed technology. We have in most cases a 1 to 1 ratio of devices to students and have worked successfully with local agencies to ensure connectivity. We have implemented a program of frequent touchpoints with students, families, and school staff. We implemented a family component of our "live lunches" where families share recipes they enjoy with students, and also are engaging families in virtual bedtime stories.

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. Parent satisfaction has maintained at 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase adequate PPE materials	$15,580	$21,439	N
Post signs around the school to guide healthy and safe behavior	$15,000	$679	N
Cover additional cleaning and disinfecting for the campus	$34,536	$10,477	N
Compensate additional staff to cover those who need to quarantine	$114,480	$82,875	N
Update HVAC systems for additional filtration	$27,000	$2,789	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year.

We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In the fall, we began to offer facilitated distance learning for students and families who wanted the option. Through this program, students were able to come into school daily, complete their distanced school work in a supervised environment, where help was available when needed. Beginning in March, Transitional Kindergarten and Kindergarten students had the option to return to campus in a limited capacity in order to facilitate community building and in person assessment. In April, we were able to invite all students back to campus. About 50% of our families attended in-person. Students were on a half day schedule to adhere to health and safety guidelines for distancing. Students who attended since the Fall were able to continue attending on a full day schedule.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Gave stipends for COVID-19 campus lead (i.e., staff taking on additional work to ensure school safety during the pandemic)	$7,500	$5,000	N
Purchased additional Chromebooks to enable distance learning for all students	$73,500	$134,044	Y
Subscribed to distance learning platforms/tools (e.g., SeeSaw)	$2,206	$2,324	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented as planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

During the 2020-21 school year, we were able to deliver a consistent program that all of our students were able to access. The majority of students received instruction through distance learning for the majority of the school year and we continued to refine this model to improve its effectiveness, investing in engaging live lessons and strong participation in online learning programs. We implemented our distance learning model as planned with three hours daily live teaching, small group instruction, and on-demand learning every Friday as a full day of on-demand and independent learning. Our distance learning plan still allows students to access a curriculum that includes the full content and rigor that students would receive in the classroom.

Additionally, we have sustained learning tools and elements of the school day from our in-person model to our distance learning model, allowing students to work with recognized tools and routines. Our students have used, and will continue to use, online learning programs both in-person and in a distance learning environment, which facilitate progress on key skills. Community events, like Launch to begin each day, are carried between the distance learning environment to help build community and offer a sense of consistency.

Given individual family circumstances, our distance learning schedule did not work for everybody. We worked with families to create alternative schedules for students who could not attend on the regular schedule.

Access to Devices and Connectivity

Each student received their own personal Chromebook, to make sure that technology was not a barrier for accessing distance learning. Technology challenges arose for both students and staff that created challenges. We continued to offer technical support for Chromebook challenges and any internet connectivity challenges and they arose throughout the year. None of our students were without the technology needed to access learning.

Pupil Participation and Progress

Student participation is determined based on a combination of their presence in synchronous learning activities and their completion of their independent work. Teachers and staff track attendance through presence in synchronous learning and participation in asynchronous tasks. If a student misses the first learning block of the day, the office manager reaches out to the family with a reminder. Through this process students' presence and absences are recorded and tracked. Teachers also track student attendance in all LIVE synchronous blocks to be able to follow up with students and families to support those who were unable to attend live lessons. Additionally, we also track student engagement in asynchronous learning, noting that when they have completed independent work,

including online learning programs and teacher-assigned work. Students and families discuss low participation during follow up meetings with teachers and coaches. Additionally, teachers track progress through online learning programs, observations, interim assessments, and milestone assessments (where possible). Student progress in these areas will be recorded centrally and teachers and school leaders will review regularly, including monthly data days, in order to make program adjustments and ensure student growth.

We strove for high levels of student participation, because if students were not participating that they were missing out on learning opportunities. Similar to in person instruction, we found that the same students consistently had lower participation rates. Our teachers, Care Corps members, and school leaders worked to partner closely with these families to develop a shared understanding of the importance of participation and to find solutions to increase their consistent participation.

Distance Learning Professional Development

We have provided staff professional development in the distance learning model, health and safety protocols, social emotional learning, virtual learning tools, and supporting English Learners in distance learning. Our staff continues to receive individualized coaching from school leaders to support their individual needs. All school leaders received training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement.

Our teachers have needed a lot of support this year, as teaching online is a first for everyone. We planned a robust offering of professional development sessions throughout the year to meet this need, but had to modify it as the year progressed due to staff fatigue from being in a virtual format all day.

Staff Roles and Responsibilities

We have been successful at reallocating our staff members whose regular responsibilities have been decreased or eliminated due to distance learning to positions where they can support families with the wraparound supports that they need or provide additional small student group engagement. Our staff were able to adapt to distance learning, which was supported by some role changes and trainings. The individualized coaching model, which has always been a part of the program at Rocketship, was particularly important in making sure that all staff had the support that they needed and consistently received feedback on how to engage with students and families.

Support for Pupils with Unique Needs

We were able to effectively implement programs to adapt distance learning for our students with unique needs. This included integrated and designated EL instruction for our English Language Learners, and IEP accommodations for our students with special needs. Our

English Learners have needed additional language supports due to the challenges inherent for language learners in a virtual format. Our teachers have successfully co-taught and provided interventions online. Our students with unique needs tended to have a harder time engaging online. We have continued to observe gaps between assessment scores for students in these groups and other students. Remediation plans will be tailored to particularly target these students' needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional small group tutoring opportunities	$78,435	$49,282	Y
Compensate staff for extended instructional time	$19,609	$8,528	Y
Purchase online learning platforms (Lexia and Reflex)	$29,047	$49,085	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All actions were implemented as planned. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to administer the NWEA MAP assessment at the beginning of the year for our students in first grade and up. It was challenging to administer the assessments virtually. Administration took longer than it does in person and the students' homes are not

an ideal testing environment. While the assessment revealed that students were, on average, starting the year behind where students had been in previous years, the gaps were not as large as NWEA predicted, which gave us confidence that our distance learning program was having an impact.

We've also been able to consistently track student progress through online learning programs and class assignments. Coaching conversations around data analysis have continued on a tight cycle and we have seen the data being used on a daily basis. This has helped to guide full class remediation and small group instruction. We've seen that as students revisit foundational skills their mastery grows. There seems to be lower growth in reading across all grade levels than we would see in a typical year. STEM content mastery is also showing as an area of need. As of this writing, we are still awaiting end of the year assessment data.

Students have frequent opportunities to work at their own pace, including guided reading at their own instructional reading level, small group instructional days for math, the Distance Learning Launchpad as a flexible online learning hub, and online learning programs that adjust to their skills. This work which adapts to students current levels will ensure that they don't skip ahead, leaving gaps in their learning. Additionally, students will be engaging in regular small group instruction, giving them the chance to revisit any needed skills.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students have responded well to our expanded SEL curriculum and emphasis. There has been an increased need for SEL supports this year. We notice that the topics covered in SEL lessons are carried over into students' interactions with each other and their teachers throughout the day. We know that forming relationships online looks different than in person and the SEL lessons have helped to forge community bonds, although we still have students, especially our younger students, who are struggling to form the same types of relationships that they would in person.

Through our Care Corps, we've been able to stay connected to our familys' needs. As families expressed struggles (e.g., food, housing), they were connected with trained Care Corps members who helped them navigate to resources. This was enabled by a growing number of community partnerships.

A mental health provider has been available for any students in need of regular support, behavior intervention, and any students who need additional support based on the daily check-ins. We have utilized a mental health screener 3 times this year to identify students who need additional support for behavior or mental health. We have provided family workshops to help families support engagement

and address trauma. We have also provided professional development for our staff on trauma-informed practices, helping families support engagement, and suicide awareness.

For our staff, we've continued to emphasize rest as a way to support mental health--offering staff additional rest days throughout the year and making sure that they had breaks worked into their schedule. We've also invested in spaces to staff to discuss challenges--especially around DEI-related injustices occurring in our country. Cultivating space to process has been key for staff member's mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our tiered intervention approach continued to emphasize strong relationship building with students and families and adapting to find solutions that meet individual needs. We've found that families respond well to this approach and we're able to work through challenges in a way that feels collaborative and opens dialogue. 100% of our students received a home visit this year prior to October 1st and over 97% of families have attended each cycle of parent teacher conferences. We have held Cafecitos every couple of weeks, and more frequently if needed. We have offered these at various times to accommodate the variation in family schedules. We've found that some of our families have been facing unique challenges in the distance learning context (e.g., how to support distance learning for young students when a parent is also working) and we've tried to be creative in working with them towards solutions.

We have also had to be creative in developing engaging ways to provide online instruction. For students who are disengaged, we have taken a tiered approach to intervening, which mirrors the approach that we've taken during in-person learning. When a student has an absence, the family receives a notification and has the opportunity to provide information to show that the absence should be excused. Students with persistent absences meet first with their teacher to discuss the implications of those absences and try to find solutions that allow the student to attend consistently. If absences continue, families then meet with school leaders who also discuss truancy implications and work to find solutions. Notification calls are available in English and Spanish. Outreach to families is made by a staff member who speaks the language that the family is most comfortable in or by a staff member with a supporting translator. We are proud that these efforts have resulted in a reduced chronic absenteeism rate of 8.8%.Our daily attendance has progressively reduced throughout the year as families and students have grown fatigued in the distance learning format.

We have been able to maintain our family events such as Back to School Night, a holiday celebration, Family SBAC information night, and a talent show virtually throughout the year and these have been well-attended. Our family committee continued to meet to assist with school initiatives throughout the year. We would like to have more parents join our SSC and ELAC next year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our distance learners, we serve meals twice a week so our students have five days worth of meals. One service day we distribute three days worth of breakfast and lunch and the other day we distribute two days worth of breakfast and lunch.

When we have students on campus, we will place them into small groups. We serve daily breakfast and lunch during their normal meal times. All meal service is provided in this small-group setting to ensure student and staff safety, avoiding exposure between cohorts of students.

In both environments, we track students who receive meals in order to facilitate free and reduced meals for those students who are eligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on personalization, Social Emotional Learning, and family engagement have been critical during this year and will continue going forward. We plan to strengthen the work of our parent committee next year to ensure we continue the successful family engagement we have had during the past two years. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to regularly assess each of our students using NWEA MAP and STEP assessments, as well as the data from our Online Learning Platforms to monitor progress and inform instructional planning. We will continue to meet students specific learning needs through small group instruction and the personalized instruction provided by our online learning platforms.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions and services implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Rocketship Alma instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments, personalizations, and academic supports. Recognizing that during distance learning, there may have been some mathematics learning loss, we will extend our Love of Reading campaign to a Love of Learning campaign to include math initiatives next year.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Alma Academy	Carly Reiss	alma@rsed.org 408-931-6838

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Rocketship Alma Academy opened in August 2012, the seventh school in the Rocketship Education network to open in San Jose. The school now serves 514 students in grades TK-5. Approximately 82.7% of the students are socioeconomically disadvantaged, 55.6% are English learners, 85% are Hispanic/Latinx, and 8% are African-American. Additionally, Rocketship Alma has approximately 10.7% of students who qualify for special education services. The LCFF Unduplicated percentage is approximately 87.66%. The principal, Carly Reiss, will continue to lead the school in 2021-22.

Rocketship Alma 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 Alma'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 Alma also operates under the principles that excellent teachers and leaders create transformational schools and engaged families 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 families 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 RSA this fifth core value is service. Alma Rocketeers are active citizens in their classrooms, homes, and communities. Our Rocketeers develop a social awareness of the needs that surround them and dedicate their time, energy, and talent to serve those very needs. In doing so, our Rocketeers improve upon their own understanding of the world around them and also seek to improve the lives of others -- not just their own.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Alma which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers; School environment will be safe and welcoming for all students; Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning; Rocketship families are engaged in their students' education. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Alma Academy based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, with a 96.98% average daily attendance rate as of 3/30/2021.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data and the 2019 CA dashboard, we have identified needs in English Learner Progress and Chronic Absenteeism. We will implement a comprehensive English Language Development program with designated and integrated ELD instruction to ensure our students reclassify at high rates. We will implement attendance monitoring and family outreach to ensure our students do not become chronically absent.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with robust systems for personalized learning and our Love of Reading campaign. We will provide comprehensive English Language Development for our English learners through GLAD training for all of our teachers. We will also provide a comprehensive program of special education supports for our students with IEPs.

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. Teachers will be supported (Goal 2) through professional development and instructional coaching to implement our instructional model, including culturally responsive pedagogy. We will also support our teachers with becoming fully credentialed to ensure the highest quality teachers for our students. Additionally, we will administer high-quality assessments and provide data days for teachers to analyze the data and make instructional plans based on the data.

GOAL 3: School environment will be safe and welcoming for all students. Our Business Operations Manager ensures the school campus stays safe, clean, and well-maintained. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations.

GOAL 4: Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning. Students will have opportunities to participate in enrichment activities and field trips to ensure they receive a well-rounded education. Students will be supported in social emotional learning to ensure their social emotional well-being and remove barriers to engagement. Our Care Corps team will continue to ensure our students' basic needs are being met by identifying families in need and connecting them with appropriate resources for support.

GOAL 5: Rocketship families are engaged in their students' education. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, school events, and opportunities to volunteer and to provide input organized and facilitated by the school leadership team. These opportunities include community meetings, exhibition nights, monthly coffees, Los Dichos activities, and family surveys.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for Rocketship Alma, based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our SSC and ELAC committees met on 10/29//20, 12/3/20, 2/11/21, 4/29/21.

Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 26, 2021.

Parents also provided feedback throughout the year through various parent engagement opportunities. 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.

Teachers, school staff, and school administrators provided feedback during regular staff meetings and a staff survey.

Teachers have held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Parents would like to see more clubs available for student enrichment.

Teachers/School Staff/Administrators would like to see more differentiated professional development opportunities.

Students have expressed the need for a different program than Lightsail for literacy on their Online Learning Platform. They would also like more incentives to work towards for schoolwide initiatives and celebrations.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on our stakeholder feedback, we have added the following to our plan for next year and beyond:

- Teachers will be involved in the creation of our professional development calendar to help determine how to best differentiate our offerings to meet everyone's needs.

- We will pilot a different literacy online learning platform option.

- We will continue to seek feedback from students about preferred incentives.

- We will explore how to build teacher-led clubs into the schedule.

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. We are proud of the progress of our students and must continue our actions to sustain this progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 63.1% English Learners: 41.7% Low Income: 61.4% Students with Disabilities: 7.7% Asian: 90.9% Black or African American: 75% Hispanic/Latinx: 60.6%				68%
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 65.8% English Learners: 44.1% Low Income: 63.2%				69%

	Students with Disabilities: 11.5 Asian: 90.9% Black or African American: 83.3% Hispanic/Latinx: 63.8%				
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.71				1.2 Years
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.79				1.2 Years
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 54%				High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 9.1%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core-aligned instruction & materials	A-1. The Rocketship Alma 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 Alma operates an inclusion model and therefore this core curriculum will benefit all students	$38,080	N

		including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Alma utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.		
2	Personalized Learning	A-2. Rocketship Alma Academy'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 our school operates an inclusion model. In particular, our students in Special Education benefit 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	$331,354	Y

		instructional program are appropriately differentiated for our Special Education students. We invest in Chromebooks and invest budget each year to maintain a 1:1, 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.		
3	Special Education supports	A-3. Although Rocketship Alma Academy runs an inclusion model, we realize that our students in Special Education 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.	$109,202	N
4	GLAD Training & Curriculum	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. Students in Special Education 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. We will focus our professional development and school based coaching on improving the	$24,836	Y

		quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.		
5	Love of Learning Campaign	A-5.Rocketship Alma will implement a love of learning campaign to increase student participation in reading and math, with the hope of improving ELA and Math scores. This will include working with our humanities teachers on modeling reading as an everyday activity. When students reach new STEP reading goals, they ring a bell and move their magnet up on a large tracker to celebrate their achievement. Rocketship Alma students also participate in Read Across America week to further their reading engagement. Our STEM teachers will support activities to promote enjoyment of mathematical thinking with students and families.	$20,850	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
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.

An explanation of why the LEA has developed this 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%				100%
Number/% of total and EL teachers credentialed & properly assigned	100%				100%
% of adopted standards including ELD standards implemented	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	B-1.	$176,844	Y

		Professional Development is a critical component of the Rocketship Alma Academy program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We are planning for provision of virtual professional development as needed in the event of future closures. We will adapt the content of professional development for 21-22 and beyond as needed, given increased academic needs of our students due to COVID-19, and we will adjust summer professional development for 2021 to better prepare teachers and leaders to meet the needs. Summer PD Each summer, Rocketship Alma Academy 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 Alma has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. Rocketship Alma Academy 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.		
2	Assessments	B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • Three rounds of cumulative assessments • Two-Three rounds of Humanities and Science interims • NWEA three times per year (K-2), NWEA two-three times per year • STEP or Fountas & Pinnell at least four times per year • State-mandated CAASPP • Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC) • Alternative ELPAC for English Learners with severe cognitive disabilities If schools are unable to open and continue with distance learning at any point, we will adjust plans as needed.	$11,700	Y
3	Data Days	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at Rocketship Alma Academy 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.	$38,765	Y
4	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. RSED teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three	$184,275	Y

		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 students in Special Education.		
5	Teacher Credentialing	B-5. Our team will continue to ensure 100% of our teachers are in compliance. As mentioned due to COVID-19 there are a lot of questions around when teachers will be able to take tests. Therefore, we must continue to support them with studying so that once tests centers do open they are prepared to be successful. In addition, we will continue partnering with a credential program so that teachers who are currently eligible to be on an Intern Credential (passed their tests) can focus on earning their Preliminary Credential. We are excited to see even more people be able to enroll in 21-22.	$30,750	N
6	Culturally Responsive Pedagogy	B-6. Rocketship Alma Academy is committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative and culturally competent. We also recognize that in order to build cultural competence at our school, we must invest in a multi-year training effort. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons. The new Thematic Units will celebrate diversity and leverage student's cultural capital to guide student discussions.	TBD	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the "good repair" standard	Met				Met
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure				75%
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	BOM	C-1. Rocketship Alma 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. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. This position is critical to meeting our school's and the state's goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.	$132,000	Y
2	School Maintenance	C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the 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 Alma will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site	$51,400	N

		Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.		
3	Custodial Services and 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.	$79,800	N
4	Operations Specialists	C-4.Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and professional development of our Operations Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school professional development sessions depending on the topic.	$374,884	Y
5	Capital Facilities Projects	C-5 Rocketship Alma will continue to upgrade our facilities to best meet the needs of our students. We will install new walls to create a new classroom space.	TBD	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4

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

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No 2020-21 data due to pandemic school closure				75%
% of parents connected (As measured by parent survey question, "My Rocketship school has a strong and committed	89%				90%

community that actively encourages family participation”)					
Portion of parents with input into decision making (Parent survey participation rate)	100%				90%
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 14.9% English Learners: 11.6% Low Income: 15.7% Students with Disabilities: 15.4% Asian: 6.5% Black or African American: 28.6% Hispanic/Latinx: 14.4%				10%
Suspension rate for all students and all significant subgroups	2018-19 0%				0.5%
Expulsion rate for all students and all significant subgroups	2018-19: 0%				0%
Average Daily Attendance	2018-19: 95%				95%
% of students with access to a broad course of study	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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, science, 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 students in Special Education, this can be an especially motivating and engaging portion of their day.	$279,000	Y
2	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. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$38,500	Y
3	Social Emotional Learning	D-3. Rocketship Alma Academy 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. PBIS will be one of our main priorities this year. We will focus on improving the fidelity of the practices across all spaces--classrooms, recess, and enrichment--so that we are creating a positive environment and culture with consistency. One key component of PBIS is implementing a	$38,622	Y

		socio-emotional learning (SEL) curriculum. We implement the Shortest Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more community and culture building within a class. The goal of these curricula is to help students build toward the 5 social emotional competencies of self awareness, self management, social awareness, relationship skills, and responsible decision making, as well as encompassing the social justice standards of identity, diversity, justice, and action. This school year we formed a working group to audit the curricula with a DEI lens to continue to ensure we have representation across race, ability, ethnicity and representation. We had a group of 20 employees from across our 4 regions, across roles (i.e. enrichment coordinators, teachers, school leaders, mental health professionals, and learning lab specialists). This past year we implemented ""Smart Start"" components into the curricula. These derive from Conscious Discipline and Responsive Classroom, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created "class creed," a "feelings check," and a "wishing well" component--thereby promoting positive culture and SEL skills. The "Smart Start" component is a conscious effort to plan ahead for students returning after a year of closures with potentially higher needs and trauma. The routines will support them in the transition back to in-person learning. We also utilize mental health professionals for individual student support and providing small group support working with the SEL curriculum.This year we will be increasing our tiers of support. We are adding a Mental Health Provider intern program to our already existing Mental Health Provider team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students. We are expanding our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigrational, and other various services at each of our 13 Bay Area school sites. This program will be an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. The team of providers will work to gain family and community engagement by securing partnerships & resources for adults in relation		

		to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community of Schools program will also work to design a program to address chronic absenteeism.		
4	Care Corps	D-4. In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff will regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff will follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn.	$75,000	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 5

Goal #	Description
5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours; set as less than 100%)	81%				90%
% Home visits completed	98%				95%
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	85%				90%

Actions

Action #	Title	Description	Total Funds	Contributing

1	Family involvement	E-1. Community Events: Rocketship Alma Academy 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, Rocketship Alma Academy invests in family 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. Family Volunteer Opportunities: Rocketship Alma family members will be encouraged to volunteer with their students to help tighten the link between the families and the school. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will continue to expand and adapt the volunteer options and events in order to be inclusive of working family members and to accomodate for times when COVID-19 may not allow for family members to volunteer on campus. In addition to these components, we will be expanding our work with our school-based parent groups to deepen advocacy in their communities. We will intentionally bring a Diversity, Equity and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program.	$36,099	N
2	Family Outreach	E-2. Rocketship Alma Academy provides many opportunities throughout the school year for families to interact with our staff. The school offers monthly forums (i.e., Cafecitos) for families to provide feedback as well as learn in depth about school activities. This enables families to become a more active participant in their child's education. We also survey our families annually. We analyze the data and meet with families to review the results and seek further input on the actions moving forward. We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership.	$8,125	Y

		We are seeking family input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.		
3	School Leadership Team	E-3. Rocketship Alma's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where families are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all family engagement goals and responsive to family input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to families through written, social media, and other forums. As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$82,175	N
4	Los Dichos	E-4. Los Dichos is a parent, family, and community engagement activity where family members read stories of Latino origin as a part of a literature-based program. The books read are bilingual and teach students about the Latino culture and values. Each one has a dicho, or saying, that reflects the story. After reading the bilingual book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Project Cornerstone staff. They then meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$5,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.53%	TBD

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Blue level for ELA and Math. We had medium performance in 2019 on the English Learner Progress Indicator, with 54.1% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 9.1%

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Rocketship Delta Prep student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Days are professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. 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.

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 5 points growth in ELA and 3 points growth in Math within the next three years (see expected outcomes in Goal 1), a high level English Learner Progress and at least a 15% English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. Our Chronic Absence rate in 2019 was Orange for Socioeconomically disadvantaged students and Yellow for English Learners.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. We provide Enrichment opportunities and field trips to support the development of the whole child. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement.

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Rocketship Alma community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Family Outreach

Expected Outcomes

By implementing a comprehensive Family Outreach program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around family perceptions of their satisfaction with the school, family participation in various events and opportunities, and the percent of our students' homes we are able to visit at the beginning of each school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Academic Growth and Achievement

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

The personalized learning action increases the amount of technology, tech support, online learning platforms, leveled libraries, learning lab materials and instructional materials available to English learners, low income students, and foster youth so that they can successfully engage with the right content at the right time according to their needs and varying levels. Reading engagement adds funding for materials and supplies to support a school-wide reading initiative that fosters love of reading and reading growth above and beyond the ELA curriculum to provide additional support for our low income, English learners, and foster youth to grow as readers. Professional development and coaching actions add staffing and materials in support of expanded professional development opportunities and teacher coaching provided to all teachers, totaling about 4 hours per week, to ensure that teachers are supported to effectively meet the needs of our low income students, English learners, and foster youth. The actions for assessments and data days add assessment systems, staffing, and related materials to our program in order to provide accurate and actionable data on the learning progress and needs of our low income students, English learners, and foster youth and to dedicate time and expertise to the effective use of that data.

Climate and Culture

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

The Business Operations Manager action expands the staffing at our school in order to provide our low income students, English learners and foster youth an additional highly trained leader on campus dedicated to ensuring a safe and supportive school climate, smooth operations, and effective outreach for student engagement. The Operations Specialists add additional staffing in support of functions that are particularly beneficial to our low income students, English learners and foster youth. They ensure that school nutrition is well implemented, that recess and lunchtime activities are productive and positive, and that outreach for student support and re-engagement is timely and effective. The enrichment and field trips actions bring additional opportunities to our low income students, English learners, and foster youth by adding opportunities for learning beyond the core curriculum and in the community. Social emotional learning action adds staffing and resources in order to create and implement a comprehensive program in Social Emotional Learning and mental health supports to ensure that our low income students, English learners, and foster youth are supported not just academically but holistically, and that mental health support is available to them as needed.

Family Engagement

Family Outreach

Family Outreach adds staffing time devoted to engaging with families so that families of our low income students, English learners, and foster youth. This action supports the building of strong family-school relationships in support of students through such initiatives as home visits, opportunities and events for families, and outreach.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,225,704	$ 1,586,620
LEA-wide Total:	$ 1,225,704	$ 1,586,620
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Standards-Aligned Instruction & Materials	LEA-wide		RSA	$ 12,000	$ 12,000	No
1	1		LEA-wide		RSA	$ 21,080	$ 26,080	No
1	1						$ -	
1	1						$ -	
1	1						$ -	
1	2	Personalized Learning	LEA-wide	EL, Low Income, Foster	RSA	$ 26,138	$ 35,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSA	$ -	$ 86,304	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSA	$ 5,000	$ 5,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSA	$ 5,000	$ 5,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSA	$ 12,000	$ 12,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSA	$ 25,000	$ 25,000	Yes
1	2		LEA-wide		RSA		$ 1,800	No
1	2		LEA-wide	EL, Low Income, Foster	RSA		$ 53,750	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSA		$ 107,500	Yes
1	3	Special Education Supports	Limited		RSA		$ 36,122	No
1	3		Limited		RSA		$ 73,080	No
1	3						$ -	
1	3						$ -	
1	3						$ -	
1	4	GLAD Training and Curriculum	LEA-wide		RSA		$ 24,836	No
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	5	Reading Engagement	LEA-wide	EL, Low Income, Foster	RSA	$ 20,850	$ 20,850	Yes
1	5						$ -	
1	5						$ -	
1	5						$ -	
1	5		LEA-wide	EL, Low Income, Foster			$ -	Yes
2	1	Professional Development	LEA-wide	EL, Low Income, Foster	RSA	$ 100,789	$ 100,789	Yes
2	1		LEA-wide	EL, Low Income, Foster	RSA	$ 61,055	$ 61,055	Yes
2	1		LEA-wide	EL, Low Income, Foster		$ 15,000	$ 15,000	Yes
2	1						$ -	
2	1						$ -	
2	2	Assessments	LEA-wide	EL, Low Income, Foster	RSA	$ 7,200	$ 11,700	Yes
2	2		LEA-wide	EL, Low Income, Foster		$ -	$ -	Yes
2	2						$ -	
2	2						$ -	
2	2						$ -	
2	3	Data Days	LEA-wide	EL, Low Income, Foster	RSA	$ 38,765	$ 38,765	Yes
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	4	Coaching	LEA-wide	EL, Low Income, Foster	RSA	$ 184,275	$ 184,275	Yes
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	5	Teacher Credentialing	LEA-wide		RSA		$ 30,750	No
2	5						$ -	
2	5	Culturally Responsive Pedagogy					$ -	
2	5						$ -	
2	5						$ -	
3	1	Business Operations Manager	LEA-wide	EL, Low Income, Foster	RSA	$ 107,000	$ 132,000	Yes
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	2	School Maintenance	LEA-wide		RSA	$ 20,000	$ 21,500	No
3	2		LEA-wide		RSA	$ 11,350	$ 15,100	No
3	2		LEA-wide		RSA	$ 14,800	$ 14,800	No
3	2						$ -	
3	2						$ -	
3	3	Custodial Service and Supplies	LEA-wide		RSA	$ 59,800	$ 79,800	No
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	4	Operations Specialists	LEA-wide	EL, Low Income, Foster	RSA	$ 374,884	$ 374,884	Yes
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	5	Removed Security Services as action for 21			RSA	$ 5,000	$ 5,000	
4	1	Enrichment	LEA-wide	EL, Low Income, Foster	RSA	$ 157,500	$ 157,500	Yes
4	1				RSA		$ 121,500	No
4	1						$ -	
4	1						$ -	
4	2	Field Trips	LEA-wide	EL, Low Income, Foster	RSA	$ 38,500	$ 38,500	Yes
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	3	Social Emotional Learning	LEA-wide	EL, Low Income, Foster	RSA	$ 8,622	$ 8,622	Yes
4	3		LEA-wide	EL, Low Income, Foster		$ 30,000	$ 30,000	Yes

4	3		LEA-wide	EL, Low Income, Foster			$ -	Yes
4	3						$ -	
4	3						$ -	
4	4	CareCorp	LEA-wide	EL, Low Income, Foster	RSA		$ 75,000	Yes
4	4						$ -	
4	4						$ -	
4	4						$ -	
4	4						$ -	
5	1	Parent Involvement	LEA-wide		RSA	$ 36,099	$ 36,099	No
5	1						$ -	
5	1						$ -	
5	1						$ -	
5	1						$ -	
5	2	Parent Outreach	LEA-wide	EL, Low Income, Foster	RSA	$ 8,125	$ 8,125	Yes
5	2						$ -	
5	2						$ -	
5	2						$ -	
5	2						$ -	
5	3	School Leadership Team	LEA-wide		RSA	$ 82,175	$ 82,175	No
5	3						$ -	
5	3	Los Dichos	LEA-wide		RSA		$ 5,000	No
5	3						$ -	

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,488,007	$ 205,202	$ -	$ 479,052	2,172,262	$ 1,380,818	$ 791,443

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Instruction & Materials	N/A	$ 12,000				$ 12,000
1	1		N/A	$ 21,080			$ 5,000	$ 26,080
1	1							$ -
1	1							$ -
1	1							$ -
1	2	Personalized Learning		$ 26,138			$ 8,862	$ 35,000
1	2			$ -			$ 86,304	$ 86,304
1	2			$ 5,000				$ 5,000
1	2			$ 5,000			$ -	$ 5,000
1	2			$ 12,000				$ 12,000
1	2			$ 25,000			$ -	$ 25,000
1	2		N/A				$ 1,800	$ 1,800
1	2						$ 53,750	$ 53,750
1	2						$ 107,500	$ 107,500
1	3	Special Education Supports	Special Education		$ 30,622		$ 5,500	$ 36,122
1	3		Special Education		$ 53,080		$ 20,000	$ 73,080
1	3							$ -
1	3							$ -
1	3							$ -
1	4	GLAD Training and Curriculum	EL				$ 24,836	$ 24,836
1	4							$ -
1	4							$ -
1	4							$ -
1	4							$ -
1	5	Reading Engagement		$ 20,850				$ 20,850
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ -
2	1	Professional Development		$ 100,789				$ 100,789
2	1			$ 61,055				$ 61,055
2	1			$ 15,000				$ 15,000
2	1							$ -
2	1							$ -
2	2	Assessments		$ 7,200			$ 4,500	$ 11,700
2	2			$ -			$ -	$ -
2	2							$ -
2	2							$ -
2	2							$ -
2	3	Data Days		$ 38,765				$ 38,765
2	3							$ -
2	3							$ -
2	3							$ -
2	3							$ -
2	4	Coaching		$ 184,275				$ 184,275
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	5	Teacher Credentialing	N/A				$ 30,750	$ 30,750
2	5							$ -
2	5	Culturally Responsive Pedagogy						$ -
2	5							$ -
2	5							$ -
3	1	Business Operations Manager		$ 107,000			$ 25,000	$ 132,000
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	2	School Maintenance	N/A	$ 20,000			$ 1,500	$ 21,500
3	2		N/A	$ 11,350			$ 3,750	$ 15,100
3	2		N/A	$ 14,800				$ 14,800
3	2							$ -
3	2							$ -
3	3	Custodial Service and Supplies	N/A	$ 59,800			$ 20,000	$ 79,800
3	3							$ -
3	3							$ -
3	3							$ -
3	3							$ -
3	4	Operations Specialists		$ 374,884				$ 374,884
3	4							$ -
3	4							$ -
3	4							$ -
3	4							$ -
3	5	Removed Security Services as action for 21		$ 5,000				$ 5,000
4	1	Enrichment		$ 157,500				$ 157,500
4	1		N/A		$ 121,500			$ 121,500
4	1							$ -
4	1							$ -
4	2	Field Trips		$ 38,500				$ 38,500
4	2							$ -
4	2							$ -
4	2							$ -
4	2							$ -
4	3	Social Emotional Learning		$ 8,622				$ 8,622

4	3			$ 30,000			$ 30,000
4	3					$ -	$ -
4	3						$ -
4	3						$ -
4	4	CareCorp				$ 75,000	$ 75,000
4	4						$ -
4	4						$ -
4	4						$ -
4	4						$ -
5	1	Parent Involvement	N/A	$ 36,099			$ 36,099
5	1						$ -
5	1						$ -
5	1						$ -
5	1						$ -
5	2	Parent Outreach		$ 8,125			$ 8,125
5	2						$ -
5	2						$ -
5	2						$ -
5	2						$ -
5	3	School Leadership Team	N/A	$ 82,175			$ 82,175
5	3						$ -
5	3	Los Dichos	N/A			$ 5,000	$ 5,000
5	3						$ -

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Spark Academy

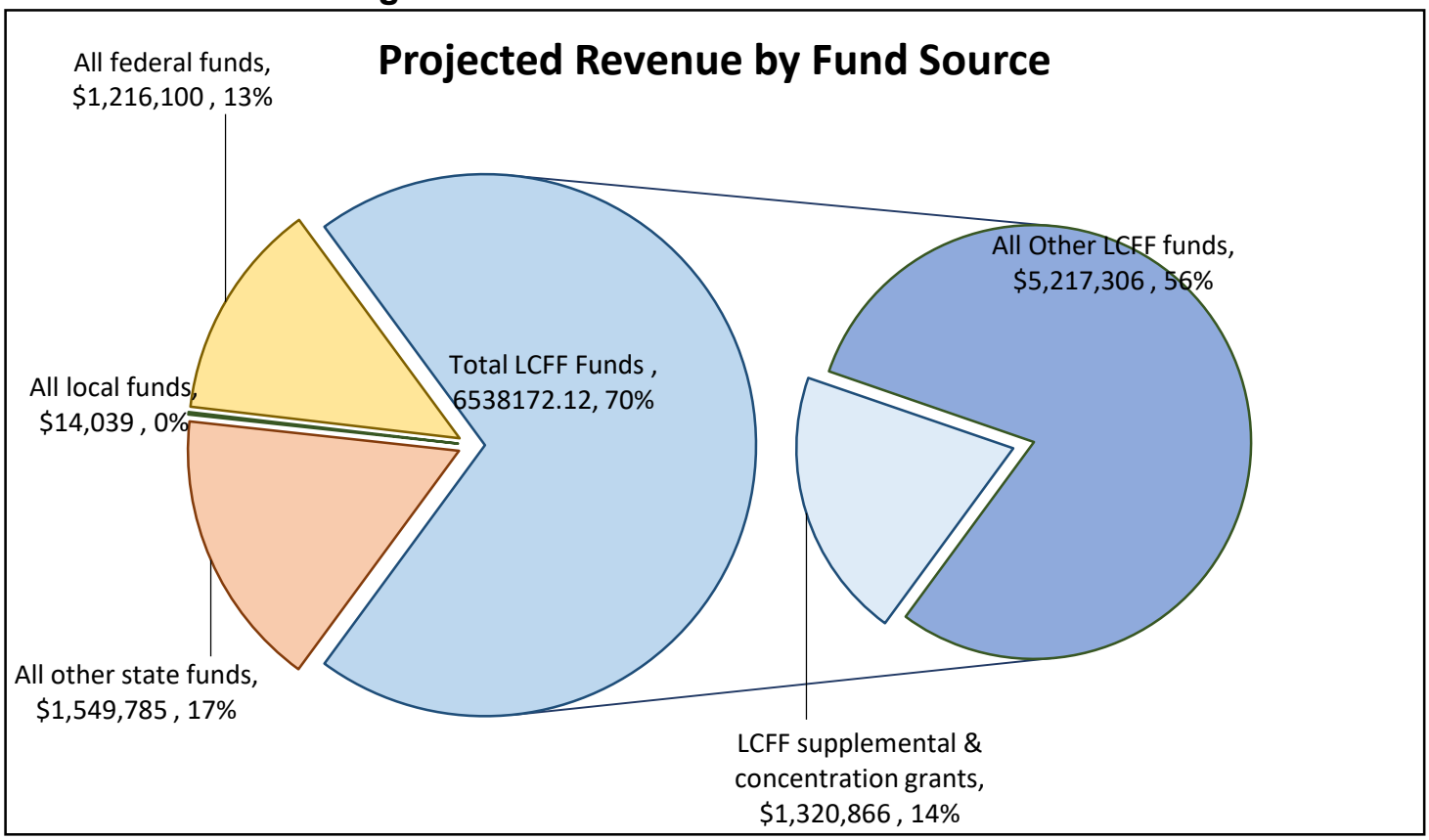
CDS Code: 43-69450-0128108

School Year: 2021 – 22

LEA contact information: Keysha Bailey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

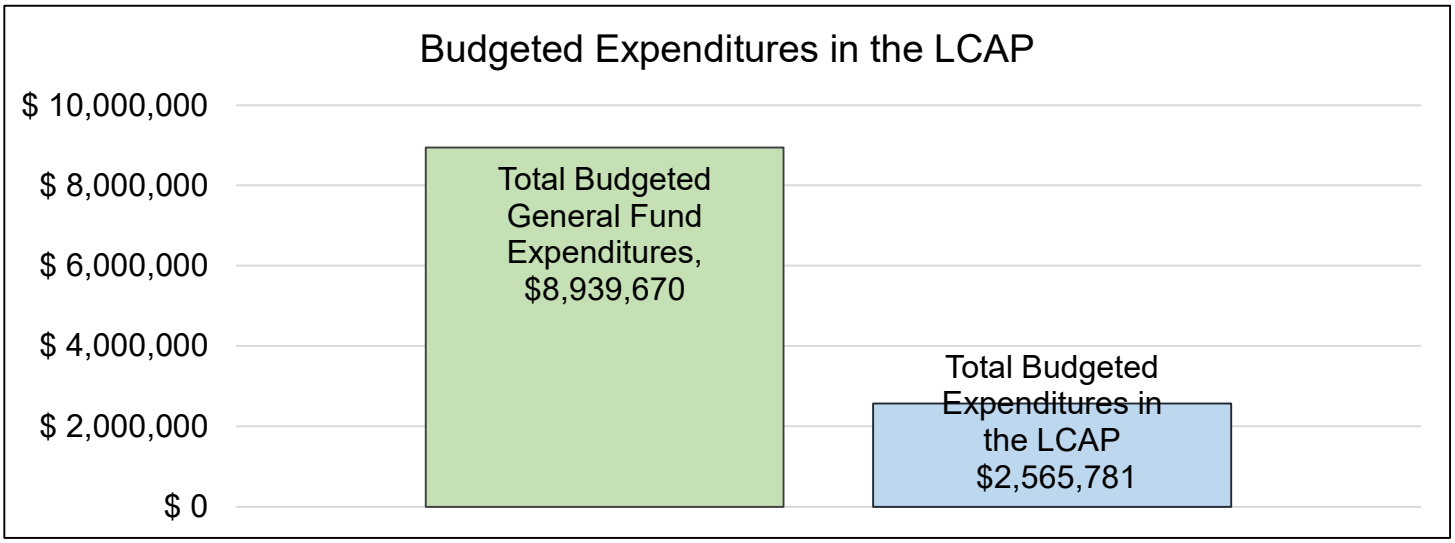


This chart shows the total general purpose revenue Rocketship Spark Academy expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Spark Academy is $9,318,096.80, of which $6,538,172.12 is Local Control Funding Formula (LCFF), $1,549,785.34 is other state funds, $14,039.00 is local funds, and $1,216,100.34 is federal funds. Of the $6,538,172.12 in LCFF Funds, $1,320,866.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Spark Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Spark Academy plans to spend $8,939,670.03 for the 2021 – 22 school year. Of that amount, $2,565,780.64 is tied to actions/services in the LCAP and $6,373,889.39 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

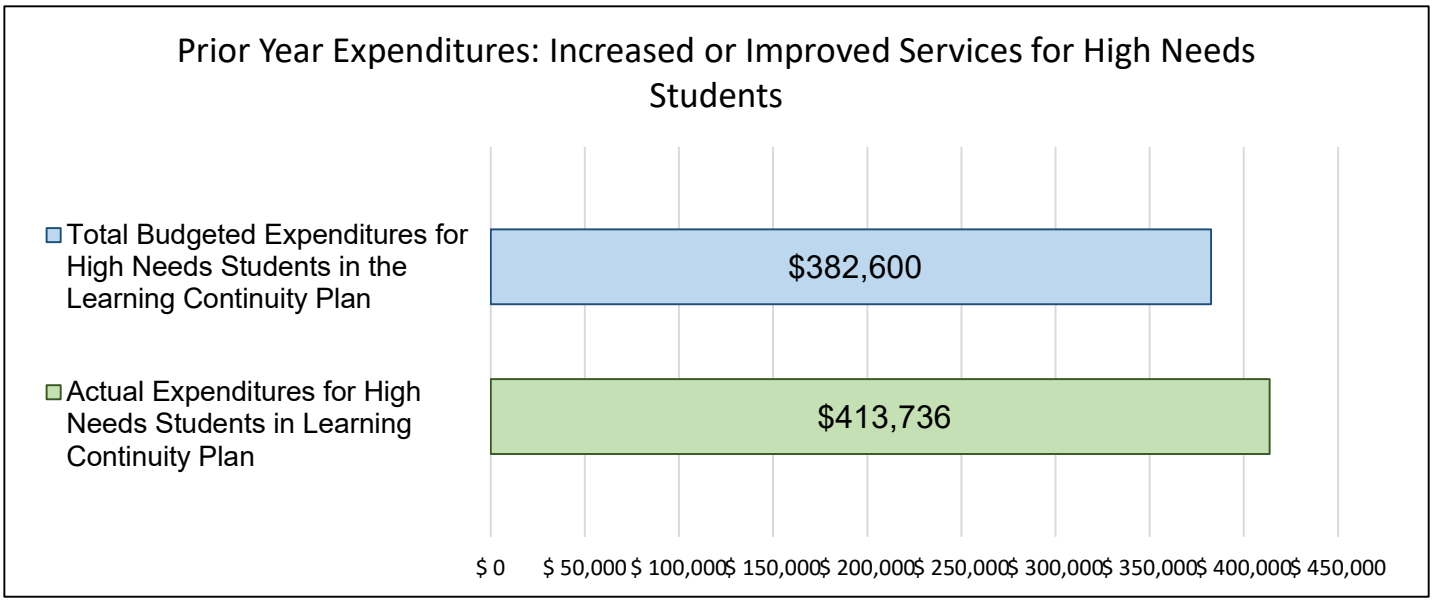
rent, utilities, building repairs & maintenance, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rocketship Spark Academy is projecting it will receive $1,320,866.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Spark Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Spark Academy plans to spend $1,378,697.57 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Rocketship Spark Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Spark Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rocketship Spark Academy's Learning Continuity Plan budgeted $382,600.00 for planned actions to increase or improve services for high needs students. Rocketship Spark Academy actually spent $413,736.36 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Spark	Samantha Hanlon, Principal	spark@rsed.org (408) 622-6651

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
2018-19 SBAC ELA: % meeting/exceeding the standard targets	2018-19 SBAC ELA: % meeting/exceeding the standard All Students: 62.2% (not met)

All Students: 65% Econ Dis: 60% EL: >30% SPED: >25%	Econ Dis: 54.9% (not met) EL: 19.4% (not met) SPED: 15% (not met) 2019-20 CAASPP Testing Cancelled
2018-19 SBAC Math: % meeting/exceeding the standard targets All Students: 72% Econ Dis: 67% EL: >40% SPED: >40%	2018-19 SBAC Math: % meeting/exceeding the standard All Students: 79% (met) Econ Dis: 74.1% (met) EL: 52.8% (met) SPED: 35% (not met) 2019-20 CAASPP Testing Cancelled
ELs: % of students scoring 3 or 4 on ELPAC: >79%	2017-18: 78.6% 2018-19: 64.6% (not met) 2019-20: Summative ELPAC cancelled
EL reclassification rate: 10%	2018-19: 22.2% (met) 2019-20: 12.9% (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Spark **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 Spark 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.	Core Curriculum: $12,000 Books: $27,300 LCFF Base 4100 4210	LCFF Base $2,831 $9,252

Rocketship Spark utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.		
Personalized Learning A-2. RSK'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**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.	OLPs: $35,000 Chromebooks: $29,992 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $250,595 LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors) 4411 4421 4390	LCFF S &C $41,028 $- $4,292 $45,739 $16,362 $21,348 Title I $1,323 $493,764

	4115 5822 5807 4120 2101	
Special Education supports A-3. Although RSK runs an inclusion model, we realize that our students in Special Education 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 students in Special Education, access and benefit from this instructional model as Rocketship Spark operates an inclusion model. In particular, our students in Special Education benefit 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. RSK will implement a Specialized Inclusion Program (SIP) for our students in Special Education who require more intensive support. SIP focuses on providing meaningful inclusion opportunities to students with significant learning and/or behavioral needs through a combination of small caseloads, differentiated curriculum, and targeted professional development for special and general education staff.	Special Education Supports: $9,172 Contracted Services: $22,037 State Special Education funding + IDEA State Special Education funding ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	State SPED + IDEA $3,758 State SPED $130,394
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	GLAD Training: $17,808 Title III 5804	Title III $4,225

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.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Spark continued to use a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. We purchased paper Fountas and Pinnell leveled library book collections for guided reading, which allowed students to take books home so they could read more frequently. This supported our efforts to ensure that all students have access to a wide variety of texts at their own current reading level and to meet the different genre requirements in Common Core. We supported our ELA teachers to utilize our new Fountas and Pinnell library in their Guided Reading instruction, which gave our students access to more high quality text options. We also expanded the use of online learning programs in general education classrooms in order to facilitate small group instruction. These programs included Lexia and Lightsail for ELA, Freckle and Reflex for STEM, and ST Math for TK-1. We worked to better integrate Online Learning Programs in the classroom and increase student completion of OLP activities. 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 prioritized parts of the co-teaching block for literacy skills/guided reading. We enhanced the instructional leadership support for inclusion specialists. We differentiated support for new teachers by providing scripted curriculum in the form of Leveled Literacy Intervention. We saw strong results this year in terms of accelerated development for new SPED teachers as a result of implementing professional development and coaching expectations for new SPED teachers. We also focused this year on training teachers and leaders in the ELD Framework and Standards. There was an increase of professional development and training to support implementation of Integrated and Designated ELD.

With the COVID-19 school closures, we mobilized in order to begin distance learning within 2-3 days of closure. We provided modified curriculum and lesson plans for teachers in support of distance learning. We provided devices to students to ensure that 100% have devices and have home internet access. We provided community time in morning launch and landing daily, live lunches and exercise. Instruction included synchronous and asynchronous instruction for students through Facebook and Google Classroom. Instruction included direct individualized 1 to 1 service for students with disabilities through SPED teachers and related service providers. Additionally, we set up daily surveys for families and Care Corps to identify family needs and connect them with resources along with food, housing, and other services. We implemented coaching calls where teachers connected with students on their OLPs, monitored progress, and just checked in on how they are doing 2-3 times per week. Designated ELD is occurring through individual coaching calls or group conferences via zoom. Ongoing support and resources are shared with school staff to support distance learning.

Both state and local testing was cancelled in the Spring, so we do not have data to determine progress. We also don't have ELPAC data for this year; however, our reclassification rate was 12.9%, above our 10% target.

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 teacher

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual
All students have access to standards-aligned instructional materials Target: Met	Met
All teachers have access to standards-aligned professional development Target: Met	Met

100% of full-time teachers have appropriate credentials	100% of full-time teachers have appropriate credentials

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Professional Development B-1. *Summer PD* Each summer, RSK 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 Spark has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSK will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	Summer PD: $122,443 Thursday PD: $74,172 PD Fund: $15,000 LCFF S+C 1301, 1101 (Summer PD) 1301, 1101 (Thursday PD) 5804 (PD Fund)	LCFF S&C $85,782 $51,964 $18,501
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)	Assessments: $28,390 Temporary Staff: $20,000 LCFF S+C 4414 (Assessments)	LCFF S&C $27,767 $-

To ensure that our students are ready for success on the CAASPP, Rocketship Spark 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. RSK will hire **temporary staff** members to facilitate administration and scoring of assessments.	5838 (Temporary Staff)	
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RSK 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.	Data Days: $47,094 LCFF S+C 1101, 1301	LCFF S&C $32,993
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. RSK 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: $344,531 LCFF S+C 1301	LCFF S&C $153,508
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.	$53,000 Title II & Educator Effectiveness Grant 5833	Title II & Educator Effectiveness Grant $6,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for scoring assessments and the cancelled data days were reallocated to provide additional staffing to support distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Spark continued its intensive focus on professional development this year and fully implemented the planned professional development actions, adapting them as needed once the COVID-19 crisis necessitated closure. This year we focused a lot on differentiating the professional development for teachers based on their career stages--developing, expanding, and master. As a result, we saw faster growth for developing and new teachers across content areas. With implementation of distance learning, we did specific professional development to support teachers and leaders in being ready to deliver synchronous and asynchronous instruction as well as check-ins with individual students.

Assessment plans were followed as scheduled until school closures in March in response to COVID-19 measures. There were two differences from the stated plan decided last summer before SY19-20 started: 1) the number of Cumulative assessments rounds was reduced from four to three; 2) Grades 3-5 were only to take NWEA in the Fall and Winter (Spring assessment removed to reduce testing burden on students who take state assessments). As a result of the COVID closures, final spring assessments were suspended. These included: Cumulative Round 3, STEP Round 4, Spring NWEA, CAASPP and Summative ELPAC. RSK held five out of six planned Data Days this year. The March event was not held due to the COVID-19 crisis.

This year we continued to ensure that 100% of our core teachers were in compliance with the state as well as held the proper English Learner Authorization. We partnered with Loyola Marymount University and have over 20 teachers who will be graduating the program in spring of 2020 with their Preliminary and/or Special Education Credential. Our biggest holdback due to the COVID-19 pandemic has been planning for the 20-21 school year. Many of our teachers were taking their final credential tests in March, but their tests were cancelled due to Shelter in Place orders. We've been working closely with the California Teaching Commission and California Department of Education to see if any modifications will be made to keep our teachers in their roles next year. There are certain cases where modifications are being made, however other cases require an Executive Order from Gavin Newsom and we do not know when this will come. Additionally, we would typically have all new hires take their credential tests over the spring and summer and enroll in a credential program in their first year. This will not be possible this year due to the Shelter in Place order and test centers being closed. Most teachers will need to be on an emergency permit in their first year and focus on tests (as test centers are just now reopening in May 2020 and then enroll in a program in their 2nd year.

Rocketship Spark'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.

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

Annual Measurable Outcomes

Expected	Actual
3rd – 5th grade student survey: 75% of students that believe school is a safe environment to learn	
Parent survey: >85% of parents that believe school is safe 2019-20	87% of parents that believe school is safe 2019-20 (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
BOM C-1. Rocketship Spark 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 Spark'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.	Business Operations Manager (BOM): $104,156 LCFF S+C 2301	LCFF S&C $138,799

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 Spark 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.	Building repairs: $62,120 Furniture: $10,735 Teacher room: $13,600 LCFF Base 5601 4430 4330	LCFF Base $4,619 $7,294 $9,698
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.	Custodial Services + Supplies: $76,320 LCFF Base 5821, 4320	LCFF Base $118,583
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.	Operations Specialists: $204,000 LCFF S+C 2201	LCFF S&C $274,753
Security Services C-5. Rocketship Spark 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.	Security Services: $5,000 LCFF S+C 5823	LCFF S&C $6,982

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented the actions for Goal 3 as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our BOM continued to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. We continued to focus on developing BOMs in all areas of their operations work. This year we expanded our training for BOMs on the skills that make them strong and effective leaders--skills such as influence, collaboration, and effective communication. Our BOM served as safety lead for our campus. This included planning and leading safety training for all school-based staff at the site. Our BOM was responsible for knowing our safety plan, communicating it to the team, holding the safety meetings with the school leadership team, ensuring compliance with required safety drills, and ensuring that all safety equipment and supplies are complete, current, and functioning well. Our BOM acted as liaison to ensure safety protocols are followed with afterschool programs as well. Since the COVID 19 closures began, we are now adding several training sessions virtually, one every other week for BOMs.

We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs planned for this year. Our BOM and facilities staff were able to conduct 2-3 walkthroughs prior to the COVID-19 closure. During the walkthroughs, 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 throughout the year. Rocketship Spark continued to employ 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 resources as planned for purchase of materials for outfitting and decorating their classrooms. During th COVID closure, our maintenance staff visited all sites to assess and ensure sites are ready for return.

In order to provide a safe and clean environment for our school community, we utilized the services of a day porter during the school day and custodial services once a day in the evening. This year, Rocketship RSK contracted with a custodial company to help get better pricing and create more consistent service. We instituted additional disinfecting procedures conducted by custodial services in the beginning of March prior to closures. Since closure, we have all of our custodial services going into schools and conducting deep cleans.

Operations Specialists continued their essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staffed arrival and dismissal and led recess and lunch for all students. They also supported daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists served as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We conducted additional training with our Operations Specialists this year through PlayworksU in support of indoor recess implementation, including facilitation of games and strategies for managing groups. Once the COVID -19 closure began, this training served as a springboard to support student wellness through virtual recess opportunities. Currently during the closure, our Operations Specialists continue to be employed and supporting various projects according to their skill sets, such as supporting distance learning, "Live Lunches," leading virtual lunches, reading bedtime stories for students, or joining a team called Care Core which reaches out to families to check in on them and see how their needs are being met, participating in our twice weekly meal distribution, and providing translation support for teachers in working with families.

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. When parents were surveyed in regards to safety, 87% believe our school is a safe place for their children, which is an increase of 4% over last year's score of 83%. RSK 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.

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: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual

Chronic absenteeism rate <10%	Chronic absenteeism rate 8.1% (met)
Attendance rate (ADA) >95%	Attendance rate (ADA) 95.9% (met)
Suspension rate <1%	Suspension rate 0% (met)
Expulsion rate 0%	Expulsion rate 0% (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 Coordinators: $134,532 LCFF S+C 2201	LCFF S&C $110,069
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.	Field Trips: $38,500 LCFF S+C 5860	LCFF S&C $27,330
Social Emotional Learning D-3. RSK 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	Instructional Supplies: $6,145 Educational Consultants: $30,000	LCFF S&C $8,993 $19,251

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. RSK will continue to provide mental health and social emotional services next year to help with social-emotional learning for all students.	LCFF S+C 4340 5804	
After School Program D-4. RSK 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 options for their children.	After School Program: $150,000 LCFF S+C 5911	LCFF S&C $123,286

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we fully implemented our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned. Funds budgeted for cancelled field trips were reallocated to additional staffing to support distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Spark implemented a minimum of daily physical education for all grades as well as upper grade science. We provided additional adaptive PE training to our physical education coaches to better serve students with special needs. During COVID-19 closures, daily enrichment was incorporated into movement breaks led by physical education coaches in the form of daily workout videos. Additional enrichment opportunities such as science and art were provided as options for all students, although there was no designated core instruction during which a whole class gathered. Prior to COVID-19, we were able to send all 4th and 5th grade students to camp as previously scheduled. All other field trips were cancelled, but teachers provided virtual field trips such as science related trips to the aquarium and college campus visits.

We continued our PBIS implementation as planned. In addition to our active PBIS team, we added a full time mental health provider to our staff, and this enabled us to provide more SEL interventions at Tier 2 and 3 as needed. In addition to continued use of Kimochi and RULER, we developed an internal SEL curriculum called ""The Shortest DIstance."" We provided Powerpoint lessons for teachers to facilitate SEL lessons daily. We saw many benefits of this more structured curriculum, especially that it is easier for teachers to implement with less planning and preparation. Using a common curriculum has allowed for a common language across the entire school in terms of SEL skills. Because of that, we have more frequently heard students and staff using the language of SEL in their interactions. This has also allowed us to provide parents with descriptions of the units and the topics and skills being addressed so that they have the opportunity to reinforce social emotional learning in the home. Since the COVID-19 closures, we have been holding daily SEL lessons for students as part of distance learning. Mental health providers are providing a daily post with resources, tips, and guidance on how families can support students' mental health needs during COVID-19 closure. We do expect increased SEL needs among students, families, and staff in addition to academic needs and are currently planning to address these needs.

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. RSK has seen great success in this goal, indicated by our zero suspension rate and no history of expulsions, ADA rate of 95.9% and chronic absenteeism rate of 8.1%.

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

Annual Measurable Outcomes

Expected	Actual
Parent attendance: 45% of parents attending an average of at least one school event per month	Data unavailable due to school closures

Parent survey: >85% of parents that are satisfied overall with their school	90% of parents that are satisfied overall with their school (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent involvement E-1. **Community Events:** RSK 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, RSK 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 RSK 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.	Parent Appreciation and Materials: $11,665 LCFF Base 5822, 4510, 4720	LCFF Base $35,075
Parent Outreach E-2. RSK provides many opportunities throughout the school year for parents to interact with RSK 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. We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.	Parent Outreach – School Leader Comp: $9,727 LCFF S+C 1101	LCFF S&C $6,123
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	Office Manager: $82,694 LCFF Base 2401	LCFF Base $106,082

community. In addition to their continuing role in parent engagement, office Managers will be equipped to provide referrals to community resources as needed.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Spark hosted many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. We focused particularly this year on including cultural celebrations meaningful to the community. We were not able to attend the planned college trips due to COVID-19, but students were able to take a virtual tour of Stanford University. We expanded the volunteer options and adjusted timing of opportunities this year in order to be more inclusive of working parents, such as having later events and offering opportunities for take-home projects and remote support. We implemented Los Dichos, a monthly school event where parents come to campus and read with students in a variety of languages, including Spanish, English, and Vietnamese in order to strengthen a culture of literacy. Parents also received a skill-building workshop for this event including public speaking tips, how to engage students, and how to conduct read-alouds. Los Dichos transitioned to a video-recorded online program after the school closure.

At Rocketship Spark, 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. 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 received by parents and we plan on continuing that next year. We engaged in annual home visits as a regular part of our program. All of our students received a home visit by December 1 of 2019. We also hosted parent-teacher conferences three times this year,as planned. Our recently created Distance Learning LaunchPad features parent resources--Los Dichos activities continue virtually, as do the monthly parent coffees, but with increased frequency-weekly. One way in which we have elevated parent involvement is putting more intention into building parents as leaders and advocates. As a result, we have had more participation by parents in parent organizing committees, school site council, and parent organizing groups. We also added two parents to the Rocketship Board of Directors.

We added a daily wellness check-in for families under a new program called "Care Corps." This process begins with a form that a family completes with questions around needs such as food, shelter, financial assistance, employment resources, health, mental health, and more. Based on the completed forms, a school-based task force follows up to connect families with resources that have been collected and vetted by the regional Growth, Community, and Engagement (GCE) team. In the event that a family identifies an unmet team that is more than the team can provide, the case is escalated to the network team for further support. In addition to the Care Corps implementation, we have also done a lot of work to ensure our students have access to needed technology. We have in most cases a 1 to 1 ratio of devices to students and have worked successfully with local agencies to ensure connectivity. We have implemented a program of frequent touchpoints with students, families, and school staff. We implemented a family component of our "live lunches" where families share recipes they enjoy with students, and also are engaging families in virtual bedtime stories.

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. Parent satisfaction has increased from 87% to 90%. 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase adequate PPE materials	$15,580	$20,032	N

Post signs around the school to guide healthy and safe behavior	$15,000	$8,787	N
Cover additional cleaning and disinfecting for the campus	$34,536	$7,299	N
Compensate additional staff to cover those who need to quarantine	$114,480	$82,875	N
Update HVAC systems for additional filtration	$27,000	$2,789	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Most students continued in a distance learning model through April, due to high levels of community spread and restrictive local health orders. In October, we were able to bring our SIP students with moderate to severe disabilities back to campus for in-person instruction. In December, through our partnership with the YMCA, we began to offer facilitated distance learning for a small group of students and families, prioritizing the invitations to return to campus for students with IEPs, Foster and Homeless Youth, and those chronically absent. Through this program, students were able to complete their distanced school work in a supervised environment, where help was available when needed. Starting in January, we invited small groups of students from each grade level back on a staggered basis, beginning with kindergarteners. Most of our staff has been eager to return to campus.

Finding the best way to utilize our limited physical space on campus while maintaining proper distancing has been a challenge, as has staffing for the additional cleaning procedures to prevent the spread of COVID. We purchased additional desks for our students since they cannot sit together at a table. There have been many changes throughout the year and keeping our parents informed of each of the changes without the amount of information becoming overwhelming has been challenging.

We plan to have all students return to campus to take the end of the year NWEA MAP assessments, so that we have accurate data to use to plan for next year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Gave stipends for COVID-19 campus lead (i.e., staff taking on additional work to ensure school safety during the pandemic)	$7,500	$5,000	N
Purchased additional Chromebooks to enable distance learning for all students	$88,200	$205,741	Y
Subscribed to distance learning platforms/tools (e.g., SeeSaw)	$2,727	$2,759	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented as planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

During the 2020-21 school year, we were able to deliver a consistent program that all of our students were able to access. The majority of students received instruction through distance learning for the majority of the school year and we continued to refine this model to improve its effectiveness, investing in engaging live lessons and strong participation in online learning programs. We implemented our distance learning model as planned with three hours daily live teaching, small group instruction, and on-demand learning every Friday as a full day of on-demand and independent learning. Our distance learning plan still allows students to access a curriculum that includes the full content and rigor that students would receive in the classroom.

Additionally, we have sustained learning tools and elements of the school day from our in-person model to our distance learning model, allowing students to work with recognized tools and routines. Our students have used, and will continue to use, online learning

programs both in-person and in a distance learning environment, which facilitate progress on key skills. Community events, like Launch to begin each day, are carried between the distance learning environment to help build community and offer a sense of consistency.

We adjusted our schedule in January, as teachers and students were becoming fatigued with the amount of time online each day. In the Fall before we adjusted, some students were not attending the afternoon sessions. We also incorporated a learning lounge as a hub to take a break.

Access to Devices and Connectivity

Each student received their own personal Chromebook and we provided hotspots as needed, to make sure that technology was not a barrier for accessing distance learning. Initially we did not have enough technology for every family and we had to provide Chromeboxes, instead of Chromebooks, making the devices less portable. We continued to offer technical support for Chromebook challenges and any internet connectivity challenges and they arose throughout the year. None of our students were without the technology needed to access learning. Despite the access to devices, some of our students were challenged by lack of stable internet connectivity when they were logged in to their distance learning sessions from the family car or a store while a parent was shopping.

Pupil Participation and Progress

Student participation is determined based on a combination of their presence in synchronous learning activities and their completion of their independent work. Teachers and staff track attendance through presence in synchronous learning and participation in asynchronous tasks. If a student misses the first learning block of the day, the office manager reaches out to the family with a reminder. Through this process students' presence and absences are recorded and tracked. Teachers also track student attendance in all LIVE synchronous blocks to be able to follow up with students and families to support those who were unable to attend live lessons. Additionally, we also track student engagement in asynchronous learning, noting that when they have completed independent work, including online learning programs and teacher-assigned work. Students and families discuss low participation during follow up meetings with teachers and coaches. Additionally, teachers track progress through online learning programs, observations, interim assessments, and milestone assessments (where possible). Student progress in these areas is recorded centrally and teachers and school leaders review regularly, including on monthly data days, in order to make program adjustments and ensure student growth.

We are proud of our approximately 98% attendance rate and 75-80% Online Learning Platform completion rate. We strove for high levels of student participation, because if students were not participating that they were missing out on learning opportunities. Similar to in person instruction, we found that the same students consistently had lower participation rates. Our teachers, Care Corps members, and school leaders worked to partner closely with these families to develop a shared understanding of the importance of participation and to find solutions to increase their consistent participation.

Distance Learning Professional Development

We have provided staff professional development in the distance learning model, health and safety protocols, social emotional learning, virtual learning tools, and supporting English Learners in distance learning. We have been very successful providing meaningful professional development, including team building via Zoom. Some professional development topics, like classroom management, are less suited to a Zoom session. However, our staff continues to receive individualized coaching from school leaders to support their individual needs. All school leaders received training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement.

Staff Roles and Responsibilities

We have been successful at reallocating our staff members whose regular responsibilities have been decreased or eliminated due to distance learning to positions where they can support families with the wraparound supports that they need or provide additional small student group engagement. Our staff were able to adapt to distance learning, which was supported by some role changes and trainings. The individualized coaching model, which has always been a part of the program at Rocketship, was particularly important in making sure that all staff had the support that they needed and consistently received feedback on how to engage with students and families. There have been some challenges recruiting this year which has made it difficult to maintain a full staff.

Support for Pupils with Unique Needs

We prioritized our students with the greatest needs for the earliest return to campus for in-person instruction or the facilitated distance learning option.. We were also able to effectively implement programs to adapt distance learning for our students with unique needs. This included integrated and designated EL instruction for our English Language Learners, and IEP accommodations for our students with special needs. We have continued to observe gaps between assessment scores for students in these groups and other students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional small group tutoring opportunities	$235,306	$152,187	Y

Compensate staff for extended instructional time	$58,826	$8,528	Y
Purchase online learning platforms (Lexia and Reflex)	$30,268	$47,280	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All actions were implemented as planned. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to administer the NWEA MAP assessment at the beginning of the year for our students in first grade and up. While the assessment revealed that students were, on average, starting the year behind where students had been in previous years, the gaps were not as large as NWEA predicted, which gave us confidence that our distance learning program was having an impact. We were also able to administer the STEP assessment.

We've also been able to consistently track student progress through online learning programs and class assignments. These have helped to guide full class remediation and small group instruction. Providing one-on-one coaching at the moment has become more difficult because of the need to enter a breakout room and leave the rest of the class. Most interventions are taking place during planned small group instruction time during the afternoon sessions. We've seen that as students revisit foundational skills their mastery grows.

Students have frequent opportunities to work at their own pace, including guided reading at their own instructional reading level, small group instructional days for math, the Distance Learning Launchpad as a flexible online learning hub, and online learning programs that adjust to their skills. This work which adapts to students current levels ensures that they don't skip ahead, leaving gaps in their learning. Additionally, students engage in regular small group instruction, giving them the chance to revisit any needed skills.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students have responded well to our expanded SEL curriculum and emphasis. We notice that the topics covered in daily SEL lessons are carried over into students' interactions with each other and their teachers throughout the day. We know that forming relationships online looks different than in person and the SEL lessons have helped to forge community bonds, although we still have students, especially our younger students, who are struggling to form the same types of relationships that they would in person.

May is Mental Health Awareness month and we have made it a focus during our Daily Launch. We have a mental health professional on campus who has been able to check in with students as they are flagged for support. As our students return to campus, we plan to have increased awareness around identifying students who may need additional support.

Through our Care Corps, we've been able to stay connected to our familys' needs. As families expressed struggles (e.g., food, housing), they were connected with trained Care Corps members who helped them navigate to resources. This was enabled by a growing number of community partnerships.

For our staff, we've continued to emphasize rest as a way to support mental health--offering staff additional rest days throughout the year and making sure that they had breaks worked into their schedule. We've also invested in spaces to staff to discuss challenges--especially around DEI-related injustices occurring in our country. Cultivating space to process has been key for staff member's mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our tiered intervention approach continued to emphasize strong relationship building with students and families and adapting to find solutions that meet individual needs. We've found that families respond well to this approach and we're able to work through challenges in a way that feels collaborative and opens dialogue. We've found that some of families have been facing unique challenges in the distance learning context (e.g., how to support distance learning for young students when a parent is also working) and we've tried to be creative in working with them towards solutions. Although we have been successful building relationships with families this year, the quality of the relationship is not the same in the virtual format.

In order to continue to foster family involvement at the school, we have held our regular family meetings in the virtual format, and found that being able to attend the meetings virtually makes it possible for more families to participate.

Our chronic absence rate at approximately 6% is the lowest in the Rocketship network, and it has steadily improved over the course of the year as a result of our engagement efforts. For students who are disengaged, we are taking a tiered approach to intervening, which mirrors the approach that we've taken during in-person learning. When a student has an absence, the family receives a notification and has the opportunity to provide information to show that the absence should be excused. Students with persistent absences meet first with their teacher to discuss the implications of those absences and try to find solutions that allow the student to attend consistently. If absences continue, families then meet with school leaders who also discuss truancy implications and work to find solutions. Notification calls are available in English and Spanish. Outreach to families will be made by a staff member who speaks the language that the family is most comfortable in or by a staff member with a supporting translator.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our distance learners, we serve meals twice a week so our students have five days worth of meals. One service day we distribute three days worth of breakfast and lunch and the other day we distribute two days worth of breakfast and lunch.

When we have students on campus, we place them into small groups. We serve daily breakfast and lunch during their normal meal times. All meal service is provided in this small-group setting to ensure student and staff safety, avoiding exposure between cohorts of students.

In both environments, we track students who receive meals in order to facilitate free and reduced meals for those students who are eligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on personalization, Social Emotional Learning, and family engagement have been critical during this year and will continue going forward. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to regularly assess each of our students using NWEA MAP and STEP assessments, as well as the data from our Online Learning Platforms to monitor progress and inform instructional planning. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention. We plan to add an intervention coordinator to coordinate the intervention team to strengthen the quality and effectiveness of our intervention groups.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions and services implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Rocketship Spark instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments, personalizations, and academic supports.

Based on local data, we have identified some learning loss in ELA and Math. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention. We plan to add an intervention coordinator to coordinate the intervention team to strengthen the quality and effectiveness of our intervention groups. Using the CA Dashboard, we have also identified needs in English Learner Progress and Chronic Absenteeism. We will implement a comprehensive English Language Development program with integrated and designated ELD instruction to ensure our English Learners reclassify at

high rates. We will implement attendance monitoring and family outreach to ensure our students do not become chronically absent. Our CARE Corps coordinator will work closely with the school leadership team to make sure family needs are met and work with each family to make sure students get to school. We will also expand SEL support for our students to remove any additional barriers to attendance, engagement, and achievement.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Spark	Samantha Hanlon	spark@rsed.org 408-622-6651

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Rocketship Spark (RSK) opened in August 2013, the eighth Rocketship campus to open in San Jose. The school serves approximately 618 students in grades TK-5. Rocketship Spark is one of our most diverse schools, with large populations of both Asian (42%) and Hispanic (48%) students. Approximately 65% of the students are socioeconomically disadvantaged, 45% are English learners, and 7% are students with disabilities. The LCFF Unduplicated percentage is approximately 75.72%. The school was renewed for a five-year term during the 2017-18 school year. The principal, Samantha Hanlon, will continue to lead the school in 2021-22.

Spark 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 Spark'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 Spark also operates under the principles that excellent teachers and leaders create transformational schools and engaged families 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 families 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 RSK this fifth core value is curiosity. Students at Rocketship Spark are encouraged to be life-long learners and draw on their curiosity to understand the world around them. Our talented team of educators works collaboratively with our dedicated parent community to ensure every Rocketeer on our campus receives an individualized educational experience tailored to his or her learning needs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Spark which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers; School environment will be safe and welcoming for all students; Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning; Rocketship families are engaged in their students' education. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Spark based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and

engagement in 20-21, with a 98% average daily attendance rate as of 3/30/2021 and a 75-80% Online Learning Platform completion rate. Our progress was particularly strong in our Humanities Online Learning Platform, so we will continue to leverage that success to build on going forward. Our SSC identified overall use of technology to support student learning and our partnership with the YMCA and their support with online learning as huge successes this year. They also identified the use of text messages instead of emails for communicating with families as a success.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our families and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data, we have identified some learning loss in ELA and Math. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention. We plan to add an intervention coordinator to coordinate the intervention team to strengthen the quality and effectiveness of our intervention groups. Using the CA Dashboard, we have also identified needs in English Learner Progress and Chronic Absenteeism. We will implement a comprehensive English Language Development program with integrated and designated ELD instruction to ensure our English Learners reclassify at high rates. We will implement attendance monitoring and family outreach to ensure our students do not become chronically absent. Our CARE Corps coordinator will work closely with the school leadership team to make sure family needs are met and work with each family to make sure students get to school. We will also expand SEL support for our students to remove any additional barriers to attendance, engagement, and achievement.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with robust systems for personalized learning and our Love of Reading campaign. We will provide comprehensive English Language Development for our English learners through GLAD training for all of our teachers. We will also provide a comprehensive program of special education supports for our students with IEPs.

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. Teachers will be supported (Goal 2) through professional development and instructional coaching to implement our instructional model, including culturally responsive pedagogy. We will also support our teachers with becoming fully credentialed to ensure the highest quality teachers for our students. Additionally, we will administer high-quality assessments and provide data days for teachers to analyze the data and make instructional plans based on the data.

GOAL 3: School environment will be safe and welcoming for all students. Our Business Operations Manager ensures the school campus stays safe, clean, and well-maintained. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations.

GOAL 4: Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning. Students will have opportunities to participate in enrichment activities and field trips to ensure they receive a well-rounded education. Students will be supported in social emotional learning to ensure their social emotional well-being and remove barriers to engagement. Our Care Corps team will continue to ensure our students' basic needs are being met by identifying families in need and connecting them with appropriate resources for support.

GOAL 5: Rocketship families are engaged in their students' education. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, school events, and opportunities to volunteer and to provide input organized and facilitated by the school leadership team. These opportunities include community meetings, exhibition nights, monthly coffees, Los Dichos activities, and family surveys.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for Rocketship Spark based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our SSC and ELAC committees met on 10/26/20, 12/7/20, 2/8/21, and 4/26/21.

Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 26, 2021.

Parents also provided feedback throughout the year through various parent engagement opportunities. 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.

Teachers, school staff, and school administrators provided feedback during regular staff meetings and a staff survey.

Teachers have held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Parents want to ensure the following areas are priorities in the coming year:

-Campus Health and Safety protocols

-Addressing learning loss that occurred during distance learning

-Student relationships with teachers and other students

-Parent engagement

Teachers/Staff Members/School Administrators

-Addressing learning loss that occurred during distance learning

-Student relationships with teachers and other students

-Diversity, Equity, and Inclusion professional development to support teachers and staff in engaging with students and families around current events.

Students have expressed the desire for more peer interaction.

SSC Members provided suggestions as to how to best meet our goals:

-Health and safety protocols during class, recess, and transition times clearly communicated to stakeholders.

- Encourage teacher/family partnerships

- Summer packet work to minimize summer learning loss
- Field trips moved to the beginning of the year to facilitate student relationship building
- Use parents to support with progress monitoring of student completion of assignments

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on our stakeholder feedback, we have added the following to our plan for next year and beyond:
- provide a video for families to communicate the various health and safety protocols in place across our campus
- provide a dedicated time in the daily schedule for Social Emotional Learning to help students process and build SEL skills
- use recess and SEL time for students to form relationships with other students
- we will provide additional academic interventions for students to address learning loss

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. We are proud of the progress of our students and must continue our actions to sustain this progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 62.2% English Learners: 19.4% Low Income: 54.9% Students with Disabilities: 15% Asian: 80% Hispanic/Latinx: 49.6%				67%
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 79% English Learners: 52.8% Low Income: 74.1% Students with Disabilities: 35%				82%

	Asian: 92.2% Hispanic/Latinx: 68%				
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.32				1.2 Years
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.46				1.2 Years
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 37%				High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 12.9%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core-aligned instruction & materials	A-1. The Rocketship Spark 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 Spark operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.	$45,840	N

		Rocketship Spark utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.		
2	Personalized Learning	A-2. RSK'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 our school operates an inclusion model. In particular, our students in Special Education benefit 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 maintain a 1:1, 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.	$562,591	Y

3	Special Education supports	A-3. Although RSK runs an inclusion model, we realize that our students in Special Education 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.	$129,605	N
4	GLAD Training & Curriculum	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. Students in Special Education 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. We will focus our professional development and school based coaching on improving the quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.	$24,960	Y
5	Love of Reading Campaign / Reading Engagement	A-5.Rocketship Spark will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	$46,000	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
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.

An explanation of why the LEA has developed this 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%				100%
Number/%of total and EL teachers credentialed & properly assigned	100%				100%
% of adopted standards including ELD standards implemented	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	B-1. Professional Development is a critical component of the RSK program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We are planning for provision of virtual professional development as needed in the event of future closures. We will adapt the content of professional development for 21-22 and beyond as needed, given increased academic needs of our students due to COVID-19, and we will adjust summer professional development for 2021 to better prepare teachers and leaders to meet the needs.	$186,707	Y

		Summer PD Each summer, RSK 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 Spark has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSK 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.		
2	Assessments	B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • Three rounds of cumulative assessments • Two-Three rounds of Humanities and Science interims • NWEA three times per year (K-2), NWEA two-three times per year • STEP or Fountas & Pinnell at least four times per year	$20,117	Y

		• State-mandated CAASPP • Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC) • Alternative ELPAC for English Learners with severe cognitive disabilities If schools are unable to open and continue with distance learning at any point, we will adjust plans as needed.		
3	Data Days	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RSK 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.	$41,128	Y
4	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. RSED 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 students in Special Education.	$276,413	Y
5	Teacher Credentialing	B-5. Our team will continue to ensure 100% of our teachers are in compliance. As mentioned due to COVID-19 there are a lot of questions around when teachers will be able to take tests. Therefore, we must continue to support them with studying so that once tests centers do open they are prepared to be successful. In addition, we will continue partnering with a credential program so that teachers who are currently eligible to be on an Intern Credential (passed their tests) can focus on earning their Preliminary Credential. We are excited to see even more people be able to enroll in 21-22.	$17,000	N
6	Culturally Responsive Pedagogy	B-6. RSK is committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative and culturally competent. We also recognize that in order to build cultural competence at our school, we must invest in a multi-year training effort. This includes refining our	TBD	Y

		curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons. The new Thematic Units will celebrate diversity and leverage student's cultural capital to guide student discussions.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the “good repair” standard	Met				Met
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.				75%
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	BOM	C-1. Rocketship Spark 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. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. This position is critical to meeting our school's and the state’s goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive training and coaching opportunities. Professional	$107,000	Y

		development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.		
2	School Maintenance	C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the 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 Spark will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	$94,192	N
3	Custodial Services and 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.	$73,800	N
4	Operations Specialists	C-4.Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and professional	$382,766	Y

		development of our Operations Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school professional development sessions depending on the topic.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4

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

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No 2020-21 data due to pandemic school closure.				75%
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	89%				90%
Portion of parents with input into decision making (Parent survey participation rate)	100%				90%
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 8% English Learners: 3.9% Low Income: 8.2% Students with Disabilities: 10.2% Asian: 3.8%				8%

	Hispanic/Latinx: 9.7%				
Suspension rate for all students and all significant subgroups	2018-19 All Students: 0.2% English Learners: 0% Low Income: 0.2% Students with Disabilities: 0% Asian: 0% Hispanic/Latinx: 0.3%				0.5%
Expulsion rate for all students and all significant subgroups	2018-19: 0%				0%
Average Daily Attendance	2018-19: 96%				95%
% of students with access to a broad course of study	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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, science, 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	$270,000	Y

		students in Special Education, this can be an especially motivating and engaging portion of their day. RSK plans to provide student interest clubs or other types of student groups as well to best provide enrichment opportunities that align with the passions of our students.		
2	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. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$38,500	Y
3	Social Emotional Learning	D-3. RSK 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. PBIS will be one of our main priorities this year. We will focus on improving the fidelity of the practices across all spaces--classrooms, recess, and enrichment--so that we are creating a positive environment and culture with consistency. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the Shortest Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more community and culture building within a class. The goal of these curricula is to help students build toward the 5 social emotional competencies of self awareness, self management, social awareness, relationship skills, and responsible decision making, as well as encompassing the social justice standards of identity, diversity, justice, and action. This school year we formed a working group to audit the curricula with a DEI lens to continue to ensure we have representation across race, ability, ethnicity and representation. We had a group of 20 employees from across our 4 regions, across roles	$39,298	Y

		(i.e. enrichment coordinators, teachers, school leaders, mental health professionals, and learning lab specialists). This past year we implemented ""Smart Start"" components into the curricula. These derive from Conscious Discipline and Responsive Classroom, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created ""class creed,"" a "feelings check," and a "wishing well" component--thereby promoting positive culture and SEL skills. The ""Smart Start" component is a conscious effort to plan ahead for students returning after a year of closures with potentially higher needs and trauma. The routines will support them in the transition back to in-person learning. We also utilize mental health professionals for individual student support and providing small group support working with the SEL curriculum.This year we will be increasing our tiers of support. We are adding a Mental Health Provider intern program to our already existing Mental Health Provider team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students. We are expanding our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigrational, and other various services at each of our 13 Bay Area school sites. This program will be an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. The team of providers will work to gain family and community engagement by securing partnerships & resources for adults in relation to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community of Schools program will also work to design a program to address chronic absenteeism.		
4	Care Corps	D-4. In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff will regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are	$75,000	N

		familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff will follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 5

Goal #	Description
5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours; set as less than 100%)	84%				90%
% Home visits completed	91%				95%
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	90%				90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family involvement	E-1. Community Events: RSK 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, RSK invests in family 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. Family Volunteer Opportunities: Rocketship Spark family members will be encouraged to volunteer with their students to help tighten the link between the families and the school. These activities will vary widely	$34,565	N

		but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will continue to expand and adapt the volunteer options and events in order to be inclusive of working family members and to accomodate for times when COVID-19 may not allow for family members to volunteer on campus. In addition to these components, we will be expanding our work with our school-based parent groups to deepen advocacy in their communities. We will intentionally bring a Diversity, Equity and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program.		
2	Family Outreach	E-2. Rocketship Spark provides many opportunities throughout the school year for families to interact with RSK staff. The school offers monthly forums (i.e., Cafecitos) for families to provide feedback as well as learn in depth about school activities. This enables families to become a more active participant in their child's education. We also survey our families annually. We analyze the data and meet with families to review the results and seek further input on the actions moving forward. We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. We are seeking family input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.	$8,125	Y
3	School Leadership Team	E-3. Rocketship Spark's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where	$82,175	N

		families are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all family engagement goals and responsive to family input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to families through written, social media, and other forums. As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		
4	Los Dichos	E-4. Los Dichos is a parent, family, and community engagement activity where family members read stories of Latino origin as a part of a literature-based program. The books read are bilingual and teach students about the Latino culture and values. Each one has a dicho, or saying, that reflects the story. After reading the bilingual book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Project Cornerstone staff. They then meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$5,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.39%	TBD

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at the Green level for ELA. In Math, both English Learners and Socioeconomically Disadvantaged students are at the Blue level. We had low performance in 2019 on the English Learner Progress Indicator, with 36.9% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 12.9%.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Rocketship Delta Prep student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Days are professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. 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.

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 5 points growth in ELA and 3 points growth in Math within the next three years (see expected outcomes in Goal 1), a high level English Learner Progress and at least a 15% English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students and English Learners were at the Blue level for Suspensions on the CA Dashboard. In 2019, Chronic Absenteeism was at the Green level for English Learners and the Orange level for Socioeconomically disadvantaged students.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. We provide Enrichment opportunities and field trips to support the development of the whole child. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement.

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Rocketship Spark community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Family Outreach

Expected Outcomes

By implementing a comprehensive Family Outreach program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around family perceptions of their satisfaction with the school, family participation in various events and opportunities, and the percent of our students' homes we are able to visit at the beginning of each school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Academic Growth and Achievement

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

The personalized learning action increases the amount of technology, tech support, online learning platforms, leveled libraries, learning lab materials and instructional materials available to English learners, low income students, and foster youth so that they can successfully engage with the right content at the right time according to their needs and varying levels. Reading engagement adds funding for materials and supplies to support a school-wide reading initiative that fosters love of reading and reading growth above and beyond the ELA curriculum to provide additional support for our low income, English learners, and foster youth to grow as readers. Professional development

and coaching actions add staffing and materials in support of expanded professional development opportunities and teacher coaching provided to all teachers, totaling about 4 hours per week, to ensure that teachers are supported to effectively meet the needs of our low income students, English learners, and foster youth. The actions for assessments and data days add assessment systems, staffing, and related materials to our program in order to provide accurate and actionable data on the learning progress and needs of our low income students, English learners, and foster youth and to dedicate time and expertise to the effective use of that data.

Climate and Culture

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

The Business Operations Manager action expands the staffing at our school in order to provide our low income students, English learners and foster youth an additional highly trained leader on campus dedicated to ensuring a safe and supportive school climate, smooth operations, and effective outreach for student engagement. The Operations Specialists add additional staffing in support of functions that are particularly beneficial to our low income students, English learners and foster youth. They ensure that school nutrition is well implemented, that recess and lunchtime activities are productive and positive, and that outreach for student support and re-engagement is timely and effective. The enrichment and field trips actions bring additional opportunities to our low income students, English learners, and foster youth by adding opportunities for learning beyond the core curriculum and in the community. Social emotional learning action adds staffing and resources in order to create and implement a comprehensive program in Social Emotional Learning and mental health supports to ensure that our low income students, English learners, and foster youth are supported not just academically but holistically, and that mental health support is available to them as needed.

Family Engagement

Family Outreach

Family Outreach adds staffing time devoted to engaging with families so that families of our low income students, English learners, and foster youth. This action supports the building of strong family-school relationships in support of students through such initiatives as home visits, opportunities and events for families, and outreach.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,378,698	$ 1,939,344
LEA-wide Total:	$ 1,378,698	$ 1,939,344
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Standards-Aligned Instruction & Materials	LEA-wide		RSK	$ 12,000	$ 12,000	No
1	1		LEA-wide		RSK	$ 26,340	$ 33,840	No
1	1						$ -	
1	1						$ -	
1	1						$ -	
1	2	Personalized Learning	LEA-wide	EL, Low Income, Foster	RSK	$ 31,145	$ 41,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSK	$ -	$ 92,541	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSK	$ 5,000	$ 5,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSK	$ 9,600	$ 9,600	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSK	$ 11,400	$ 11,400	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSK	$ 25,000	$ 25,000	Yes
1	2		LEA-wide		RSK		$ 1,800	No
1	2		LEA-wide	EL, Low Income, Foster	RSK		$ 268,750	Yes
1	2		LEA-wide	EL, Low Income, Foster	RSK		$ 107,500	Yes
1	3	Special Education Supports	Limited		RSK		$ 36,898	No
1	3		Limited		RSK		$ 92,707	No
1	3						$ -	
1	3						$ -	
1	3						$ -	
1	4	GLAD Training and Curriculum	LEA-wide		RSK		$ 24,960	No
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	5	Reading Engagement	LEA-wide	EL, Low Income, Foster	RSK	$ 46,000	$ 46,000	Yes
1	5						$ -	
1	5						$ -	
1	5						$ -	
1	5		LEA-wide	EL, Low Income, Foster			$ -	Yes
2	1	Professional Development	LEA-wide	EL, Low Income, Foster	RSK	$ 106,932	$ 106,932	Yes
2	1		LEA-wide	EL, Low Income, Foster	RSK	$ 64,776	$ 64,776	Yes
2	1		LEA-wide	EL, Low Income, Foster		$ 15,000	$ 15,000	Yes
2	1						$ -	
2	1						$ -	
2	2	Assessments	LEA-wide	EL, Low Income, Foster	RSK	$ 9,700	$ 11,700	Yes
2	2		LEA-wide	EL, Low Income, Foster	RSK	$ 3,417	$ 8,417	Yes
2	2						$ -	
2	2						$ -	
2	2						$ -	
2	3	Data Days	LEA-wide	EL, Low Income, Foster	RSK	$ 41,128	$ 41,128	Yes
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	4	Coaching	LEA-wide	EL, Low Income, Foster	RSK	$ 276,413	$ 276,413	Yes
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	5	Teacher Credentialing	LEA-wide		RSK		$ 17,000	No
2	5						$ -	
2	5	Culturally Responsive Pedagogy					$ -	
2	5						$ -	
2	5						$ -	
3	1	Business Operations Manager	LEA-wide	EL, Low Income, Foster	RSK	$ 107,000	$ 107,000	Yes
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	2	School Maintenance	LEA-wide		RSK	$ 59,620	$ 68,120	No
3	2		LEA-wide		RSK	$ 6,172	$ 11,672	No
3	2		LEA-wide		RSK	$ 14,400	$ 14,400	No
3	2						$ -	
3	2						$ -	
3	3	Custodial Service and Supplies	LEA-wide		RSK	$ 63,800	$ 73,800	No
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	4	Operations Specialists	LEA-wide	EL, Low Income, Foster	RSK	$ 382,766	$ 382,766	Yes
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	5	Removed Security Services as action for 21			RSK	$ 5,000	$ 5,000	
4	1	Enrichment	LEA-wide	EL, Low Income, Foster	RSK	$ 157,500	$ 157,500	Yes
4	1				RSK		$ 112,500	No
4	1						$ -	
4	1						$ -	
4	2	Field Trips	LEA-wide	EL, Low Income, Foster	RSK	$ 38,500	$ 38,500	Yes
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	3	Social Emotional Learning	LEA-wide	EL, Low Income, Foster	RSK	$ 9,298	$ 9,298	Yes
4	3		LEA-wide	EL, Low Income, Foster		$ 30,000	$ 30,000	Yes

4	3		LEA-wide	EL, Low Income, Foster			$ -	Yes
4	3						$ -	
4	3						$ -	
4	4	CareCorp	LEA-wide	EL, Low Income, Foster	RSK		$ 75,000	Yes
4	4						$ -	
4	4						$ -	
4	4						$ -	
4	4						$ -	
5	1	Parent Involvement	LEA-wide		RSK	$ 34,565	$ 34,565	No
5	1						$ -	
5	1						$ -	
5	1						$ -	
5	1						$ -	
5	2	Parent Outreach	LEA-wide	EL, Low Income, Foster	RSK	$ 8,125	$ 8,125	Yes
5	2						$ -	
5	2						$ -	
5	2						$ -	
5	2						$ -	
5	3	School Leadership Team	LEA-wide		RSK	$ 82,175	$ 82,175	No
5	3						$ -	
5	3	Los Dichos	LEA-wide		RSK		$ 5,000	No
5	3						$ -	

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,682,769	$ 223,605	$ -	$ 659,406	2,565,781	$ 1,683,063	$ 882,718

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Instruction & Materials	N/A	$ 12,000				$ 12,000
1	1		N/A	$ 26,340			$ 7,500	$ 33,840
1	1							$ -
1	1							$ -
1	1							$ -
1	2	Personalized Learning		$ 31,145			$ 9,855	$ 41,000
1	2			$ -			$ 92,541	$ 92,541
1	2			$ 5,000				$ 5,000
1	2			$ 9,600			$ -	$ 9,600
1	2			$ 11,400				$ 11,400
1	2			$ 25,000			$ -	$ 25,000
1	2		N/A				$ 1,800	$ 1,800
1	2						$ 268,750	$ 268,750
1	2						$ 107,500	$ 107,500
1	3	Special Education Supports	Special Education		$ 33,398		$ 3,500	$ 36,898
1	3		Special Education		$ 77,707		$ 15,000	$ 92,707
1	3							$ -
1	3							$ -
1	3							$ -
1	4	GLAD Training and Curriculum	EL				$ 24,960	$ 24,960
1	4							$ -
1	4							$ -
1	4							$ -
1	4							$ -
1	5	Reading Engagement		$ 46,000				$ 46,000
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ -
2	1	Professional Development		$ 106,932				$ 106,932
2	1			$ 64,776				$ 64,776
2	1			$ 15,000				$ 15,000
2	1							$ -
2	1							$ -
2	2	Assessments		$ 9,700			$ 2,000	$ 11,700
2	2			$ 3,417			$ 5,000	$ 8,417
2	2							$ -
2	2							$ -
2	2							$ -
2	3	Data Days		$ 41,128				$ 41,128
2	3							$ -
2	3							$ -
2	3							$ -
2	3							$ -
2	4	Coaching		$ 276,413				$ 276,413
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	5	Teacher Credentialing	N/A				$ 17,000	$ 17,000
2	5							$ -
2	5	Culturally Responsive Pedagogy						$ -
2	5							$ -
2	5							$ -
3	1	Business Operations Manager		$ 107,000			$ -	$ 107,000
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	2	School Maintenance	N/A	$ 59,620			$ 8,500	$ 68,120
3	2		N/A	$ 6,172			$ 5,500	$ 11,672
3	2		N/A	$ 14,400				$ 14,400
3	2							$ -
3	2							$ -
3	3	Custodial Service and Supplies	N/A	$ 63,800			$ 10,000	$ 73,800
3	3							$ -
3	3							$ -
3	3							$ -
3	3							$ -
3	4	Operations Specialists		$ 382,766				$ 382,766
3	4							$ -
3	4							$ -
3	4							$ -
3	4							$ -
3	5	Removed Security Services as action for 21		$ 5,000				$ 5,000
4	1	Enrichment		$ 157,500				$ 157,500
4	1		N/A		$ 112,500			$ 112,500
4	1							$ -
4	1							$ -
4	2	Field Trips		$ 38,500				$ 38,500
4	2							$ -
4	2							$ -
4	2							$ -
4	2							$ -
4	3	Social Emotional Learning		$ 9,298				$ 9,298

4	3			$ 30,000			$ 30,000
4	3					$ -	$ -
4	3						$ -
4	3						$ -
4	4	CareCorp				$ 75,000	$ 75,000
4	4						$ -
4	4						$ -
4	4						$ -
4	4						$ -
5	1	Parent Involvement	N/A	$ 34,565			$ 34,565
5	1						$ -
5	1						$ -
5	1						$ -
5	1						$ -
5	2	Parent Outreach		$ 8,125			$ 8,125
5	2						$ -
5	2						$ -
5	2						$ -
5	2						$ -
5	3	School Leadership Team	N/A	$ 82,175			$ 82,175
5	3						$ -
5	3	Los Dichos	N/A			$ 5,000	$ 5,000
5	3						$ -
5	3						

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Fuerza Community Prep

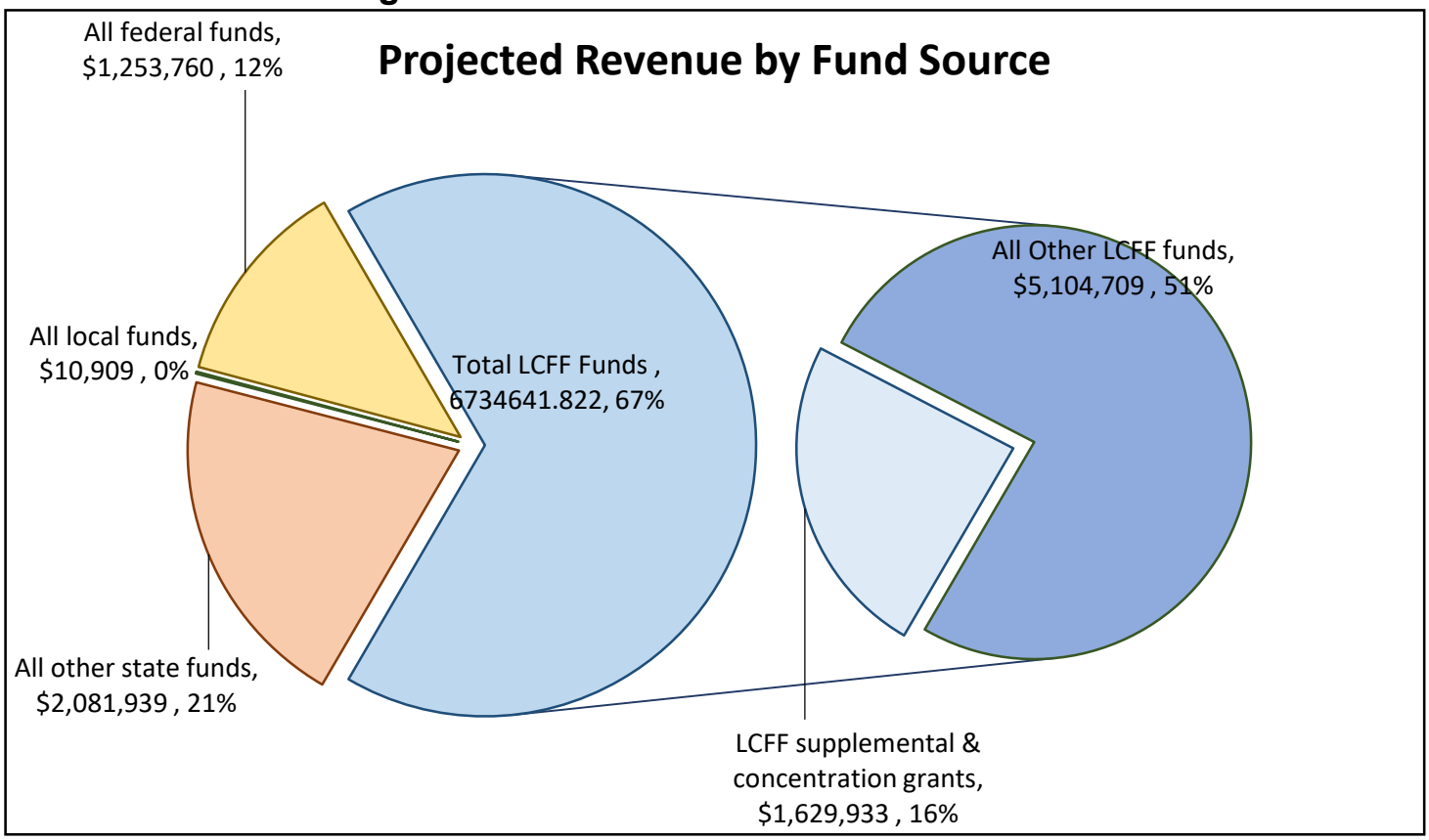
CDS Code: 43-10439-0131110

School Year: 2021 – 22

LEA contact information: Keysha Bailey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

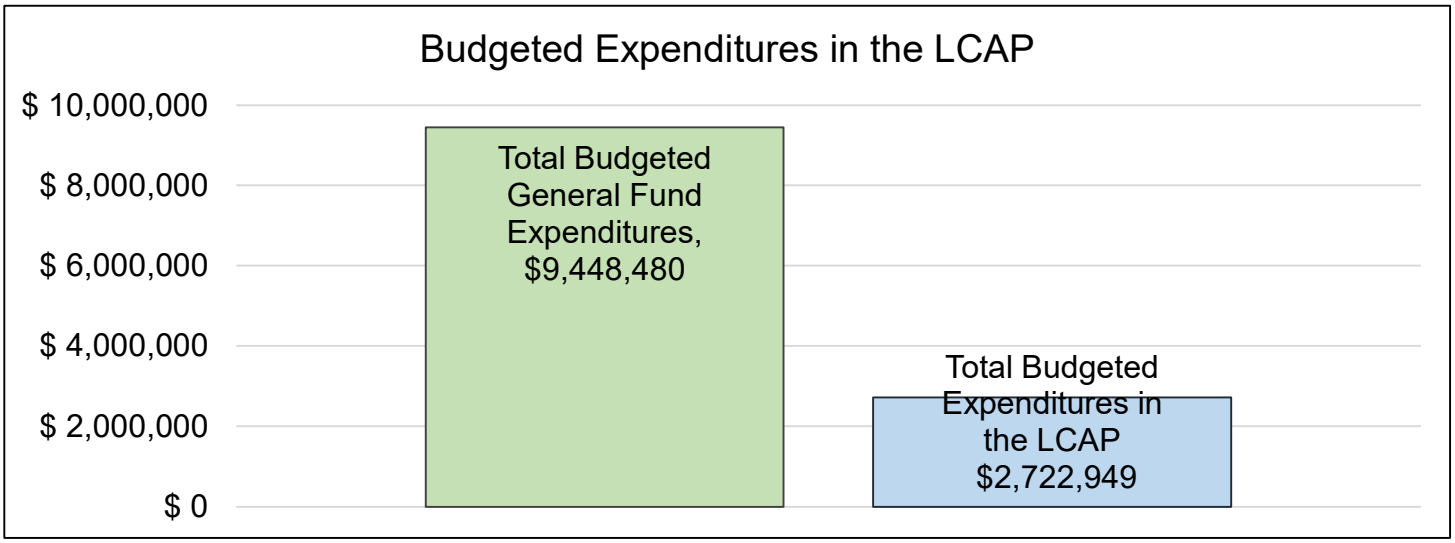


This chart shows the total general purpose revenue Rocketship Fuerza Community Prep expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Fuerza Community Prep is $10,081,249.83, of which $6,734,641.82 is Local Control Funding Formula (LCFF), $2,081,938.78 is other state funds, $10,909.00 is local funds, and $1,253,760.23 is federal funds. Of the $6,734,641.82 in LCFF Funds, $1,629,933.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Fuerza Community Prep plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Fuerza Community Prep plans to spend $9,448,480.20 for the 2021 – 22 school year. Of that amount, $2,722,949.15 is tied to actions/services in the LCAP and $6,725,531.05 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

rent, utilities, building repairs & maintenance, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

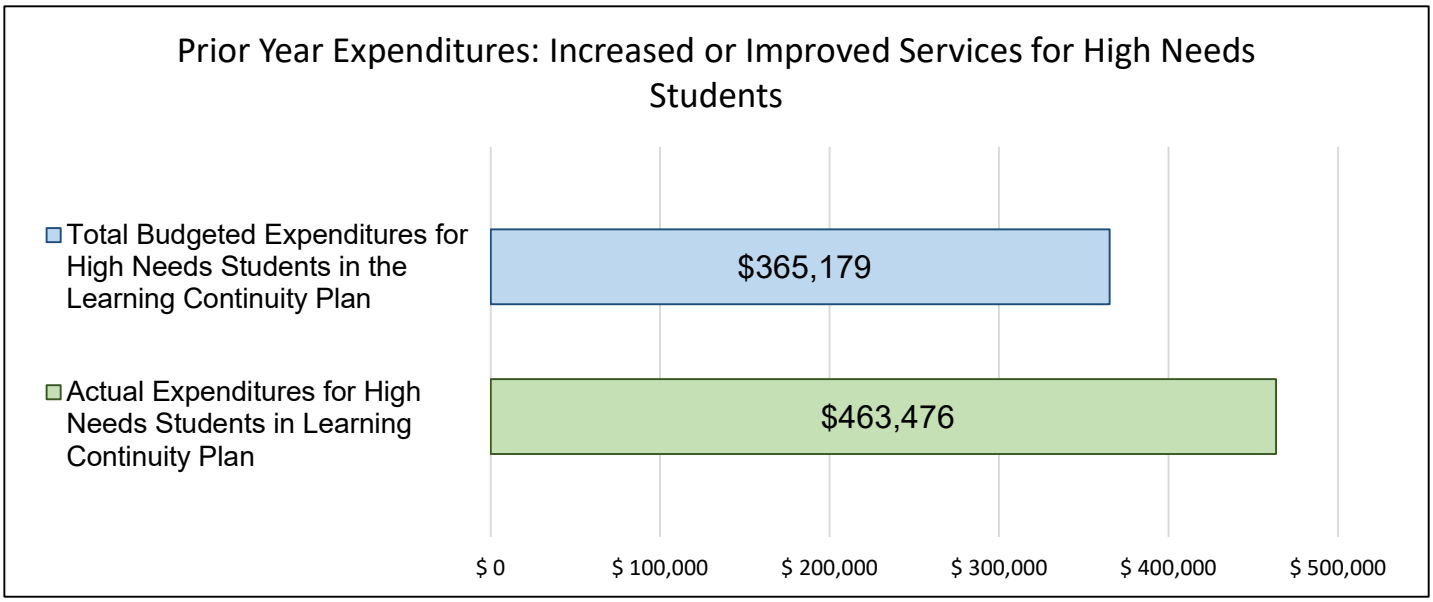
Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rocketship Fuerza Community Prep is projecting it will receive $1,629,933.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Fuerza Community Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Fuerza Community Prep plans to spend $1,371,326.85 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

We will be adjusting the budgeted expenditures for increased and improved services after the May Revise budget and will fully allocate these funds prior to Board approval.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Rocketship Fuerza Community Prep budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Fuerza Community Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rocketship Fuerza Community Prep's Learning Continuity Plan budgeted $365,179.00 for planned actions to increase or improve services for high needs students. Rocketship Fuerza Community Prep actually spent $463,475.94 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Fuerza Community Prep	Briana Nevares, Principal	fuerza@rsed.org (408) 708-5744

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
2018-19 SBAC ELA: % meeting/exceeding the standard targets	2018-19 SBAC ELA: % meeting/exceeding the standard All Students: 54% (not met)

All Students: 58% Econ Dis: 56% EL: >44% SPED: >9%	Econ Dis: 50.8% (not met) EL: 32.2% (not met) SPED: 7.1% (not met) 2019-20 CAASPP Testing Cancelled
2018-19 SBAC Math: % meeting/exceeding the standard targets All Students: >57% Econ Dis: 56% EL: >46% SPED: >9%	2018-19 SBAC Math: % meeting/exceeding the standard All Students: 59.5% (met) Econ Dis: 55.8% (met) EL: 34.2% (not met) SPED: 7.1% (not met) 2019-20 CAASPP Testing Cancelled
ELs: % of students scoring 3 or 4 on ELPAC: >80%	2017-18: 82.1% (met) 2018-19: 61.6% (not met) 2019-20: Summative ELPAC cancelled
EL reclassification rate: 10%	2018-19: 27.7% (met) 2019-20: 5.7% (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Fuerza **curriculum** follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Fuerza operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.	Core Curriculum: $12,000 Books: $28,200 LCFF Base 4100 4210	LCFF Base $5,428 $28,949

Rocketship Fuerza utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.		
Personalized Learning A-2. RFZ's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. 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**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.	OLPs: $35,000 Chromebooks: $30.944 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $200,000 LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors) 4411 4421 4390	LCFF S &C $40,544 $22,755 $435 $30,798 $10,805 $35,864 Title I $550 $353,662

	4115 5822 5807 4120 2101	
Special Education supports A-3. Although RFZ runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Fuerza operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff.	Special Education Supports: $9,172 Contracted Services: $22,037 State Special Education funding + IDEA State Special Education funding ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	State SPED + IDEA $1,635 State SPED $129,156
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	GLAD Training: $17,808 Title III 5804	Title III $24,472

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.		

Goal Analysi

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Fuerza continued to use a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. We purchased paper Fountas and Pinnell leveled library book collections for guided reading, which allowed students to take books home so they could read more frequently. This supported our efforts to ensure that all students have access to a wide variety of texts at their own current reading level and to meet the different genre requirements in Common Core. We supported our ELA teachers to utilize our new Fountas and Pinnell library in their Guided Reading instruction, which gave our students access to more high quality text options. We also expanded the use of online learning programs in general education classrooms in order to facilitate small group instruction. These programs included Lexia and Lightsail for ELA, Freckle and Reflex for STEM, and ST Math for TK-1. We worked to better integrate Online Learning Programs in the classroom and increase student completion of OLP activities. 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 prioritized parts of the co-teaching block for literacy skills/guided reading. We enhanced the instructional leadership support for inclusion specialists. We differentiated support for new teachers by providing scripted curriculum in the form of Leveled Literacy Intervention. We saw strong results this year in terms of accelerated development for new SPED teachers as a result of implementing professional development and coaching expectations for new SPED teachers. We also focused this year on training teachers and leaders in the ELD Framework and Standards. There was an increase of professional development and training to support implementation of Integrated and Designated ELD.

With the COVID-19 school closures, we mobilized in order to begin distance learning within 2-3 days of closure. We provided modified curriculum and lesson plans for teachers in support of distance learning. We provided devices to students to ensure that 100% have devices and have home internet access. We provided community time in morning launch and landing daily, live lunches and exercise. Instruction included synchronous and asynchronous instruction for students through Facebook and Google Classroom. Instruction included direct individualized 1 to 1 service for students with disabilities through SPED teachers and related service providers. Additionally, we set up daily surveys for families and Care Corps to identify family needs and connect them with resources along with food, housing, and other services. We implemented coaching calls where teachers connected with students on their OLPs, monitored progress, and just checked in on how they are doing 2-3 times per week. Designated ELD is occurring through individual coaching calls or group conferences via zoom. Ongoing support and resources are shared with school staff to support distance learning.

Both state and local testing was cancelled in the Spring, so we do not have data to determine progress. We also don't have summative ELPAC data for this year, and the reclassification process was challenged by school closures. Our reclassification rate was 5.7%, far below our 10% target.

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 teacher

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual
All students have access to standards-aligned instructional materials Target: Met	Met
All teachers have access to standards-aligned professional development	Met

Target: Met	
100% of full-time teachers have appropriate credentials	100% of full-time teachers have appropriate credentials (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Professional Development B-1. *Summer PD* Each summer, RFZ hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. *Thursday PD* Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. *Professional Development Fund* Rocketship Fuerza has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RFZ will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	Summer PD: $120,066 Thursday PD: $72,733 PD Fund: $15,000 LCFF S+C 1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	LCFF S&C $76,267 $46,200 $6,255
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	Assessments: $29,675 Temporary Staff: $20,000 LCFF S+C	LCFF S&C $21,466 $-

• State-mandated EL testing (ELPAC) To ensure that our students are ready for success on the CAASPP, Rocketship Fuerza transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. RFZ will hire **temporary staff** members to facilitate administration and scoring of assessments.	4414 (Assessments) 5838 (Temporary Staff)	
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RFZ will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	Data Days: $46,179 LCFF S+C 1101, 1301	LCFF S&C $29,333
Coaching B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RFZ teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.	Coaching: $344,000 LCFF S+C 1301	LCFF S&C $141,996
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.	$56,000 Title II & Educator Effectiveness Grant 5833	Title II & Educator Effectiveness Grant $25,600

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for scoring assessments and the cancelled data days were reallocated to provide additional staffing to support with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Fuerza continued its intensive focus on professional development this year and fully implemented the planned professional development actions, adapting them as needed once the COVID-19 crisis necessitated closure. This year we focused a lot on differentiating the professional development for teachers based on their career stages--developing, expanding, and master. As a result, we saw faster growth for developing and new teachers across content areas. With implementation of distance learning, we did specific professional development to support teachers and leaders in being ready to deliver synchronous and asynchronous instruction as well as check-ins with individual students.

Assessment plans were followed as scheduled until school closures in March in response to COVID-19 measures. There were two differences from the stated plan decided last summer before SY19-20 started: 1) the number of Cumulative assessments rounds was reduced from four to three; 2) Grades 3-5 were only to take NWEA in the Fall and Winter (Spring assessment removed to reduce testing burden on students who take state assessments). As a result of the COVID closures, final spring assessments were suspended. These included: Cumulative Round 3, STEP Round 4, Spring NWEA, CAASPP and Summative ELPAC. RFZ held five out of six planned Data Days this year. The March event was not held due to the COVID-19 crisis.

This year we continued to ensure that 100% of our core teachers were in compliance with the state as well as held the proper English Learner Authorization. We partnered with Loyola Marymount University and have over 20 teachers who will be graduating the program in spring of 2020 with their Preliminary and/or Special Education Credential. Our biggest holdback due to the COVID-19 pandemic has been planning for the 20-21 school year. Many of our teachers were taking their final credential tests in March, but their tests were cancelled due to Shelter in Place orders. We've been working closely with the California Teaching Commission and California Department of Education to see if any modifications will be made to keep our teachers in their roles next year. There are certain cases where modifications are being made, however other cases require an Executive Order from Gavin Newsom and we do not know when this will come. Additionally, we would typically have all new hires take their credential tests over the spring and summer and enroll in a credential program in their first year. This will not be possible this year due to the Shelter in Place order and test centers being closed.

Most teachers will need to be on an emergency permit in their first year and focus on tests (as test centers are just now reopening in May 2020 and then enroll in a program in their 2nd year.

Rocketship Fuerza'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.

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

Annual Measurable Outcomes

Expected	Actual
3rd – 5th grade student survey: 75% of students that believe school is a safe environment to learn	Data unavailable due to school closures
Parent survey: 85% of parents that believe school is safe 2019-20	82% of parents that believe school is safe 2019-20 (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
BOM C-1. Rocketship Fuerza employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting Rocketship Fuerza's and the state's goals for student safety and maintaining	Business Operations Manager (BOM): $104,156 LCFF S+C	LCFF S&C $125,189

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.	2301	
School Maintenance C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Rocketship Fuerza will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. 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.	Building repairs: $55,100 Furniture: $11,037 Teacher room: $14,400 LCFF Base 5601 4430 4330	LCFF Base $4,066 $24,978 $14,050
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.	Custodial Services + Supplies: $77,415 LCFF Base 5821	LCFF Base $144,486
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	Operations Specialists: $205,000 LCFF S+C 2201	LCFF S&C $290,245

calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.		
Security Services C-5. Rocketship Fuerza will be able to hire additional security services for their campus. These include patrols for weekends to ensure no one is using our space unauthorized or during nights. The goal is to reduce unauthorized people on campus and issues that make families feel unsafe, such as graffiti.	Security Services: $5,000 LCFF S+C 5823	LCFF S&C $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented the actions for Goal 3 as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our BOM continued to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. We continued to focus on developing BOMs in all areas of their operations work. This year we expanded our training for BOMs on the skills that make them strong and effective leaders--skills such as influence, collaboration, and effective communication. Our BOM served as safety lead for our campus. This included planning and leading safety training for all school-based staff at the site. Our BOM was responsible for knowing our safety plan, communicating it to the team, holding the safety meetings with the school leadership team, ensuring compliance with required safety drills, and ensuring that all safety equipment and supplies are complete, current, and functioning well. Our BOM acted as liaison to ensure safety protocols are followed with afterschool programs as well. Since the COVID 19 closures began, we are now adding several training sessions virtually, one every other week for BOMs.

We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs planned for this year. Our BOM and facilities staff were able to conduct 2-3 walkthroughs prior to the COVID-19 closure. During the walkthroughs, 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 throughout the year. Rocketship Fuerza continued to employ 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 resources

as planned for purchase of materials for outfitting and decorating their classrooms. During th COVID closure, our maintenance staff visited all sites to assess and ensure sites are ready for return.

In order to provide a safe and clean environment for our school community, we utilized the services of a day porter during the school day and custodial services once a day in the evening. This year, Rocketship RFZ contracted with a custodial company to help get better pricing and create more consistent service. We instituted additional disinfecting procedures conducted by custodial services in the beginning of March prior to closures. Since closure, we have all of our custodial services going into schools and conducting deep cleans.

Operations Specialists continued their essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staffed arrival and dismissal and led recess and lunch for all students. They also supported daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists served as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We conducted additional training with our Operations Specialists this year through PlayworksU in support of indoor recess implementation, including facilitation of games and strategies for managing groups. Once the COVID -19 closure began, this training served as a springboard to support student wellness through virtual recess opportunities. Currently during the closure, our Operations Specialists continue to be employed and supporting various projects according to their skill sets, such as supporting distance learning, "Live Lunches," leading virtual lunches, reading bedtime stories for students, or joining a team called Care Core which reaches out to families to check in on them and see how their needs are being met, participating in our twice weekly meal distribution, and providing translation support for teachers in working with families.

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. When parents were surveyed in regards to safety, 82% believe our school is a safe place for their children, which is an increase of 3% over last year's score of 79%. RFZ 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.

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: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual
Chronic absenteeism rate <10%	Chronic absenteeism rate 11.2% (not met)
Attendance rate (ADA) >95%	Attendance rate (ADA) 95.4% (met)
Suspension rate <1%	Suspension rate 0% (met)
Expulsion rate 0%	Expulsion rate 0% (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 Coordinators: $175,000 LCFF S+C 2201	LCFF S&C $155,172

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.	Field Trips: $38,500 LCFF S+C 5860	LCFF S&C $17,940
Social Emotional Learning D-3. RFZ has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills. RFZ will continue to work with outside providers next year to help with social-emotional learning for all students.	Instructional Supplies: $6,380 Educational Consultants: $50,000 LCFF S+C 4340 5804	LCFF S&C $8,793 $26,263
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 options for their children.	After School Program: $150,000 LCFF S+C 5911	LCFF S&C $120,393

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we fully implemented our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned. Funds budgeted for actions/services that were not implemented were reallocated to funding additional staffing to support distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Fuerza implemented a minimum of daily physical education for all grades as well as upper grade science. We provided additional adaptive PE training to our physical education coaches to better serve students with special needs. During COVID-19 closures, daily enrichment was incorporated into movement breaks led by physical education coaches in the form of daily workout videos. Additional enrichment opportunities such as science and art were provided as options for all students, although there was no designated core instruction during which a whole class gathered. Prior to COVID-19, we were able to send all 4th and 5th grade students to camp as previously scheduled. All other field trips were cancelled, but teachers provided virtual field trips such as science related trips to the aquarium and college campus visits.

We continued our PBIS implementation as planned. In addition to our active PBIS team, we added a full time mental health provider to our staff, and this enabled us to provide more SEL interventions at Tier 2 and 3 as needed. In addition to continued use of Kimochi and RULER, we developed an internal SEL curriculum called ""The Shortest DIstance."" We provided Powerpoint lessons for teachers to facilitate SEL lessons daily. We saw many benefits of this more structured curriculum, especially that it is easier for teachers to implement with less planning and preparation. Using a common curriculum has allowed for a common language across the entire school in terms of SEL skills. Because of that, we have more frequently heard students and staff using the language of SEL in their interactions. This has also allowed us to provide parents with descriptions of the units and the topics and skills being addressed so that they have the opportunity to reinforce social emotional learning in the home. Since the COVID-19 closures, we have been holding daily SEL lessons for students as part of distance learning. Mental health providers are providing a daily post with resources, tips, and guidance on how families can support students' mental health needs during COVID-19 closure. We do expect increased SEL needs among students, families, and staff in addition to academic needs and are currently planning to address these needs.

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. RFZ has seen some success in this goal, indicated by our zero suspension rate and no history of expulsions; however, our ADA decreased slightly from 95.8% to 95.4%, while our chronic absenteeism increased from 10% to 11.2%.

This indicates there is a significant need for improvement and identification of attendance problems early so applicable support services and interventions can occur to combat chronic absenteeism.

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

Annual Measurable Outcomes

Expected	Actual
Parent attendance: 55% of parents attending an average of at least one school event per month	Data unavailable due to school closures
Parent survey: >85% of parents that are satisfied overall with their school	83% of parents that are satisfied overall with their school (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent involvement E-1. **Community Events:** RFZ hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RFZ invests in parent appreciation items and provides a materials budget. 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	Parent Appreciation and Materials: $11,900 LCFF Base 5822 4510	LCFF Base $36,337

the schools to help tighten the link between the families and the school as well as assist RFZ teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will be expanding the volunteer options to be more inclusive of working parents.		
Parent Outreach E-2. RFZ provides many opportunities throughout the school year for parents to interact with RFZ staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education. We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.	Parent Outreach – School Leader Comp: $9,727 LCFF S+C 1101	LCFF S&C $9,091
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.	Office Manager: $82,694 LCFF Base 2401	LCFF Base $52,112

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Fuerza hosted many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. We focused particularly this year on including cultural celebrations meaningful to the community. We were not able to attend the planned college trips due to COVID-19, but students were able to take a virtual tour of Stanford University. We expanded the volunteer options and adjusted timing of opportunities this year in order to be more inclusive of working parents, such as having later events and offering opportunities for take-home projects and remote support. We implemented Los Dichos, a monthly school event where parents come to campus and read with students in a variety of languages, including Spanish, English, and Vietnamese in order to strengthen a culture of literacy. Parents also received a skill-building workshop for this event including public speaking tips, how to engage students, and how to conduct read-alouds. Los Dichos transitioned to a video-recorded online program after the school closure.

At Rocketship Fuerza, 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. 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 received by parents and we plan on continuing that next year. We engaged in annual home visits as a regular part of our program. 91% of our students received a home visit by February 1 of 2020. We also hosted parent-teacher conferences three times this year,as planned. Our recently created Distance Learning LaunchPad features parent resources--Los Dichos activities continue virtually, as do the monthly parent coffees, but with increased frequency-weekly. One way in which we have elevated parent involvement is putting more intention into building parents as leaders and advocates. As a result, we have had more participation by parents in parent organizing committees, school site council, and parent organizing groups. We also added two parents to the Rocketship Board of Directors.

We added a daily wellness check-in for families under a new program called "Care Corps." This process begins with a form that a family completes with questions around needs such as food, shelter, financial assistance, employment resources, health, mental health, and more. Based on the completed forms, a school-based task force follows up to connect families with resources that have been collected and vetted by the regional Growth, Community, and Engagement (GCE) team. In the event that a family identifies an unmet team that is more than the team can provide, the case is escalated to the network team for further support. In addition to the Care Corps implementation, we have also done a lot of work to ensure our students have access to needed technology. We have in most cases a 1 to 1 ratio of devices to students and have worked successfully with local agencies to ensure connectivity. We have implemented a program of frequent touchpoints with students, families, and school staff. We implemented a family component of our "live lunches" where families share recipes they enjoy with students, and also are engaging families in virtual bedtime stories.

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. Parent satisfaction has maintained at 83%. 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase adequate PPE materials	$15,580	$27,682	N
Post signs around the school to guide healthy and safe behavior	$15,000	-	N
Cover additional cleaning and disinfecting for the campus	$34,536	$8,962	N
Compensate additional staff to cover those who need to quarantine	$114,480	$82,875	N
Update HVAC systems for additional filtration	$27,000	-	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year.

We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Students continued in a distance learning model through May, due to high levels of community spread and restrictive local health orders. In January, through our partnership with the YMCA, we began to offer facilitated distance learning for a small group of third grade students and families prioritizing the invitations to return to campus for students with IEPs, Foster and Homeless Youth, and those chronically absent. Through this program, students were able to complete their distanced school work in a supervised environment, where help was available when needed. Starting the first week of May, one group in each grade level was able to return resulting in approximately 30% of our students back on campus. We survey our families to determine their preferences for in-person or distance learning for the remainder of the school year. It has been a challenge managing both the in-person and virtual students simultaneously.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Gave stipends for COVID-19 campus lead (i.e., staff taking on additional work to ensure school safety during the pandemic)	$7,500	$5,000	N
Purchased additional Chromebooks to enable distance learning for all students	$91,800	$267,950	Y
Subscribed to distance learning platforms/tools (e.g., SeeSaw)	$2,749	$2,781	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented as planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

During the 2020-21 school year, we were able to deliver a consistent program that all of our students were able to access. The majority of students received instruction through distance learning for the majority of the school year and we continued to refine this model to improve its effectiveness, investing in engaging live lessons and strong participation in online learning programs. We implemented our distance learning model as planned with three hours daily live teaching, small group instruction, and on-demand learning every Friday as a full day of on-demand and independent learning. Our distance learning plan still allows students to access a curriculum that includes the full content and rigor that students would receive in the classroom. Our students benefited from the stability of student groups and teachers throughout the school year. The use of different platforms to engage students in live instruction supported maintenance of rigor in the core Humanities and STEM instructional blocks. We were challenged by the limits that the distance learning modalities placed on some of our processing support moves like turn and talks.

Additionally, we have sustained learning tools and elements of the school day from our in-person model to our distance learning model, allowing students to work with recognized tools and routines. Our students have used, and will continue to use, online learning programs both in-person and in a distance learning environment, which facilitate progress on key skills. Community events, like Launch to begin each day, are carried between the distance learning environment to help build community and offer a sense of consistency.

Access to Devices and Connectivity

Each student received their own personal Chromebook within the first 30 days of school, to make sure that technology was not a barrier for accessing distance learning. We continued to offer technical support for Chromebook challenges and any internet connectivity challenges and they arose throughout the year. None of our students were without the technology needed to access learning. Despite the provision of devices, internet connectivity issues have been hard to resolve due to geographical constraints and the limitations of different internet providers.

Pupil Participation and Progress

Student participation is determined based on a combination of their presence in synchronous learning activities and their completion of their independent work. Teachers and staff track attendance through presence in synchronous learning and participation in asynchronous tasks. If a student misses the first learning block of the day, the office manager reaches out to the family with a reminder. Through this process students' presence and absences are recorded and tracked. Teachers also track student attendance in all LIVE synchronous blocks to be able to follow up with students and families to support those who were unable to attend live lessons. Additionally, we also track student engagement in asynchronous learning, noting that when they have completed independent work, including online learning programs and teacher-assigned work. Students and families discuss low participation during follow up meetings with teachers and coaches. Additionally, teachers track progress through online learning programs, observations, interim assessments, and milestone assessments (where possible). Student progress in these areas will be recorded centrally and teachers and school leaders will review regularly, including monthly data days, in order to make program adjustments and ensure student growth.

We are proud of our 96.8% average daily attendance. We strove for high levels of student participation, because if students were not participating that they were missing out on learning opportunities. Similar to in person instruction, we found that the same students consistently had lower participation rates. Our teachers, Care Corps members, and school leaders worked to partner closely with these families to develop a shared understanding of the importance of participation and to find solutions to increase their consistent participation.

Distance Learning Professional Development

We have provided staff professional development in the distance learning model, health and safety protocols, social emotional learning, virtual learning tools, and supporting English Learners in distance learning. Our staff continues to receive individualized coaching from school leaders to support their individual needs. All school leaders received training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement. Supporting English Learners in the virtual environment has been very challenging for teachers this year and there was a need for additional professional development on this topic.

Staff Roles and Responsibilities

We have been successful at reallocating our staff members whose regular responsibilities have been decreased or eliminated due to distance learning to positions where they can support families with the wraparound supports that they need or provide additional small student group engagement. Our staff were able to adapt to distance learning, which was supported by some role changes and trainings. The individualized coaching model, which has always been a part of the program at Rocketship, was particularly important in making sure that all staff had the support that they needed and consistently received feedback on how to engage with students and families.

Support for Pupils with Unique Needs

We were able to effectively implement programs to adapt distance learning for our students with unique needs. This included integrated and designated EL instruction for our English Language Learners, and IEP accommodations for our students with special needs. We have continued to observe gaps between assessment scores for students in these groups and other students. Remediation plans will be tailored to particularly target these students' needs.

Our Foster Youth all received virtual home visits by the end of September and have been supported throughout the year by our Care Corps team.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional small group tutoring opportunities	$196,088	$145,022	Y
Compensate staff for extended instructional time	$49,022	$4,173	Y
Purchase online learning platforms (Lexia and Reflex)	$28,269	$46,330	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to administer the NWEA MAP assessment at the beginning of the year for our students in first grade and up. While the assessment revealed that students were, on average, starting the year behind where students had been in previous years, the gaps were not as large as NWEA predicted, which gave us confidence that our distance learning program was having an impact. We also administered our STEP Reading Assessments and unit assessments to monitor progress throughout the year. We've also been able to consistently track student progress through online learning programs and class assignments in STEM and Humanities. It has been challenging and time consuming to administer the assessments virtually. Connection issues and low technological literacy made this endeavor particularly challenging.

These assessment results have helped to guide full class remediation and small group instruction. We set up additional one on one and small group tutoring during our learning lounge time, which was a space/time we set up midway through the year to support more students with targeted instruction. We've seen that as students revisit foundational skills their mastery grows.

Students have frequent opportunities to work at their own pace, including guided reading at their own instructional reading level, small group instructional days for math, the Distance Learning Launchpad as a flexible online learning hub, and online learning programs that adjust to their skills. This work which adapts to students current levels will ensure that they don't skip ahead, leaving gaps in their learning. Additionally, students engaged in regular small group instruction, giving them the chance to revisit any needed skills.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students have responded well to our expanded SEL curriculum and emphasis with daily community meetings. We notice that the topics covered in our daily SEL lessons are carried over into students' interactions with each other and their teachers throughout the day. We know that forming relationships online looks different than in person and the SEL lessons have helped to forge community bonds, although we still have students, especially our younger students, who are struggling to form the same types of relationships that they would in person.

Based on parent feedback we incorporated movement breaks into our schedule. Our mental health provider has provided individual counseling and social skills groups. Having only one mental health provider has limited our ability to meet everyone's needs directly. We have provided monthly social skills groups via office hours to provide families strategies for supporting students. We also created interest groups such as art, folklorico, yoga, mindfulness, and engineering.

Through our Care Corps, we've been able to stay connected to our familys' needs. As families expressed struggles (e.g., food, housing), they were connected with trained Care Corps members who helped them navigate to resources. This was enabled by a growing number of community partnerships.

For our staff, we've continued to emphasize rest as a way to support mental health--offering staff additional rest days throughout the year and making sure that they had breaks worked into their schedule. We've also invested in spaces to staff to discuss challenges--especially around DEI-related injustices occurring in our country. Cultivating space to process has been key for staff member's mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our tiered intervention approach continued to emphasize strong relationship building with students and families and adapting to find solutions that meet individual needs. We've found that families respond well to this approach and we're able to work through challenges in a way that feels collaborative and opens dialogue. For some of our families, we have provided alternate means of learning including paper packets and coaching calls for students. We've found that some of families have been facing unique challenges in the distance learning context (e.g., how to support distance learning for young students when a parent is also working) and we've tried to be creative in working with them towards solutions. 99% of our families are on track to meet the parent partnership target of twenty hours annually.

For students who are disengaged, we are taking a tiered approach to intervening, which mirrors the approach that we've taken during in-person learning. When a student has an absence, the family receives a notification and has the opportunity to provide information to show that the absence should be excused. Students with persistent absences meet first with their teacher to discuss the implications of those absences and try to find solutions that allow the student to attend consistently. If absences continue, families then meet with school leaders who also discuss truancy implications and work to find solutions. Notification calls are available in English and Spanish. Outreach to families will be made by a staff member who speaks the language that the family is most comfortable in or by a staff member with a supporting translator.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our distance learners, we serve meals twice a week so our students have five days worth of meals. One service day we distribute three days worth of breakfast and lunch and the other day we distribute two days worth of breakfast and lunch.

When we have students on campus, we will place them into small groups. We serve daily breakfast and lunch during their normal meal times. All meal service is provided in this small-group setting to ensure student and staff safety, avoiding exposure between cohorts of students.

In both environments, we track students who receive meals in order to facilitate free and reduced meals for those students who are eligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on personalization, Social Emotional Learning, and family engagement have been critical during this year and will continue going forward. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to regularly assess each of our students using NWEA MAP and STEP assessments, as well as the data from our Online Learning Platforms to monitor progress and inform instructional planning. We will strengthen our Tier 1 interventions by providing all teachers additional professional development around the use of data to inform instructional planning. We will also provide additional small group instruction with dedicated interventionists to address learning loss. We will specifically address the learning loss of our English Learners by hiring an Assistant Principal to specialize in providing professional development to teachers on integrated and designated ELD instruction and to monitor the progress of these students to ensure high rates of reclassification.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions and services implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Rocketship Fuerza Community Prep instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments, personalizations, and academic supports. We will provide additional academic supports, such as small group intervention for reading and math, as well as an Assistant Principal to specialize in providing professional development to teachers on integrated and designated ELD instruction and to monitor the progress of these students to ensure high rates of reclassification.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Fuerza Community Prep	Briana Nevares	fuerza@rsed.org 408-708-5744

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Rocketship Fuerza Community Prep (RFZ) opened in August 2014 as TK-4th grade campus, the ninth Rocketship campus to open in San Jose. The campus now serves approximately 623 TK-5th grade students. Approximately 82% of the students are socioeconomically disadvantaged, 62% are English learners, 80% are Hispanic/Latinx and 13% are Asian. Additionally, 7.5% of students qualify to receive special education services. The LCFF Unduplicated percentage is approximately 86.49%. The school was renewed for a five-year term during the 2018-19 school year. The principal, Briana Nevares, will continue to lead the school in 2021-22.

Rocktship Fuerza operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Fuerza'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 Fuerza 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 Fuerza this fifth core value is ganas. Ganas is the fuel that makes the core values of respect, persistence, empathy, and responsibility come to life and ignites students' desires and zest to achieve their best. Cultivating ganas means that students will find joy and meaning in a challenge and push themselves to overcome it. It means that students will not just work persistently towards achievement but deeply desire it. Students with ganas will also encourage and motivate their peers to be better students, friends, sons, daughters, and community members. Rocketeers fueled by ganas are expected to face challenges head on with intelligence, resolve, and pride. They will create solutions instead of making excuses and push beyond expectations of themselves and their community. This core value reminds our Rocketeers that success comes not only through hard work but also through a deep desire to reach one's goals and help others achieve theirs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Fuerza Community Prep which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers; School environment will be safe and welcoming for all students; Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning; Rocketship families are engaged in their students' education. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Fuerza Community Prep based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 2020-21, with a 96.8% average daily attendance rate as of 3/30/2021.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data and the 2019 CA dashboard, we have identified needs in ELA and Math achievement, as well as English Learner Progress. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention. We will implement a comprehensive program of English Language Development to ensure our English Learners reclassify at high rates.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with robust systems for personalized learning and our Love of Reading campaign. We will provide comprehensive English Language Development instruction for our English learners through GLAD training for all of our teachers. We will also provide a comprehensive program of special education supports for our students with IEPs.

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. Teachers will be supported (Goal 2) through professional development and instructional

coaching to implement our instructional model, including culturally responsive pedagogy. We will also support our teachers with becoming fully credentialed to ensure the highest quality teachers for our students. Additionally, we will administer high-quality assessments and provide data days for teachers to analyze the data and make instructional plans based on the data.

GOAL 3: School environment will be safe and welcoming for all students. Our Business Operations Manager ensures the school campus stays safe, clean, and well-maintained. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations.

GOAL 4: Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning. Students will have opportunities to participate in enrichment activities and field trips to ensure they receive a well-rounded education. Students will be supported in social emotional learning to ensure their social emotional well-being and remove barriers to engagement. Our Care Corps team will continue to ensure our students' basic needs are being met by identifying families in need and connecting them with appropriate resources for support.

GOAL 5: Rocketship families are engaged in their students' education. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, school events, and opportunities to volunteer and to provide input organized and facilitated by the school leadership team. These opportunities include community meetings, exhibition nights, monthly coffees, Los Dichos activities, and family surveys.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for Rocketship Fuerza Community Prep, based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our SSC and ELAC committees met on 10/28/20, 12/9/20, 2/10/21, and 4/27/21.

Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 26, 2021.

Parents also provided feedback throughout the year through various parent engagement opportunities. 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.

Teachers, school staff, and school administrators provided feedback during regular staff meetings and a staff survey.

Teachers have held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Families would like stronger systems for communication. They have expressed that OneText and FB platforms are not always easy to access and relevant information is sometimes difficult to locate. They also request additional SEL and mental health support for students and families.

Teachers/School Staff/Administrators expressed the need for more opportunities for student enrichment activities, such as Interest Clubs. Students need the social aspect of the clubs, but they also need clubs that are really aligned with the topics of interest to them. They would also like more support for ELD instruction, in addition to GLAD training.

Students

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on our stakeholder feedback, we have added the following to our plan for next year and beyond:

-Additional professional development to support implementation of high-quality Tier I instruction. We will hire and train more staff for Tier II instruction (academic interventionists) to make up for any learning gaps due to pandemic.

-Additional training for teachers and staff about providing emotional support to students and families.

-Continue innovations from 2020-21, such as interest clubs for cross-grade level opportunities for students to engage in their interests.

-We will continue to provide GLAD training to support ELD instruction, and will hire an Assistant Principal to specialize in supporting with ELD instruction and monitoring the progress of our English Learners.

-Implement a system for maintaining updated family contact information

-Find an alternative to facebook for providing updates for families.

- Add capacity to support mental health needs. We will continue with Mental Health Provider office hours and do more to publicize and encourage families to attend.

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. We are proud of the progress of our students and must continue our actions to sustain this progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All students: 54% English Learners: 32.2% SED: 50.8% SWD: 07.1% Asian: 73.7% Hispanic/Latinx: 50.3%				59%
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All students: 59.5% English Learners: 34.2% SED: 55.8% SWD: 7.1% Asian: 68.4%				63%

	Hispanic/Latinx: 56.5%				
Avg Growth Years for Reading on NWEA (K-2)	2018-19 1.25				1.2 Years
Avg Growth Years for Math on NWEA (K-2)	2018-19 1.36				1.2 Years
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 44%				High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 5.7%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core-aligned instruction & materials	A-1. The Rocketship Fuerza Community Prep curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Fuerza Community Prep operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.	$43,840	N

		Rocketship Fuerza Community Prep utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.		
2	Personalized Learning	A-2. Rocketship Fuerza Community Prep'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 our school operates an inclusion model. In particular, our students in Special Education benefit 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.	$160,840	Y

		We invest in Chromebooks and invest budget each year to maintain a 1:1, 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.		
3	Special Education supports	A-3. Although Rocketship Fuerza Community Prep runs an inclusion model, we realize that our students in Special Education 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.	$496,134	N
4	GLAD Training & Curriculum	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. Students in Special Education 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. We will focus our professional development and school based coaching on improving the quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.	$25,871	N

5	Love of Reading Campaign / Reading Engagement	A-5.Rocketship Fuerza Community Prep will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	$25,996	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
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.

An explanation of why the LEA has developed this 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%				100%
Number/percentage of total and EL teachers credentialed & properly assigned	100%				100%
% of adopted standards including ELD standards implemented	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	B-1. Professional Development is a critical component of the Rocketship Fuerza Community Prep program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We are planning for provision of virtual professional development as needed in the event of future closures.	$176,844	Y

		We will adapt the content of professional development for 21-22 and beyond as needed, given increased academic needs of our students due to COVID-19, and we will adjust summer professional development for 2021 to better prepare teachers and leaders to meet the needs. Summer PD Each summer, Rocketship Fuerza Community Prep hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund Rocketship Fuerza Community Prep has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. Rocketship Fuerza Community Prep 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.		
2	Assessments	B-2.	$11,700	Y

		Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • Three rounds of cumulative assessments • Two-Three rounds of Humanities and Science interims • NWEA three times per year (K-2), NWEA two-three times per year • STEP or Fountas & Pinnell at least four times per year • State-mandated CAASPP • Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC) • Alternative ELPAC for English Learners with severe cognitive disabilities If schools are unable to open and continue with distance learning at any point, we will adjust plans as needed.		
3	Data Days	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at Rocketship Fuerza Community Prep 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.	$38,765	Y
4	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. RSED 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 students in Special Education.	$280,353	Y
5	Teacher Credentialing	B-5. Our team will continue to ensure 100% of our teachers are in compliance. As mentioned due to COVID-19 there are a lot of questions around when teachers will be able to take tests. Therefore, we must continue to support them with studying so that once tests centers do open they are prepared to be successful. In addition, we will continue partnering with a credential program so that teachers who are	$32,250	N

		currently eligible to be on an Intern Credential (passed their tests) can focus on earning their Preliminary Credential. We are excited to see even more people be able to enroll in 21-22.		
6	Culturally Responsive Pedagogy	B-6. Rocketship Fuerza Community Prep is committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative and culturally competent. We also recognize that in order to build cultural competence at our school, we must invest in a multi-year training effort. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons. The new Thematic Units will celebrate diversity and leverage student's cultural capital to guide student discussions.	TBD	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

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Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the "good repair" standard	Met	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Met
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	75%
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	85%

Actions

Action #	Title	Description	Total Funds	Contributing

1	BOM	C-1. Rocketship Fuerza Community Prep 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. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. This position is critical to meeting our school's and the state's goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.	$219,500	Y
2	School Maintenance	C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Rocketship Fuerza Community Prep will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site	$90,437	N

		Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.		
3	Custodial Services and 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.	$97,800	N
4	Operations Specialists	C-4.Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and professional development of our Operations Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school professional development sessions depending on the topic.	$311,444	Y

Goal Analysis [LCAP Year]

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[Respond here]

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[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

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Goal 4

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

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No 2020-21 data due to pandemic school closure				75%
% of parents connected (As measured by parent survey question, "My Rocketship school has a strong and committed community that actively encourages family participation")	86%				90%

Portion of parents with input into decision making (Parent survey participation rate)	97%				90%
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All students: 8.8% English Learners: 10.4% SED: 9.3% Asian: 2.3% Hispanic/Latinx: 10.5%				9%
Suspension rate for all students and all significant subgroups	2018-19: 0%				0.5%
Expulsion rate for all students and all significant subgroups	2018-19: 0%				0%
Average Daily Attendance	2018-19: 96%				95%
% of students with access to a broad course of study	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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	$121,500	Y

		activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, engineering, science, 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 students in Special Education, this can be an especially motivating and engaging portion of their day. We are a culturally responsive school and pleased to be able to offer Ballet Folklorico as an enrichment that is particularly meaningful for our school community. We embrace multiple cultures and incorporate other global dance traditions in the program.		
2	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. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$38,500	Y
3	Social Emotional Learning	D-3. Rocketship Fuerza Community Prep 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. PBIS will be one of our main priorities this year. We will focus on improving the fidelity of the practices across all spaces--classrooms, recess, and enrichment--so that we are creating a positive environment and culture with consistency. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the Shortest Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more	$93,634	Y

		community and culture building within a class. The goal of these curricula is to help students build toward the 5 social emotional competencies of self awareness, self management, social awareness, relationship skills, and responsible decision making, as well as encompassing the social justice standards of identity, diversity, justice, and action. This school year we formed a working group to audit the curricula with a DEI lens to continue to ensure we have representation across race, ability, ethnicity and representation. We had a group of 20 employees from across our 4 regions, across roles (i.e. enrichment coordinators, teachers, school leaders, mental health professionals, and learning lab specialists). This past year we implemented ""Smart Start"" components into the curricula. These derive from Conscious Discipline and Responsive Classroom, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created "class creed," a "feelings check," and a "wishing well" component--thereby promoting positive culture and SEL skills. We have added an additional feelings check in after lunch so that SEL is occurring throughout the school day. The "Smart Start" component is a conscious effort to plan ahead for students returning after a year of closures with potentially higher needs and trauma. The routines will support them in the transition back to in-person learning. We also utilize mental health professionals for individual student support and providing small group support working with the SEL curriculum.This year we will be increasing our tiers of support. We are adding a Mental Health Provider intern program to our already existing Mental Health Provider team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students. We are expanding our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigrational, and other various services at each of our 13 Bay Area school sites. This program will be an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. The team of providers will work to gain family and community engagement by securing partnerships & resources for adults in relation		

		to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community of Schools program will also work to design a program to address chronic absenteeism.		
4	Care Corps	D-4. In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff will regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff will follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn.	$75,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

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[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

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[Respond here]

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Goal 5

Goal #	Description
5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours; set as less than 100%)	74%				84%
% Home visits completed	96%				95%
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	83%				88%

Actions

Action #	Title	Description	Total Funds	Contributing

1	Family involvement	E-1. Community Events: Rocketship Fuerza Community Prep 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, Rocketship Fuerza Community Prep invests in family 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. Family Volunteer Opportunities: Rocketship Fuerza Community Prep family members will be encouraged to volunteer with their students to help tighten the link between the families and the school. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will continue to expand and adapt the volunteer options and events in order to be inclusive of working family members and to accomodate for times when COVID-19 may not allow for family members to volunteer on campus. In addition to these components, we will be expanding our work with our school-based parent groups to deepen advocacy in their communities. We will intentionally bring a Diversity, Equity and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program. We are adding a new program named by a student, “Rocket Fuel, ”with one parent per cohort serving as a liaison to foster stronger relationships between parents and staff.	$25,380	N
2	Family Outreach	E-2. Rocketship Fuerza Community Prep provides many opportunities throughout the school year for families to interact with Rocketship Fuerza Community Prep staff. The school offers monthly forums (i.e., Cafecitos) for families to provide feedback as well as learn in depth about school activities. This enables families to become a more active participant in their child’s education. We also survey our families annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.	$8,125	Y

		We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. We are seeking family input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.		
3	School Leadership Team	E-3. Rocketship Fuerza's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where families are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all family engagement goals and responsive to family input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to families through written, social media, and other forums. As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$82,175	N
4	Los Dichos	E-4. Los Dichos is a parent, family, and community engagement activity where family members read stories of Latino origin as a part of a literature-based program. The books read are bilingual and teach students about the Latino culture and values. Each one has a dicho, or saying, that reflects the story. After reading the bilingual book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the	$5,000	N

		education of their children. The family members begin by taking an introductory course on developmental assets by a Project Cornerstone staff. They then meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.93%	TBD

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that our English Learners are at the Green level for both ELA and Math. Our Socioeconomically Disadvantaged students are at the Yellow level for ELA and the Green level for Math. We had low performance in 2019 on the English Learner Progress Indicator, with 43.8% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 5.7%

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Rocketship Delta Prep student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Days are professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. 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.

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 5 points growth in ELA and 3 points growth in Math within the next three years (see expected outcomes in Goal 1), a high level English Learner Progress and at least a 15% English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students and English Learners were at the Blue Level with a 0% overall suspension rate. Our Chronic Absence rate in 2019 was Red for English Learners and Orange for Socioeconomically disadvantaged students.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. We provide Enrichment opportunities and field trips to support the development of the whole child. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement.

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Rocketship Fuerza Community Prep community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Parents of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Family Outreach

Expected Outcomes

By implementing a comprehensive Family Outreach program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around family perceptions of their satisfaction with the school, family participation in various events and opportunities, and the percent of our students' homes we are able to visit at the beginning of each school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Academic Growth and Achievement

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

The personalized learning action increases the amount of technology, tech support, online learning platforms, leveled libraries, learning lab materials and instructional materials available to English learners, low income students, and foster youth so that they can successfully engage with the right content at the right time according to their needs and varying levels. Reading engagement adds funding for materials and supplies to support a school-wide reading initiative that fosters love of reading and reading growth above and beyond the ELA curriculum to provide additional support for our low income, English learners, and foster youth to grow as readers. Professional development

and coaching actions add staffing and materials in support of expanded professional development opportunities and teacher coaching provided to all teachers, totaling about 4 hours per week, to ensure that teachers are supported to effectively meet the needs of our low income students, English learners, and foster youth. The actions for assessments and data days add assessment systems, staffing, and related materials to our program in order to provide accurate and actionable data on the learning progress and needs of our low income students, English learners, and foster youth and to dedicate time and expertise to the effective use of that data.

Climate and Culture

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

The Business Operations Manager action expands the staffing at our school in order to provide our low income students, English learners and foster youth an additional highly trained leader on campus dedicated to ensuring a safe and supportive school climate, smooth operations, and effective outreach for student engagement. The Operations Specialists add additional staffing in support of functions that are particularly beneficial to our low income students, English learners and foster youth. They ensure that school nutrition is well implemented, that recess and lunchtime activities are productive and positive, and that outreach for student support and re-engagement is timely and effective. The enrichment and field trips actions bring additional opportunities to our low income students, English learners, and foster youth by adding opportunities for learning beyond the core curriculum and in the community. Social emotional learning action adds staffing and resources in order to create and implement a comprehensive program in Social Emotional Learning and mental health supports to ensure that our low income students, English learners, and foster youth are supported not just academically but holistically, and that mental health support is available to them as needed.

Family Engagement

Family Outreach

Family Outreach adds staffing time devoted to engaging with families so that families of our low income students, English learners, and foster youth. This action supports the building of strong family-school relationships in support of students through such initiatives as home visits, opportunities and events for families, and outreach.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,371,327	$ 2,053,201
LEA-wide Total:	$ 1,371,327	$ 2,053,201
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Standards-Aligned Instruction & Materials	LEA-wide		RFZ	$ 10,000	$ 10,000	No
1	1		LEA-wide		RFZ	$ 23,840	$ 33,840	No
1	1						$ -	
1	1						$ -	
1	1						$ -	
1	2	Personalized Learning	LEA-wide	EL, Low Income, Foster	RFZ	$ 35,122	$ 44,996	Yes
1	2		LEA-wide	EL, Low Income, Foster	RFZ	$ 95,244	$ 95,244	Yes
1	2		LEA-wide	EL, Low Income, Foster	RFZ	$ 5,000	$ 5,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RFZ	$ 9,600	$ 9,600	Yes
1	2		LEA-wide	EL, Low Income, Foster	RFZ	$ 6,000	$ 6,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RFZ	$ 25,000	$ 25,000	Yes
1	2		LEA-wide		RFZ		$ 2,400	No
1	2		LEA-wide	EL, Low Income, Foster	RFZ		$ 268,750	Yes
1	2		LEA-wide	EL, Low Income, Foster	RFZ		$ 161,250	Yes
1	3	Special Education Supports	Limited		RFZ		$ 38,734	No
1	3		Limited		RFZ		$ 96,361	No
1	3						$ -	
1	3						$ -	
1	3						$ -	
1	4	GLAD Training and Curriculum	LEA-wide		RFZ		$ 25,871	No
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	5	Reading Engagement	LEA-wide	EL, Low Income, Foster	RFZ	$ 25,996	$ 25,996	Yes
1	5						$ -	
1	5						$ -	
1	5						$ -	
1	5		LEA-wide	EL, Low Income, Foster			$ -	Yes
2	1	Professional Development	LEA-wide	EL, Low Income, Foster	RFZ	$ 100,789	$ 100,789	Yes
2	1		LEA-wide	EL, Low Income, Foster	RFZ	$ 61,055	$ 61,055	Yes
2	1		LEA-wide	EL, Low Income, Foster		$ 15,000	$ 15,000	Yes
2	1						$ -	
2	1						$ -	
2	2	Assessments	LEA-wide	EL, Low Income, Foster	RFZ	$ 9,700	$ 11,700	Yes
2	2		LEA-wide	EL, Low Income, Foster		$ -	$ -	Yes
2	2						$ -	
2	2						$ -	
2	2						$ -	
2	3	Data Days	LEA-wide	EL, Low Income, Foster	RFZ	$ 38,765	$ 38,765	Yes
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	4	Coaching	LEA-wide	EL, Low Income, Foster	RFZ	$ 280,353	$ 280,353	Yes
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	5	Teacher Credentialing	LEA-wide		RFZ		$ 35,250	No
2	5						$ -	
2	5	Culturally Responsive Pedagogy					$ -	
2	5						$ -	
2	5						$ -	
3	1	Business Operations Manager	LEA-wide	EL, Low Income, Foster	RFZ	$ 107,000	$ 219,500	Yes
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	2	School Maintenance	LEA-wide		RFZ	$ 63,500	$ 65,000	No
3	2		LEA-wide		RFZ	$ 8,278	$ 11,037	No
3	2		LEA-wide		RFZ	$ 14,400	$ 14,400	No
3	2						$ -	
3	2						$ -	
3	3	Custodial Service and Supplies	LEA-wide		RFZ	$ 87,800	$ 97,800	No
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	4	Operations Specialists	LEA-wide	EL, Low Income, Foster	RFZ	$ 311,444	$ 311,444	Yes
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	5	Removed Security Services as action for 21			RFZ	$ 5,000	$ 5,000	
4	1	Enrichment	LEA-wide	EL, Low Income, Foster	RFZ	$ 157,500	$ 157,500	Yes
4	1				RFZ		$ 121,500	
4	1						$ -	
4	1						$ -	
4	2	Field Trips	LEA-wide	EL, Low Income, Foster	RFZ	$ 38,500	$ 38,500	Yes
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	3	Social Emotional Learning	LEA-wide	EL, Low Income, Foster	RFZ	$ 11,134	$ 11,134	Yes
4	3		LEA-wide	EL, Low Income, Foster		$ 30,000	$ 30,000	Yes

4	3		LEA-wide	EL, Low Income, Foster	RFZ			$	52,500	Yes
4	3							$	-	
4	3							$	-	
4	4	CareCorp	LEA-wide	EL, Low Income, Foster	RFZ			$	75,000	Yes
4	4							$	-	
4	4							$	-	
4	4							$	-	
4	4							$	-	
5	1	Parent Involvement	LEA-wide		RFZ	$	25,380	$	25,380	No
5	1							$	-	
5	1							$	-	
5	1							$	-	
5	1							$	-	
5	2	Parent Outreach	LEA-wide	EL, Low Income, Foster	RFZ	$	8,125	$	8,125	Yes
5	2							$	-	
5	2							$	-	
5	2							$	-	
5	2							$	-	
5	3	School Leadership Team	LEA-wide		RFZ	$	82,175	$	82,175	No
5	3							$	-	
5	3	Los Dichos	LEA-wide		RFZ			$	5,000	No

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,691,700	$ 238,095	$ -	$ 793,154	2,722,949	$ 1,822,206	$ 900,743

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Instruction & Materials	N/A	$ 10,000				$ 10,000
1	1		N/A	$ 23,840			$ 10,000	$ 33,840
1	1							$ -
1	1							$ -
1	1							$ -
1	2	Personalized Learning		$ 35,122			$ 9,874	$ 44,996
1	2			$ 95,244			$ 0	$ 95,244
1	2			$ 5,000				$ 5,000
1	2			$ 9,600			$ -	$ 9,600
1	2			$ 6,000				$ 6,000
1	3	Special Education Supports	Special Education		$ 35,234		$ 3,500	$ 25,000
1	3		Special Education		$ 81,361		$ 15,000	$ 2,400
1	3							$ 268,750
1	3							$ 161,250
1	3							$ 38,734
1	4	GLAD Training and Curriculum	EL				$ 25,871	$ 96,361
1	4							$ -
1	4							$ -
1	4							$ -
1	4							$ 25,871
1	5	Reading Engagement		$ 25,996				$ -
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ 25,996
2	1	Professional Development		$ 100,789				$ -
2	1			$ 61,055				$ -
2	1			$ 15,000				$ -
2	1							$ -
2	1							$ 100,789
2	2	Assessments		$ 9,700			$ 2,000	$ 61,055
2	2			$ -			$ -	$ 15,000
2	2							$ -
2	2							$ -
2	2							$ 11,700
2	3	Data Days		$ 38,765				$ -
2	3							$ -
2	3							$ -
2	3							$ -
2	3							$ 38,765
2	4	Coaching		$ 280,353				$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ 280,353
2	5	Teacher Credentialing	N/A				$ 35,250	$ -
2	5							$ -
2	5	Culturally Responsive Pedagogy						$ -
2	5							$ -
2	5							$ 35,250
3	1	Business Operations Manager		$ 107,000			$ 112,500	$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ 219,500
3	2	School Maintenance	$ 65,000	$ 63,500			$ 1,500	$ -
3	2		$ 11,037	$ 8,278			$ 2,759	$ -
3	2		$ 14,400	$ 14,400				$ -
3	2							$ -
3	2							$ 65,000
3	3	Custodial Service and Supplies	$ 97,800	$ 87,800			$ 10,000	$ 11,037
3	3							$ 14,400
3	3							$ -
3	3							$ -
3	3							$ 97,800
3	4	Operations Specialists		$ 311,444				$ -
3	4							$ -
3	4							$ -
3	4							$ -
3	4							$ 311,444
3	5	Removed Security Services as action for 21	$ 5,000	$ 5,000				$ -
4	1	Enrichment		$ 157,500				$ -
4	1		$ 121,500		$ 121,500			$ -
4	1							$ -
4	1							$ 5,000
4	2	Field Trips	$ 38,500	$ 38,500				$ 157,500
4	2							$ 121,500
4	2							$ -
4	2							$ -
4	2							$ 38,500
4	3	Social Emotional Learning	$ 11,134	$ 11,134				$ -
4	3		$ 30,000	$ 30,000				$ -
4	3						$ 52,500	$ -
4	3							$ -
4	3							$ 11,134

4	4	CareCorp			$ 75,000	$	30,000
4	4					$	52,500
4	4					$	-
4	4					$	-
4	4					$	75,000
5	1	Parent Involvement	$ 25,380	$ 25,380		$	-
5	1					$	-
5	1					$	-
5	1					$	-
5	1					$	25,380
5	2	Parent Outreach		$ 8,125		$	-
5	2					$	-
5	2					$	-
5	2					$	-
5	2					$	8,125
5	3	School Leadership Team		$ 82,175		$	-
5	3					$	-
5	3	Los Dichos			$ 5,000	$	-
						$	-
						$	82,175
						$	-
						$	5,000
						$	-

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Rising Stars

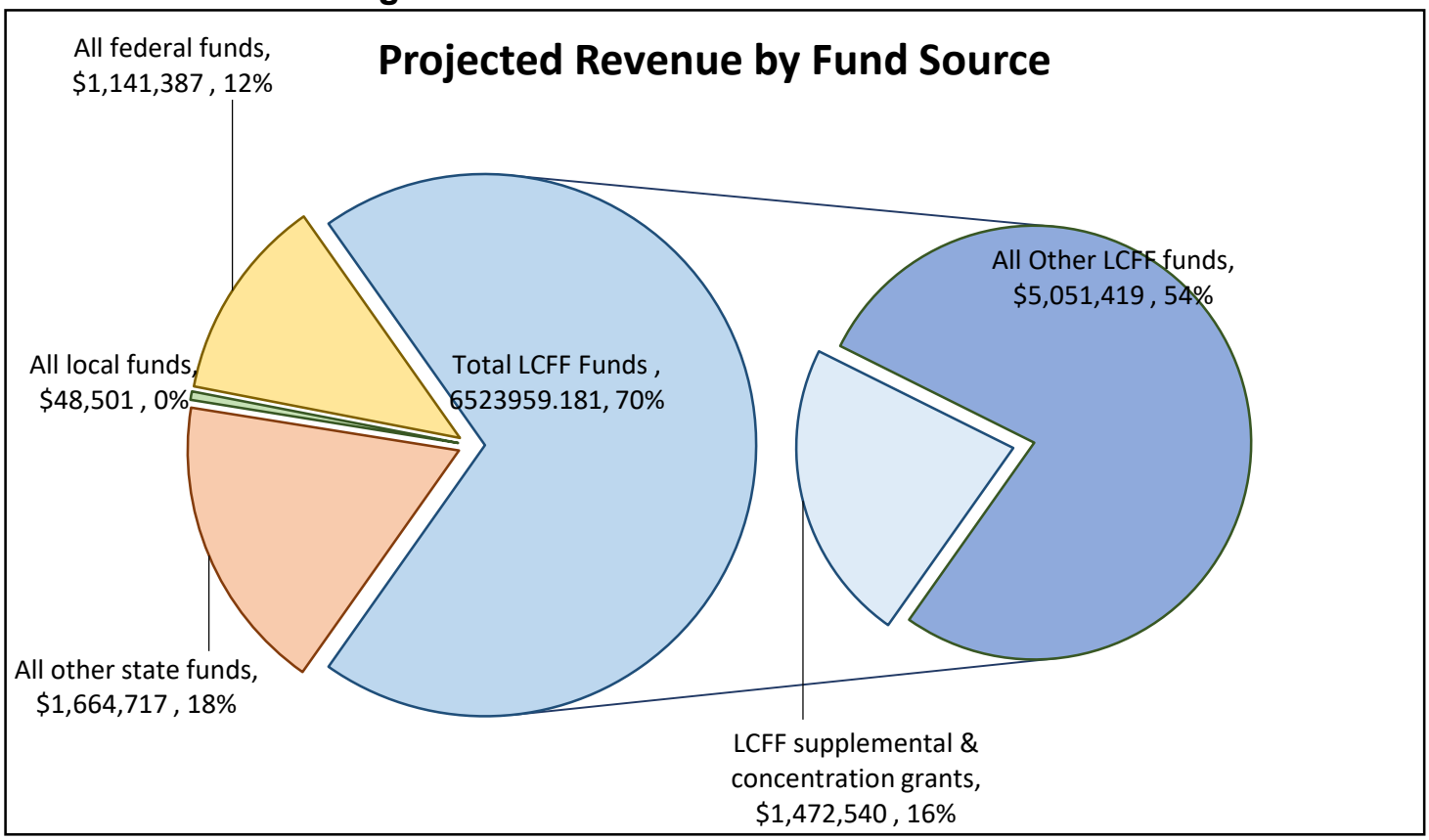
CDS Code: 43-10439-0133496

School Year: 2021 – 22

LEA contact information: Keysha Bailey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

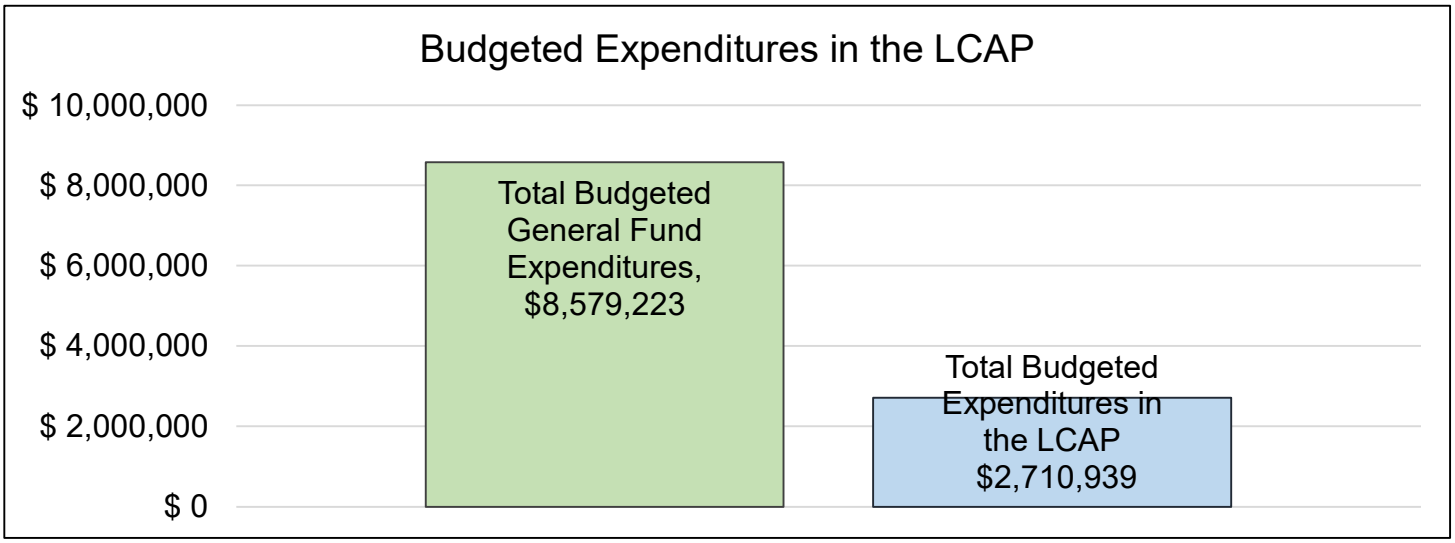


This chart shows the total general purpose revenue Rocketship Rising Stars expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Rising Stars is $9,378,564.95, of which $6,523,959.18 is Local Control Funding Formula (LCFF), $1,664,717.43 is other state funds, $48,501.00 is local funds, and $1,141,387.34 is federal funds. Of the $6,523,959.18 in LCFF Funds, $1,472,540.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Rising Stars plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Rising Stars plans to spend $8,579,222.72 for the 2021 – 22 school year. Of that amount, $2,710,939.41 is tied to actions/services in the LCAP and $5,868,283.30 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

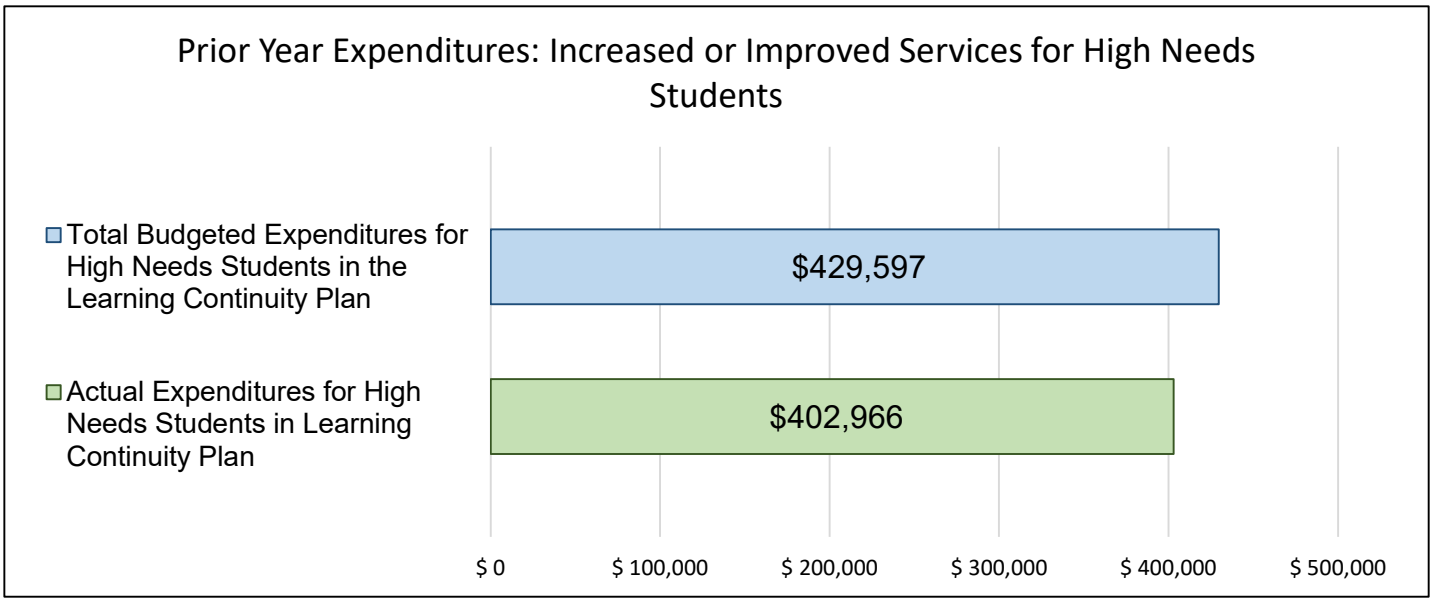
rent, utilities, building repairs & maintenance, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rocketship Rising Stars is projecting it will receive $1,472,540.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Rising Stars must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Rising Stars plans to spend $1,522,028.18 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Rocketship Rising Stars budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Rising Stars estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rocketship Rising Stars's Learning Continuity Plan budgeted $429,597.00 for planned actions to increase or improve services for high needs students. Rocketship Rising Stars actually spent $402,966.16 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $26,630.84 had the following impact on Rocketship Rising Stars's ability to increase or improve services for high needs students:

Spending on actions and services for high needs students was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs. Throughout the year, we continued to consider how to best serve our high need students and invested in our Care Corps staff, who connected with families to determine and meet needs, and our social emotional learning program to help students process difficult experiences.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Rising Stars	Eric Neuman, Principal	Info_rrs@rsed.org (408) 677-4879

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
2018-19 SBAC ELA: % meeting/exceeding the standard targets	2018-19 SBAC ELA: % meeting/exceeding the standard All Students: 61.2% (met)

All Students: 50% Econ Dis: 50% EL: 40% SPED: Baseline	Econ Dis: 56.3% (met) EL: 43.5% (met) SPED: 26.3% 2019-20 CAASPP Testing Cancelled
2018-19 SBAC Math: % meeting/exceeding the standard targets All Students: 70% Econ Dis: 70% EL: 60% SPED: >30 %	2018-19 SBAC Math: % meeting/exceeding the standard All Students: 73.7% (met) Econ Dis: 69.4% (not met) EL: 60.9% (met) SPED: 36.8% (met) 2019-20 CAASPP Testing Cancelled
ELs: % of students scoring 3 or 4 on ELPAC: >76%	2017-18: 75.6% 2018-19: 65.1% (not met) 2019-20: Summative ELPAC cancelled
EL reclassification rate: 10%	2018-19: 14.7% 2019-20: 2.3% (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Rising Stars **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 Rising Stars 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.	Core Curriculum: $12,000 Books: $28,200 LCFF Base 4100 4210	LCFF Base $1,225 $25,735

Rocketship Rising Stars utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.		
Personalized Learning A-2. RRS'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**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.	OLPs: $35,000 Chromebooks: $27,207 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $178,016 LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors) 4411 4421 4390 4115	LCFF S &C $50,113 $60,539 $1,120 $15,560 $10,463 $28,593 Title I $- $295,476

	5822 5807 4120 2101	
Special Education supports A-3. Although RRS 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 Rising Stars 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.	Special Education Supports: $9,172 Contracted Services: $22,037 State Special Education funding + IDEA State Special Education Funding ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	State SPED + IDEA $1,831 State SPED $132,349
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	GLAD Training: $18,560 Title III 5804	Title III $17,681

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.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Rising Stars continued to use a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. We purchased paper Fountas and Pinnell leveled library book collections for guided reading, which allowed students to take books home so they could read more frequently. This supported our efforts to ensure that all students have access to a wide variety of texts at their own current reading level and to meet the different genre requirements in Common Core. We supported our ELA teachers to utilize our new Fountas and Pinnell library in their Guided Reading instruction, which gave our students access to more high quality text options. We also expanded the use of online learning programs in general education classrooms in order to facilitate small group instruction. These programs included Lexia and Lightsail for ELA, Freckle and Reflex for STEM, and ST Math for TK-1. We worked to better integrate Online Learning Programs in the classroom and increase student completion of OLP activities. 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 prioritized parts of the co-teaching block for literacy skills/guided reading. We enhanced the instructional leadership support for inclusion specialists. We differentiated support for new teachers by providing scripted curriculum in the form of Leveled Literacy Intervention. We saw strong results this year in terms of accelerated development for new SPED teachers as a result of implementing professional development and coaching expectations for new SPED teachers. We also focused this year on training teachers and leaders in the ELD Framework and Standards. There was an increase of professional development and training to support implementation of Integrated and Designated ELD.

With the COVID-19 school closures, we mobilized in order to begin distance learning within 2-3 days of closure. We provided modified curriculum and lesson plans for teachers in support of distance learning. We provided devices to approximately 50% of students to ensure that 100% have devices and have home internet access. We provided community time in morning launch and landing daily, live lunches and exercise. Instruction included synchronous and asynchronous instruction for students through Facebook and Google Classroom. Instruction included direct individualized 1 to 1 service for students with disabilities through SPED teachers and related

service providers. Additionally, we set up daily surveys for families and Care Corps to identify family needs and connect them with resources along with food, housing, and other services. We implemented coaching calls where teachers connected with students on their OLPs, monitored progress, and just checked in on how they are doing 2-3 times per week. Designated ELD is occurring through individual coaching calls or group conferences via zoom. Ongoing support and resources are shared with school staff to support distance learning.

Both state and local testing was cancelled in the Spring, so we do not have data to determine progress. We also don't have summative ELPAC data for this year, and the reclassification process was challenged by school closures. Our reclassification rate was 2.3%, far below our 10% target.

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 teacher

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual
All students have access to standards-aligned instructional materials Target: Met	Met
All teachers have access to standards-aligned professional development Target: Met	Met
100% of full-time teachers have appropriate credentials	100% of full-time teachers have appropriate credentials

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Professional Development B-1. *Summer PD* Each summer, RRS 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 Rising Stars has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RRS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	Summer PD: $120,066 Thursday PD: $72,733 PD Fund: $15,000 LCFF S+C 1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	LCFF S&C $89,007 $53,917 $6,120
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 Rising Stars transitioned to computer based, Common Core aligned benchmark assessments. Consistent	Assessments: $29,094 Temporary Staff: $20,000 LCFF S+C 4414, 4360 (Assessments)	LCFF S&C $27,395 $-

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. RRS will hire **temporary staff** members to facilitate administration and scoring of assessments.	5838 (Temporary Staff)	
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RRS 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.	Data Days: $46,179 LCFF S+C 1101, 1301	LCFF S&C $34,233
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. RRS 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: $340,000 LCFF S+C 1301	LCFF S&C $170,905
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.	$56,000 Title II & Educator Effectiveness Grant 5833	Title II & Educator Effectiveness Grant $33,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for scoring assessments and the cancelled data days were reallocated to provide additional staffing to support with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Rising Stars continued its intensive focus on professional development this year and fully implemented the planned professional development actions, adapting them as needed once the COVID-19 crisis necessitated closure. This year we focused a lot on differentiating the professional development for teachers based on their career stages--developing, expanding, and master. As a result, we saw faster growth for developing and new teachers across content areas. With implementation of distance learning, we did specific professional development to support teachers and leaders in being ready to deliver synchronous and asynchronous instruction as well as check-ins with individual students.

Assessment plans were followed as scheduled until school closures in March in response to COVID-19 measures. There were two differences from the stated plan decided last summer before SY19-20 started: 1) the number of Cumulative assessments rounds was reduced from four to three; 2) Grades 3-5 were only to take NWEA in the Fall and Winter (Spring assessment removed to reduce testing burden on students who take state assessments). As a result of the COVID closures, final spring assessments were suspended. These included: Cumulative Round 3, STEP Round 4, Spring NWEA, CAASPP and Summative ELPAC. RRS held five out of six planned Data Days this year. The March event was not held due to the COVID-19 crisis.

This year we continued to ensure that 100% of our core teachers were in compliance with the state as well as held the proper English Learner Authorization. We partnered with Loyola Marymount University and have over 20 teachers who will be graduating the program in spring of 2020 with their Preliminary and/or Special Education Credential. Our biggest holdback due to the COVID-19 pandemic has been planning for the 20-21 school year. Many of our teachers were taking their final credential tests in March, but their tests were cancelled due to Shelter in Place orders. We've been working closely with the California Teaching Commission and California Department of Education to see if any modifications will be made to keep our teachers in their roles next year. There are certain cases where modifications are being made, however other cases require an Executive Order from Gavin Newsom and we do not know when this will come. Additionally, we would typically have all new hires take their credential tests over the spring and summer and enroll in a credential program in their first year. This will not be possible this year due to the Shelter in Place order and test centers being closed. Most teachers will need to be on an emergency permit in their first year and focus on tests (as test centers are just now reopening in May 2020 and then enroll in a program in their 2nd year.

Rocketship Rising Stars'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.

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

Annual Measurable Outcomes

Expected	Actual
3rd – 5th grade student survey: >70% of students that believe school is a safe environment to learn	
Parent survey: 85% of parents that believe school is safe 2019-20	87% of parents that believe school is safe 2019-20 (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
BOM C-1. Rocketship Rising Stars 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 Rising Stars'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.	Business Operations Manager (BOM): $104,156 LCFF S+C 2301	LCFF S&C $100,293

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 Rising Stars 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.	Building repairs: $49,250 Furniture: $9,328 Teacher room: $8,000 LCFF Base 5601 4430 4330	LCFF Base $3,200 $6,803 $4,634
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.	Custodial Services + Supplies: $77,211 LCFF Base 5821	LCFF Base $118,961
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.	Operations Specialists: $204,000 LCFF S+C 2201	LCFF S&C $335,522
Security Services C-5. Rocketship Rising Stars 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.	Security Services: $5,000 LCFF S+C 5823	LCFF S&C $1,194

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented the actions for Goal 3 as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our BOM continued to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. We continued to focus on developing BOMs in all areas of their operations work. This year we expanded our training for BOMs on the skills that make them strong and effective leaders--skills such as influence, collaboration, and effective communication. Our BOM served as safety lead for our campus. This included planning and leading safety training for all school-based staff at the site. Our BOM was responsible for knowing our safety plan, communicating it to the team, holding the safety meetings with the school leadership team, ensuring compliance with required safety drills, and ensuring that all safety equipment and supplies are complete, current, and functioning well. Our BOM acted as liaison to ensure safety protocols are followed with afterschool programs as well. Since the COVID 19 closures began, we are now adding several training sessions virtually, one every other week for BOMs.

We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs planned for this year. Our BOM and facilities staff were able to conduct 2-3 walkthroughs prior to the COVID-19 closure. During the walkthroughs, 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 throughout the year. Rocketship Rising Stars continued to employ 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 resources as planned for purchase of materials for outfitting and decorating their classrooms. During th COVID closure, our maintenance staff visited all sites to assess and ensure sites are ready for return.

In order to provide a safe and clean environment for our school community, we utilized the services of a day porter during the school day and custodial services once a day in the evening. This year, Rocketship RRS contracted with a custodial company to help get better pricing and create more consistent service. We instituted additional disinfecting procedures conducted by custodial services in the beginning of March prior to closures. Since closure, we have all of our custodial services going into schools and conducting deep cleans.

Operations Specialists continued their essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staffed arrival and dismissal and led recess and lunch for all students. They also supported daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists served as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We conducted additional training with our Operations Specialists this year through PlayworksU in support of

indoor recess implementation, including facilitation of games and strategies for managing groups. Once the COVID -19 closure began, this training served as a springboard to support student wellness through virtual recess opportunities. Currently during the closure, our Operations Specialists continue to be employed and supporting various projects according to their skill sets, such as supporting distance learning, "Live Lunches," leading virtual lunches, reading bedtime stories for students, or joining a team called Care Core which reaches out to families to check in on them and see how their needs are being met, participating in our twice weekly meal distribution, and providing translation support for teachers in working with families.

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. When parents were surveyed in regards to safety, 87% believe our school is a safe place for their children, which is an increase of 1% over last year's score of 86%. RRS 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.

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: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual
Chronic absenteeism rate <10%	Chronic absenteeism rate 12.2% (not met)
Attendance rate (ADA) >95%	Attendance rate (ADA) 95.1% (met)

Suspension rate <1%	Suspension rate 0.3% (met)
Expulsion rate 0%	Expulsion rate 0%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 Coordinators: $190,000 LCFF S+C 2201	LCFF S&C $114,740
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 Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home.	Field Trips: $33,000 LCFF S+C 5860	LCFF S&C $31,413
Social Emotional Learning D-3. RRS 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	Instructional Supplies: $6,154	LCFF S&C $17,160 $20,127

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. RRS will continue to offer counseling services next year to help with social-emotional learning for all students.	Educational Consultants: $50,000 LCFF S+C 4340 5804	
After School Program D-4. RRS 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 options for their children.	After School Program: $150,000 LCFF S+C 5911	LCFF S&C $122,685

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we fully implemented our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Rising Stars implemented a minimum of daily physical education for all grades as well as upper grade science. We provided additional adaptive PE training to our physical education coaches to better serve students with special needs. Afterschool, we had an art club and also piloted teacher-led "Nerd" clubs where teachers chose a topic in an area of their passion--Running, Language, Music, and Coding for students to engage after school in groups with similar interests. During COVID-19 closures, daily enrichment was incorporated into movement breaks led by physical education coaches in the form of daily workout videos. Additional enrichment opportunities such as science and art were provided as options for all students, although there was no designated core instruction during which a whole class gathered. Prior to COVID-19, we were able to send all 4th grade students to camp as previously scheduled and take field trips to the aquarium, zoo, and museums. We also had on-campus experiences for students with a recycling group and a group called "Planet Bee" (an ecology-related assembly and initiative). Planet Bee also held a virtual field trip to a Bee farm in order for

us as we continued to partnership with them and study of bees during the COVID-19 closure. Other field trips were cancelled, but teachers provided virtual field trips such as science related trips to the aquarium and college campus visits.

We continued our PBIS implementation as planned. In addition to our active PBIS team, we added a full time mental health provider to our staff, and this enabled us to provide more SEL interventions at Tier 2 and 3 as needed. In addition to continued use of Kimochi and RULER, we developed an internal SEL curriculum called ""The Shortest DIstance."" We provided Powerpoint lessons for teachers to facilitate SEL lessons daily. We saw many benefits of this more structured curriculum, especially that it is easier for teachers to implement with less planning and preparation. Using a common curriculum has allowed for a common language across the entire school in terms of SEL skills. Because of that, we have more frequently heard students and staff using the language of SEL in their interactions. This has also allowed us to provide parents with descriptions of the units and the topics and skills being addressed so that they have the opportunity to reinforce social emotional learning in the home. Since the COVID-19 closures, we have been holding daily SEL lessons for students as part of distance learning. Mental health providers are providing a daily post with resources, tips, and guidance on how families can support students' mental health needs during COVID-19 closure. We do expect increased SEL needs among students, families, and staff in addition to academic needs and are currently planning to address these needs.

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. RRS has seen some success in this goal, indicated by our 0.3% suspension rate and no history of expulsions; however, our ADA decreased slightly from 95.6% to 95.1%, while our chronic absenteeism increased from 10.7% to 12.2%. This indicates there is a significant need for improvement and identification of attendance problems early so applicable support services and interventions can occur to combat chronic absenteeism.

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

Annual Measurable Outcomes

Expected	Actual
Parent attendance: 75% of parents attending an average of at least one school event per month	Data unavailable due to school closures
Parent survey: >85% of parents that are satisfied overall with their school	84% of parents that are satisfied overall with their school (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent involvement E-1. **Community Events:** RRS 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, RRS 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 RRS 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.	Parent Appreciation and Materials: $11,914 LCFF Base 5822 4510 4720	LCFF Base $33,886
Parent Outreach E-2. RRS provides many opportunities throughout the school year for parents to interact with RRS 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. We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.	Parent Outreach – School Leader Comp: $9,727 LCFF S+C 1101	LCFF S&C $8,012

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.	Office Manager: $82,694 LCFF Base 2401	LCFF Base $96,486

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Rising Stars hosted many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. We focused particularly this year on including cultural celebrations meaningful to the community. We were not able to attend the planned college trips due to COVID-19, but students were able to take a virtual tour of Stanford University. We expanded the volunteer options and adjusted timing of opportunities this year in order to be more inclusive of working parents, such as having later events and offering opportunities for take-home projects and remote support. We implemented Los Dichos, a monthly school event where parents come to campus and read with students in a variety of languages, including Spanish, English, and Vietnamese in order to strengthen a culture of literacy. Parents also received a skill-building workshop for this event including public speaking tips, how to engage students, and how to conduct read-alouds. Los Dichos transitioned to a video-recorded online program after the school closure.

At Rocketship Rising Stars, 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. 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 received by parents and we plan on continuing that next year. We engaged in annual home visits as a regular part of our program. All of our students received a home visit by December 1 of 2019. We also hosted parent-teacher conferences three times this year,as

planned. Our recently created Distance Learning LaunchPad features parent resources--Los Dichos activities continue virtually, as do the monthly parent coffees, but with increased frequency-weekly. One way in which we have elevated parent involvement is putting more intention into building parents as leaders and advocates. As a result, we have had more participation by parents in parent organizing committees, school site council, and parent organizing groups. We also added two parents to the Rocketship Board of Directors.

We added a daily wellness check-in for families under a new program called "Care Corps." This process begins with a form that a family completes with questions around needs such as food, shelter, financial assistance, employment resources, health, mental health, and more. Based on the completed forms, a school-based task force follows up to connect families with resources that have been collected and vetted by the regional Growth, Community, and Engagement (GCE) team. In the event that a family identifies an unmet team that is more than the team can provide, the case is escalated to the network team for further support. In addition to the Care Corps implementation, we have also done a lot of work to ensure our students have access to needed technology. We have in most cases a 1 to 1 ratio of devices to students and have worked successfully with local agencies to ensure connectivity. We have implemented a program of frequent touchpoints with students, families, and school staff. We implemented a family component of our "live lunches" where families share recipes they enjoy with students, and also are engaging families in virtual bedtime stories.

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. Parent satisfaction has maintained from last year at 84%. 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase adequate PPE materials	$15,580	$19,636	N
Post signs around the school to guide healthy and safe behavior	$15,000	-	N
Cover additional cleaning and disinfecting for the campus	$34,536	$6,381	N
Compensate additional staff to cover those who need to quarantine	$114,480	$82,875	N
Update HVAC systems for additional filtration	$27,000	$2,789	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In the fall, we began to offer facilitated distance learning for students whose distance learning environment (e.g., parents are essential workers) or learning differences (e.g., students with IEPs, English Language Learners) could contribute to greater learning loss. This was determined through consultation with families and teachers as well as a review of student data.. Through this program, students were able to come into school daily, complete their distanced school work in a supervised environment, where help was available when needed. We have slowly been adding additional pods of 8-10 students. As more of our teachers were vaccinated and felt safe to return to campus, this effort has accelerated. As of 4/12, we had 8 pods with approximately 70 students. By 5/10, we project about 200

students (⅓ of our total enrollment) will return to campus. Our students who have returned to campus have improved attendance, engagement, and are filled with joy and excitement for learning. Our teachers and staff are also much more joyful being able to work directly with students again.

It has been challenging to offer in-person instruction this year due to the flux in public health status and the resulting changes in guidelines. Maintaining adequate staffing capacity to provide in-person instruction and the need to update our facilities ensure the health and safety of our students and staff has been difficult at times. Maintaining stable cohorts creates challenges in creating schedules and providing additional support for students. Recess and lunch implementation has also been challenging at times, but has grown easier as the students become accustomed to the new routines.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Gave stipends for COVID-19 campus lead (i.e., staff taking on additional work to ensure school safety during the pandemic)	$7,500	$5,000	N
Purchased additional Chromebooks to enable distance learning for all students	$88,800	$198,721	Y
Subscribed to distance learning platforms/tools (e.g., SeeSaw)	$2,758	$2,785	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented as planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

During the 2020-21 school year, we were able to deliver a consistent program that all of our students were able to access. The majority of students received instruction through distance learning for the majority of the school year and we continued to refine this model to improve its effectiveness, investing in engaging live lessons and strong participation in online learning programs. We implemented our distance learning model as planned with three hours daily live teaching, small group instruction, and on-demand learning every Friday as a full day of on-demand and independent learning. Our distance learning plan still allows students to access a curriculum that includes the full content and rigor that students would receive in the classroom. The biggest challenge has been in not being able to provide the same quality and quantity of in the moment feedback on student thinking and progress.

Additionally, we have sustained learning tools and elements of the school day from our in-person model to our distance learning model, allowing students to work with recognized tools and routines. Our students have used, and will continue to use, online learning programs both in-person and in a distance learning environment, which facilitate progress on key skills. Community events, like Launch to begin each day, are carried between the distance learning environment to help build community and offer a sense of consistency.

Access to Devices and Connectivity

Each student received their own personal Chromebook, to make sure that technology was not a barrier for accessing distance learning. We also ensured all students had internet connectivity by August 28, 2020. We provided daily tips and tutorials to help students and families access distance learning. We continued to offer technical support for Chromebook challenges and any internet connectivity challenges and they arose throughout the year. None of our students were without the technology needed to access learning. Teaching students and families how to navigate the technology and take proper care to prevent breakage has been challenging. It has also been a challenge to ensure students are using the appropriate websites. There is only so much we can monitor and control when students are not with us.

Pupil Participation and Progress

Student participation is determined based on a combination of their presence in synchronous learning activities and their completion of their independent work. Teachers and staff track attendance through presence in synchronous learning and participation in asynchronous tasks. If a student misses the first learning block of the day, the office manager reaches out to the family with a reminder. Through this process students' presence and absences are recorded and tracked. Teachers also track student attendance in all LIVE

synchronous blocks to be able to follow up with students and families to support those who were unable to attend live lessons. Additionally, we also track student engagement in asynchronous learning, noting that when they have completed independent work, including online learning programs and teacher-assigned work. Students and families discuss low participation during follow up meetings with teachers and coaches. Additionally, teachers track progress through online learning programs, observations, interim assessments, and milestone assessments (where possible). Student progress in these areas will be recorded centrally and teachers and school leaders will review regularly, including monthly data days, in order to make program adjustments and ensure student growth.

We strove for high levels of student participation, because if students were not participating that they were missing out on learning opportunities. We are proud of our 96.6% overall average daily attendance and reduced chronic absenteeism this year. Similar to in person instruction, we found that the same students consistently had lower participation rates. It is harder to follow up with these students the same way we can in-person Our teachers, Care Corps members, and school leaders worked to partner closely with these families to develop a shared understanding of the importance of participation and to find solutions to increase their consistent participation, but the process has taken longer than it would have in the past.

Distance Learning Professional Development

We have provided staff professional development in the distance learning model, health and safety protocols, social emotional learning, virtual learning tools, and supporting English Learners in distance learning. Much of the professional development opportunities have been self-directed and provided a lot of autonomy to our teachers to choose the content and pathway that best meets their needs. Due to all of the professional development offerings being online our teachers have been able to collaborate within our Rocketship network and attend external professional development without the need to travel. Due to the fluid nature of the pandemic and the need for our learning model to adapt to the situation and the needs of our students and their families, more of our allotted professional development time has been spent communicating plans and providing updates to our staff. Our staff continues to receive individualized coaching from school leaders to support their individual needs. All school leaders received training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement.

Staff Roles and Responsibilities

We have been successful at reallocating our staff members whose regular responsibilities have been decreased or eliminated due to distance learning to positions where they can support families with the wraparound supports that they need or provide additional small student group engagement. Our staff were able to adapt to distance learning, which was supported by some role changes and trainings. The individualized coaching model, which has always been a part of the program at Rocketship, was particularly important in making sure that all staff had the support that they needed and consistently received feedback on how to engage with students and families. It has been difficult to have adequate staffing to cover for absences in the in-person learning environment. We have had to set up contingency plans to prepare for such situations.

Support for Pupils with Unique Needs

We were able to effectively implement programs to adapt distance learning for our students with unique needs. This included integrated and designated EL instruction for our English Language Learners, and IEP accommodations for our students with special needs. We have continued to observe gaps between assessment scores for students in these groups and other students. Remediation plans will be tailored to particularly target these students' needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional small group tutoring opportunities	$235,306	$113,322	Y
Compensate staff for extended instructional time	$58,826	$44,076	Y
Purchase online learning platforms (Lexia and Reflex)	$28,665	$46,847	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Spending on actions and services for high needs students was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to administer the NWEA MAP assessment at the beginning of the year for our students in first grade and up. While the assessment revealed that students were, on average, starting the year behind where students had been in previous years, the gaps were not as large as NWEA predicted, which gave us confidence that our distance learning program was having an impact. Teaching math has been most challenging this year since there is less time for instruction in the distance learning model and it is more difficult to provide immediate feedback and to address misconceptions with re-teaching, as we would traditionally.

We've also been able to consistently track student progress through online learning programs and class assignments. These have helped to guide full class remediation and small group instruction. We've seen that as students revisit foundational skills their mastery grows.

Students have frequent opportunities to work at their own pace, including guided reading at their own instructional reading level, small group instructional days for math, the Distance Learning Launchpad as a flexible online learning hub, and online learning programs that adjust to their skills. This work which adapts to students current levels will ensure that they don't skip ahead, leaving gaps in their learning. Additionally, students will be engaging in regular small group instruction, giving them the chance to revisit any needed skills.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students have responded well to our expanded SEL curriculum and emphasis on well being through daily check-ins with all students. We notice that the topics covered in SEL lessons are carried over into students' interactions with each other and their teachers throughout the day. We know that forming relationships online looks different than in person and the SEL lessons have helped to forge community bonds, although we still have students, especially our younger students, who are struggling to form the same types of relationships that they would in person. The disconnect of the remote format is felt by both the students, their families, and our staff.

Through our Care Corps, we've been able to stay connected to our familys' needs. As families expressed struggles (e.g., food, housing), they were connected with trained Care Corps members who helped them navigate to resources. This was enabled by a growing number of community partnerships.

Our mental health partner has offered individual and small group counseling, as well as weekly workshops for students and families and presentations at our monthly parent coffees. We have been responsive to current events and supported our families in working through their responses to these events.

For our staff, we've continued to emphasize rest as a way to support mental health--offering staff additional rest days throughout the year and making sure that they had breaks worked into their schedule. We've also invested in spaces to staff to discuss challenges--especially around DEI-related injustices occurring in our country. Cultivating space to process has been key for staff member's mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our tiered intervention approach continued to emphasize strong relationship building with students and families and adapting to find solutions that meet individual needs. We've found that families respond well to this approach and we're able to work through challenges in a way that feels collaborative and opens dialogue. 100% of our students received a home visit this year and 93% of our families have completed their partnership hours. We have held regular Parent Coffees and provided monthly virtual community events, as well as a few car parades on campus. Our parents have been very active in Remind and on Facebook and SeeSaw. We've found that some of families have been facing unique challenges in the distance learning context (e.g., how to support distance learning for young students when a parent is also working) and we've tried to be creative in working with them towards solutions.

For students who are disengaged, we are taking a tiered approach to intervening, which mirrors the approach that we've taken during in-person learning. When a student has an absence, the family receives a notification and has the opportunity to provide information to show that the absence should be excused. Students with persistent absences meet first with their teacher to discuss the implications of those absences and try to find solutions that allow the student to attend consistently. If absences continue, families then meet with school leaders who also discuss truancy implications and work to find solutions. Notification calls are available in English and Spanish. Outreach to families will be made by a staff member who speaks the language that the family is most comfortable in or by a staff member with a supporting translator. The most challenging situation has been when we have had no way to contact the family of a student who has not attended class for a period of time.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our distance learners, we serve meals twice a week so our students have five days worth of meals. One service day we distribute three days worth of breakfast and lunch and the other day we distribute two days worth of breakfast and lunch.

When we have students on campus, we will place them into small groups. We serve daily breakfast and lunch during their normal meal times. All meal service is provided in this small-group setting to ensure student and staff safety, avoiding exposure between cohorts of students.

In both environments, we track students who receive meals in order to facilitate free and reduced meals for those students who are eligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on personalization, Social Emotional Learning, and family engagement have been critical during this year and will continue going forward. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to regularly assess each of our students using NWEA MAP and STEP assessments, as well as the data from our Online Learning Platforms to monitor progress and inform instructional planning. We will continue to meet students specific learning needs through small group instruction and the personalized instruction provided by our online learning platforms.To address learning loss of our English Learners, we will add a teacher who works specifically with our English Learners to provide Designated ELD instruction across grade levels in additional ELD instruction time.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Spending on actions and services for high needs students was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how

we were able to structure tutoring and also the additional staff time needed, decreasing these costs. Throughout the year, we continued to consider how to best serve our high need students and invested in our Care Corps staff, who connected with families to determine and meet needs, and our social emotional learning program to help students process difficult experiences.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Rocketship Rising Stars instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments, personalizations, and academic supports.

Based on local data and the 2019 CA dashboard, we have identified needs in English Learner Progress and Chronic Absenteeism. We will implement a comprehensive English Language Development program with integrated and designated ELD instruction to ensure our English Learners reclassify at high rates. To address learning loss of our English Learners, we will add a teacher who works specifically with our English Learners to provide Designated ELD instruction across grade levels in additional ELD instruction time.

We will implement attendance monitoring and family outreach to ensure our students do not become chronically absent. We will add a CARE Corps coordinator who will work closely with the school leadership team to make sure family needs are met and work with each family to make sure students get to school. We will also expand counseling and SEL support for our students to remove any additional barriers to attendance, engagement, and achievement. We also plan to invest students in their learning by giving them opportunities to explore their passions. Every child has something they are passionate about. There will be clear connections between everything we learn and how it connects to an aspiration for their future. We will highlight these connections so that this passion becomes a passion for learning that spreads across our school and into our community. These types of connections to passions will invest students back into the structure of in-person school going forward.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Rising Stars	Eric Neumann	Info_rrs@rsed.org 408-677-4879

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Rocketship Rising Stars (RRS) opened in August 2016. It's the tenth Rocketship campus to open in San Jose. It serves 630 students in grades TK-5. Approximately 67.3% of the students are socioeconomically disadvantaged, 56.2% are English learners, 64% are Hispanic/Latinx and 28% are Asian. The LCFF Unduplicated percentage is approximately 80.93%. Eric Neuman will continue to lead the school in 2021-22.

Rising Stars 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 Rising Stars' 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 Rising Stars also operates under the principles that excellent teachers and leaders create transformational schools and engaged families 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 families 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 RRS this fifth core value is Advocacy.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Rising Stars which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers; School environment will be safe and welcoming for all students; Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning; Rocketship families are engaged in their students' education. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Rising Stars based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, with a 96.6% average daily attendance rate as of 3/30/2021.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our families and staff in providing critical

feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community. We are also proud of how we have been able to safely re-open to provide our students in-person instruction this year.

Our success in building a positive school culture is indicated by the high family and staff retention rate for Rocketship Rising Stars. 96% of our teachers will remain with us or within the Rocketship network of schools next year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data and the 2019 CA dashboard, we have identified needs in English Learner Progress and Chronic Absenteeism. We will implement a comprehensive English Language Development program with integrated and designated ELD instruction to ensure our English Learners reclassify at high rates. To address learning loss of our English Learners, we will add a teacher who works specifically with our English Learners to provide Designated ELD instruction across grade levels in additional ELD instruction time.

We will implement attendance monitoring and family outreach to ensure our students do not become chronically absent. We will add a CARE Corps coordinator who will work closely with the school leadership team to make sure family needs are met and work with each family to make sure students get to school. We will also expand counseling and SEL support for our students to remove any additional barriers to attendance, engagement, and achievement. We also plan to invest students in their learning by giving them opportunities to explore their passions. Every child has something they are passionate about. There will be clear connections between everything we learn and how it connects to an aspiration for their future. We will highlight these connections so that this passion becomes a passion for learning that spreads across our school and into our community. These types of connections to passions will invest students back into the structure of in-person school going forward.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with robust systems for personalized learning and our Love of Reading campaign. We will provide comprehensive English Language Development for our English learners through GLAD training for all of our teachers. We will also provide a comprehensive program of special education supports for our students with IEPs.

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. Teachers will be supported (Goal 2) through professional development and instructional coaching to implement our instructional model, including culturally responsive pedagogy. We will also support our teachers with becoming fully credentialed to ensure the highest quality teachers for our students. Additionally, we will administer high-quality assessments and provide data days for teachers to analyze the data and make instructional plans based on the data.

GOAL 3: School environment will be safe and welcoming for all students. Our Business Operations Manager ensures the school campus stays safe, clean, and well-maintained. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations.

GOAL 4: Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning. Students will have opportunities to participate in enrichment activities and field trips to ensure they receive a well-rounded education. Students will be supported in social emotional learning to ensure their social emotional well-being and remove barriers to engagement. Our Care Corps team will continue to ensure our students' basic needs are being met by identifying families in need and connecting them with appropriate resources for support.

GOAL 5: Rocketship families are engaged in their students' education. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, school events, and opportunities to volunteer and to provide input organized and facilitated by the school leadership team. These opportunities include community meetings, exhibition nights, monthly coffees, Los Dichos activities, and family surveys.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for Rocketship Rising Stars based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our SSC and ELAC committees met on 11/2/20, 12/7/20, 2/10/21, and 4/29/21.

Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 26, 2021.

Parents also provided feedback throughout the year through various parent engagement opportunities. 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.

Teachers, school staff, and school administrators provided feedback during regular staff meetings and a staff survey.

Teachers have held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Parents would like to see more extra-curricular activities available for student enrichment. Parents would also like their family identities and cultures to be recognized and celebrated. Parent survey data indicates that parents are highly satisfied with academics, communications, and the relationship with the principal. There is room for improvement with an overall 4/5 score in the areas of parent-teacher relationships, Office Manager-parent relationships, and parent engagement.

Teachers want flexibility in unit planning.

Students have expressed the desire for more social time and more opportunities to showcase their work.

SSC Members are proud of the levels of proficiency for key content demonstrated through Online Learning Platforms, the high family and staff retention rate, and the level of safety that has been maintained during the reopening for in-person instruction. Parents feel that they are always invited to be a part of their child's education. SSC members would like the Nerd clubs expanded going forward, continuation of health and safety protocols, and continuation of co-teaching practices. They would also like to keep OPS during the community meeting.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on our stakeholder feedback, we have added the following to our plan for next year and beyond:

- We are adding new teacher-led student interest clubs and partnering with outside organizations to provide enrichment opportunities.

- We will provide end of the month capstone presentations where students will have the opportunity to share their learning and how it connects to their family traditions.

- We will restructure recess time to provide more choice activities.

- We will provide flexibility for teachers in unit planning by allowing them to select the reading and add supplemental materials that are best for students.

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. We are proud of the progress of our students and must continue our actions to sustain this progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 61.2% English Learners: 43.5% Low Income: 56.3% Students with Disabilities: 26.3% Asian: 83.3% Hispanic/Latinx: 52.3%				66%
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 73.7% English Learners: 60.9% Low Income: 69.4% Students with Disabilities: 36.8%				77%

	Asian: 91.7% Hispanic/Latinx: 65.6%				
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.52				1.2 Years
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.67				1.2 Years
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 42%				High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 2.3%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core-aligned instruction & materials	A-1. The Rocketship Rising Stars 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 Rising Stars operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.	$42,000	N

		Rocketship Rising Stars utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.		
2	Personalized Learning	A-2. Rocketship Rising Stars'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 our school operates an inclusion model. In particular, our students in Special Education benefit 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 maintain a 1:1, student to Chromebook ratio. Additionally, we invest in technology	$536,846	Y

		consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in technology support consultants.		
3	Special Education supports	A-3. Although Rocketship Rising Stars runs an inclusion model, we realize that our students in Special Education 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.	$147,614	N
4	GLAD Training & Curriculum	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. Students in Special Education 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. We will focus our professional development and school based coaching on improving the quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.	$24,938	Y
5	Love of Reading Campaign / Reading Engagement	A-5.Rocketship Rising Stars will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on	$54,000	Y

		modeling reading as an everyday activity. Student reading will be tracked on Rocket Reader reports and students will participate in reading challenges throughout the year. Students read books and share about them with their peers. We have special readints students can do aligned to monthly themes, such as Hispanic Heritage, Black History, Women's History, Asian American Pacific Islander Month, and more. We also engage students with reading through a bedtime story series, with teachers and parents reading and posting favorite stories online.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description

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.

An explanation of why the LEA has developed this 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%				100%
Number/% of total and EL teachers credentialed & properly assigned	100%				100%
% of adopted standards including ELD standards implemented	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	B-1. Professional Development is a critical component of the Rocketship Rising Stars program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of	$178,441	Y

		professional development for teachers and leaders to better meet the adults where they are at. We are planning for provision of virtual professional development as needed in the event of future closures. We will adapt the content of professional development for 21-22 and beyond as needed, given increased academic needs of our students due to COVID-19, and we will adjust summer professional development for 2021 to better prepare teachers and leaders to meet the needs. Summer PD Each summer, Rocketship Rising Stars 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 Rising Stars has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. Rocketship Rising Stars 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.		
2	Assessments	B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • Three rounds of cumulative assessments • Two-Three rounds of Humanities and Science interims • NWEA three times per year (K-2), NWEA two-three times per year • STEP or Fountas & Pinnell at least four times per year • State-mandated CAASPP • Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC) • Alternative ELPAC for English Learners with severe cognitive disabilities If schools are unable to open and continue with distance learning at any point, we will adjust plans as needed.	$28,000	Y
3	Data Days	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at Rocketship Rising Stars 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.	$39,148	Y
4	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. Rocketship Rising Stars 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 students in Special Education.	$380,445	Y
5	Teacher Credentialing	B-5. Our team will continue to ensure 100% of our teachers are in compliance. As mentioned due to COVID-19 there are a lot of	$15,000	N

		questions around when teachers will be able to take tests. Therefore, we must continue to support them with studying so that once tests centers do open they are prepared to be successful. In addition, we will continue partnering with a credential program so that teachers who are currently eligible to be on an Intern Credential (passed their tests) can focus on earning their Preliminary Credential. We are excited to see even more people be able to enroll in 21-22.		
6	Culturally Responsive Pedagogy	B-6. Rocketship Rising Stars is committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative and culturally competent. We also recognize that in order to build cultural competence at our school, we must invest in a multi-year training effort. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons. The new Thematic Units will celebrate diversity and leverage student's cultural capital to guide student discussions.	TBD	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the "good repair" standard	Met				Met
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.				75%
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	BOM	C-1. Rocketship Rising Stars 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	$107,000	Y

		dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. This position is critical to meeting our school's and the state's goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.		
2	School Maintenance	C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the 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 Rising Stars will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	$74,884	N
3	Custodial Services and 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	$82,000	N

		ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.		
4	Operations Specialists	C-4.Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and professional development of our Operations Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school professional development sessions depending on the topic.	$408,438	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4

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

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No 2020-21 data due to pandemic school closure				75%
% of families connected (As measured by parent survey question, "My Rocketship school has a strong and committed community that actively encourages family participation")	81%				85%
Portion of parents with input into decision making (Parent survey participation rate)	100%				90%

Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 11.4% English Learners: 11.1% Low Income: 11.8% Students with Disabilities: 14% Asian: 2.3% Hispanic/Latinx: 14.2%				10%
Suspension rate for all students and all significant subgroups	2018-19: All students: 0.6% English Learners: 0.6% Low Income: 0.8% Students with Disabilities: 6% Asian: 0% Hispanic/Latinx: 0.9%				0.5%
Expulsion rate for all students and all significant subgroups	0%				0%
Average Daily Attendance	2018-19: 95.4%				95%
% of students with access to a broad course of study	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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, science, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Student interest clubs supplement the enrichment curriculum to ensure students can participate in activities with others who share their interests. Importantly, enrichment provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$279,000	Y
2	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. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$33,000	Y
3	Social Emotional Learning	D-3. Rocketship Rising Stars 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. PBIS will be one of our main priorities this year. We will focus on improving the fidelity of the practices across all spaces--classrooms, recess, and	$50,000	Y

		enrichment--so that we are creating a positive environment and culture with consistency. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the Shortest Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more community and culture building within a class. The goal of these curricula is to help students build toward the 5 social emotional competencies of self awareness, self management, social awareness, relationship skills, and responsible decision making, as well as encompassing the social justice standards of identity, diversity, justice, and action. This school year we formed a working group to audit the curricula with a DEI lens to continue to ensure we have representation across race, ability, ethnicity and representation. We had a group of 20 employees from across our 4 regions, across roles (i.e. enrichment coordinators, teachers, school leaders, mental health professionals, and learning lab specialists). This past year we implemented ""Smart Start"" components into the curricula. These derive from Conscious Discipline and Responsive Classroom, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created ""class creed,"" a ""feelings check,"" and a ""wishing well"" component--thereby promoting positive culture and SEL skills. The ""Smart Start"" component is a conscious effort to plan ahead for students returning after a year of closures with potentially higher needs and trauma. The routines will support them in the transition back to in-person learning. We also utilize mental health professionals for individual student support and providing small group support working with the SEL curriculum.This year we will be increasing our tiers of support. We are adding a Mental Health Provider intern program to our already existing Mental Health Provider team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students. We are expanding our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigrational, and other various services at each of our 13 Bay Area school sites. This program will be an integrated student support		

		program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. The team of providers will work to gain family and community engagement by securing partnerships & resources for adults in relation to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community of Schools program will also work to design a program to address chronic absenteeism.		
4	Care Corps	D-4. In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff will regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff will follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn.	$75,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 5

Goal #	Description
5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours; set as less than 100%)	86%				90%
% Home visits completed	99%				95%
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	94%				89%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family involvement	E-1. Community Events: Rocketship Rising Stars 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, Rocketship Rising Stars invests in family 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. Family Volunteer Opportunities: RRS family members will be encouraged to volunteer with their students to help tighten the link between the families and the school. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will continue to expand and adapt the volunteer options and events in order to be inclusive of working family members and to accomodate for times when COVID-19 may not allow for family members to volunteer on campus. In addition to these components, we will be expanding our work with our school-based parent groups to deepen advocacy in their communities. We will intentionally bring a Diversity, Equity and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program.	$57,095	N
2	Family Outreach	E-2. RRS provides many opportunities throughout the school year for families to interact with school staff. The school offers monthly forums (i.e., Cafecitos) for families to provide feedback as well as learn in depth about school activities. This enables families to become a more active participant in their child's education.	$7,916	Y

		We also survey our families annually. We analyze the data and meet with families to review the results and seek further input on the actions moving forward. We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. We are seeking family input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.		
3	School Leadership Team	E-3. Rocketship Rising Star's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where families are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all family engagement goals and responsive to family input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to families through written, social media, and other forums. As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$82,175	N
4	Los Dichos	E-4. Los Dichos is a parent, family, and community engagement activity where family members read stories of Latino origin as a part of a literature-based program. The books read are bilingual and teach students about the Latino culture and values. Each one has a dicho, or saying, that reflects the story. After reading the bilingual book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values.	$5,000	N

		The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Project Cornerstone staff. They then meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29.15%	TBD

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at the Blue level for Math. In ELA, English Learners are at the Blue level and Socioeconomically Disadvantaged students are at the Green level. We had low performance in 2019 on the English Learner Progress Indicator, with 42% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 2.3%.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Rocketship Delta Prep student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Days are professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. 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.

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 5 points growth in ELA and 3 points growth in Math within the next three years (see expected outcomes in Goal 1), a high level English Learner Progress and at least a 15% English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students and English Learners were at the Blue level for Suspensions on the CA Dashboard. Our Chronic Absence rate in 2019 was at the Yellow level for both our Socioeconomically disadvantaged students and English Learners.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. We provide Enrichment opportunities and field trips to support the development of the whole child. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement.

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Rocketship Rising Stars community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Family Outreach

Expected Outcomes

By implementing a comprehensive Family Outreach program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around family perceptions of their satisfaction with the school, family participation in various events and opportunities, and the percent of our students' homes we are able to visit at the beginning of each school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Academic Growth and Achievement

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

The personalized learning action increases the amount of technology, tech support, online learning platforms, leveled libraries, learning lab materials and instructional materials available to English learners, low income students, and foster youth so that they can successfully engage with the right content at the right time according to their needs and varying levels. Reading engagement adds funding for materials and supplies to support a school-wide reading initiative that fosters love of reading and reading growth above and beyond the ELA curriculum to provide additional support for our low income, English learners, and foster youth to grow as readers. Professional development and coaching actions add staffing and materials in support of expanded professional development opportunities and teacher coaching provided to all teachers, totaling about 4 hours per week, to ensure that teachers are supported to effectively meet the needs of our low

income students, English learners, and foster youth. The actions for assessments and data days add assessment systems, staffing, and related materials to our program in order to provide accurate and actionable data on the learning progress and needs of our low income students, English learners, and foster youth and to dedicate time and expertise to the effective use of that data.

Climate and Culture

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

The Business Operations Manager action expands the staffing at our school in order to provide our low income students, English learners and foster youth an additional highly trained leader on campus dedicated to ensuring a safe and supportive school climate, smooth operations, and effective outreach for student engagement. The Operations Specialists add additional staffing in support of functions that are particularly beneficial to our low income students, English learners and foster youth. They ensure that school nutrition is well implemented, that recess and lunchtime activities are productive and positive, and that outreach for student support and re-engagement is timely and effective. The enrichment and field trips actions bring additional opportunities to our low income students, English learners, and foster youth by adding opportunities for learning beyond the core curriculum and in the community. Social emotional learning action adds staffing and resources in order to create and implement a comprehensive program in Social Emotional Learning and mental health supports to ensure that our low income students, English learners, and foster youth are supported not just academically but holistically, and that mental health support is available to them as needed.

Family Engagement

Family Outreach

Family Outreach adds staffing time devoted to engaging with families so that families of our low income students, English learners, and foster youth. This action supports the building of strong family-school relationships in support of students through such initiatives as home visits, opportunities and events for families, and outreach.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,522,028	$ 1,602,683
LEA-wide Total:	$ 1,522,028	$ 1,602,683
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Standards-Aligned Instruction & Materials	LEA-wide		RRS	$ 12,000	$ 12,000	No
1	1		LEA-wide		RRS	$ 10,000	$ 30,000	No
1	1						$ -	
1	1						$ -	
1	1						$ -	
1	2	Personalized Learning	LEA-wide	EL, Low Income, Foster	RRS	$ 39,145	$ 51,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RRS	$ -	$ 61,800	Yes
1	2		LEA-wide	EL, Low Income, Foster	RRS	$ 5,000	$ 5,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RRS	$ 10,000	$ 10,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RRS	$ 6,000	$ 6,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RRS	$ 24,996	$ 24,996	Yes
1	2		LEA-wide		RRS		$ 1,800	No
1	2		LEA-wide		RRS		$ 322,500	No
1	2		LEA-wide		RRS		$ 53,750	No
1	3	Special Education Supports	Limited		RRS		$ 50,000	No
1	3		Limited		RRS		$ 97,614	No
1	3						$ -	
1	3						$ -	
1	3						$ -	
1	4	GLAD Training and Curriculum	LEA-wide		RRS		$ 24,938	No
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	5	Reading Engagement	LEA-wide	EL, Low Income, Foster	RRS	$ 54,000	$ 54,000	Yes
1	5						$ -	
1	5						$ -	
1	5						$ -	
1	5		LEA-wide	EL, Low Income, Foster			$ -	Yes
2	1	Professional Development	LEA-wide	EL, Low Income, Foster	RRS	$ 101,784	$ 101,784	Yes
2	1		LEA-wide	EL, Low Income, Foster	RRS	$ 61,657	$ 61,657	Yes
2	1		LEA-wide	EL, Low Income, Foster		$ 15,000	$ 15,000	Yes
2	1						$ -	
2	1						$ -	
2	2	Assessments	LEA-wide	EL, Low Income, Foster	RRS	$ 10,000	$ 12,000	Yes
2	2		LEA-wide	EL, Low Income, Foster	RRS	$ 11,000	$ 16,000	Yes
2	2						$ -	
2	2						$ -	
2	2						$ -	
2	3	Data Days	LEA-wide	EL, Low Income, Foster	RRS	$ 39,148	$ 39,148	Yes
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	4	Coaching	LEA-wide	EL, Low Income, Foster	RRS	$ 380,445	$ 380,445	Yes
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	5	Teacher Credentialing	LEA-wide		RRS		$ 15,000	No
2	5						$ -	
2	5	Culturally Responsive Pedagogy					$ -	
2	5						$ -	
2	5						$ -	
3	1	Business Operations Manager	LEA-wide	EL, Low Income, Foster	RRS	$ 107,000	$ 107,000	Yes
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	2	School Maintenance	LEA-wide		RRS	$ 55,100	$ 55,100	No
3	2		LEA-wide		RRS	$ -	$ 1,784	No
3	2		LEA-wide		RRS	$ 18,000	$ 18,000	No
3	2						$ -	
3	2						$ -	
3	3	Custodial Service and Supplies	LEA-wide		RRS	$ 77,000	$ 82,000	No
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	4	Operations Specialists	LEA-wide	EL, Low Income, Foster	RRS	$ 408,438	$ 408,438	Yes
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	5	Removed Security Services as action for 21			RRS	$ 3,000	$ 3,000	
4	1	Enrichment	LEA-wide	EL, Low Income, Foster	RRS	$ 157,500	$ 157,500	Yes
4	1				RRS		$ 121,500	
4	1						$ -	
4	1						$ -	
4	2	Field Trips	LEA-wide	EL, Low Income, Foster	RRS	$ 33,000	$ 33,000	Yes
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	3	Social Emotional Learning	LEA-wide	EL, Low Income, Foster	RRS	$ 20,000	$ 20,000	Yes
4	3		LEA-wide	EL, Low Income, Foster		$ 30,000	$ 30,000	Yes

4	3		LEA-wide					$	-	No
4	3							$	-	
4	3							$	-	
4	4	CareCorp	LEA-wide		RRS			$	75,000	No
4	4							$	-	
4	4							$	-	
4	4							$	-	
4	4							$	-	
5	1	Parent Involvement	LEA-wide		RRS	$	57,095	$	57,095	No
5	1							$	-	
5	1							$	-	
5	1							$	-	
5	1							$	-	
5	2	Parent Outreach	LEA-wide	EL, Low Income, Foster	RRS	$	7,916	$	7,916	Yes
5	2							$	-	
5	2							$	-	
5	2							$	-	
5	2							$	-	
5	3	School Leadership Team	LEA-wide		RRS	$	82,175	$	82,175	No
5	3							$	-	
5	3	Los Dichos	LEA-wide		RRS			$	5,000	No
5	3							$	-	
5	3									

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,836,398	$ 242,114	$ -	$ 632,427	2,710,939	$ 1,802,312	$ 908,628

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Instruction & Materials	N/A	$ 12,000				$ 12,000
1	1		N/A	$ 10,000			$ 20,000	$ 30,000
1	1							$ -
1	1							$ -
1	1							$ -
1	2	Personalized Learning		$ 39,145			$ 11,855	$ 51,000
1	2			$ -			$ 61,800	$ 61,800
1	2			$ 5,000				$ 5,000
1	2			$ 10,000			$ -	$ 10,000
1	2			$ 6,000				$ 6,000
1	2			$ 24,996			$ -	$ 24,996
1	2		N/A				$ 1,800	$ 1,800
1	2		N/A				$ 322,500	$ 322,500
1	2		N/A				$ 53,750	$ 53,750
1	3	Special Education Supports	Special Education		$ 48,000		$ 2,000	$ 50,000
1	3		Special Education		$ 72,614		$ 25,000	$ 97,614
1	3							$ -
1	3							$ -
1	3							$ -
1	4	GLAD Training and Curriculum	EL				$ 24,938	$ 24,938
1	4							$ -
1	4							$ -
1	4							$ -
1	4							$ -
1	5	Reading Engagement		$ 54,000				$ 54,000
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ -
2	1	Professional Development		$ 101,784				$ 101,784
2	1			$ 61,657				$ 61,657
2	1			$ 15,000				$ 15,000
2	1							$ -
2	1							$ -
2	2	Assessments		$ 10,000			$ 2,000	$ 12,000
2	2			$ 11,000			$ 5,000	$ 16,000
2	2							$ -
2	2							$ -
2	2							$ -
2	3	Data Days		$ 39,148				$ 39,148
2	3							$ -
2	3							$ -
2	3							$ -
2	3							$ -
2	4	Coaching		$ 380,445				$ 380,445
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	5	Teacher Credentialing	N/A				$ 15,000	$ 15,000
2	5							$ -
2	5	Culturally Responsive Pedagogy						$ -
2	5							$ -
2	5							$ -
3	1	Business Operations Manager		$ 107,000			$ -	$ 107,000
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	2	School Maintenance	N/A	$ 55,100			$ -	$ 55,100
3	2		N/A	$ -			$ 1,784	$ 1,784
3	2		N/A	$ 18,000				$ 18,000
3	2							$ -
3	2							$ -
3	3	Custodial Service and Supplies	N/A	$ 77,000			$ 5,000	$ 82,000
3	3							$ -
3	3							$ -
3	3							$ -
3	3							$ -
3	4	Operations Specialists		$ 408,438				$ 408,438
3	4							$ -
3	4							$ -
3	4							$ -
3	4							$ -
3	5	Removed Security Services as action for 21		$ 3,000				$ 3,000
4	1	Enrichment		$ 157,500				$ 157,500
4	1				$ 121,500			$ 121,500
4	1							$ -
4	1							$ -
4	2	Field Trips		$ 33,000				$ 33,000
4	2							$ -
4	2							$ -
4	2							$ -
4	2							$ -
4	3	Social Emotional Learning		$ 20,000				$ 20,000

4	3			$ 30,000			$ 30,000
4	3		N/A			$ -	$ -
4	3						$ -
4	3						$ -
4	4	CareCorp	N/A			$ 75,000	$ 75,000
4	4						$ -
4	4						$ -
4	4						$ -
4	4						$ -
5	1	Parent Involvement	N/A	$ 57,095			$ 57,095
5	1						$ -
5	1						$ -
5	1						$ -
5	1						$ -
5	2	Parent Outreach		$ 7,916			$ 7,916
5	2						$ -
5	2						$ -
5	2						$ -
5	2						$ -
5	3	School Leadership Team	N/A	$ 82,175			$ 82,175
5	3						$ -
5	3	Los Dichos	N/A			$ 5,000	$ 5,000
5	3						$ -
5	3						

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Redwood City

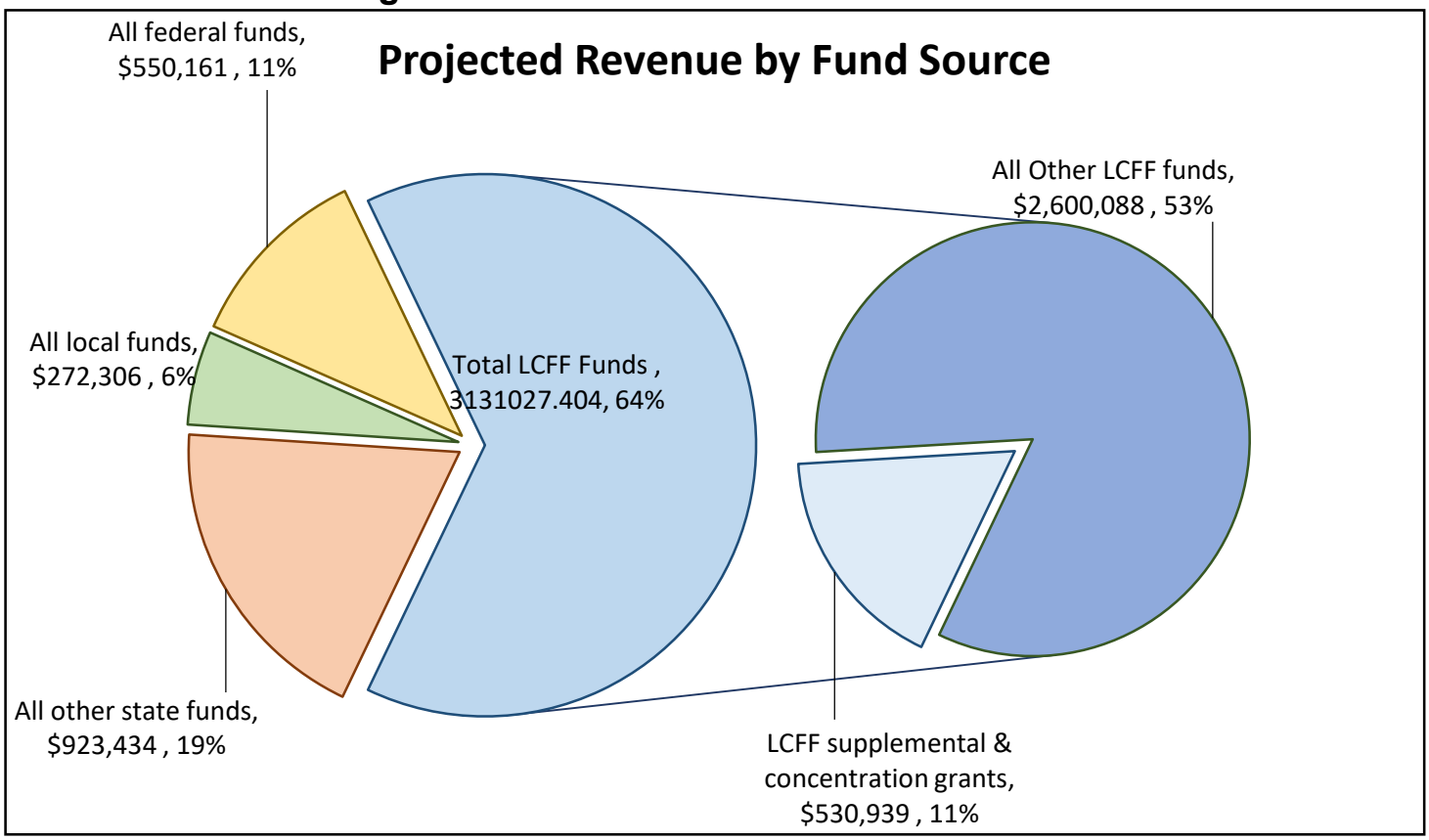
CDS Code: 41-69005-0132076

School Year: 2021 – 22

LEA contact information: Keysha Bailey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

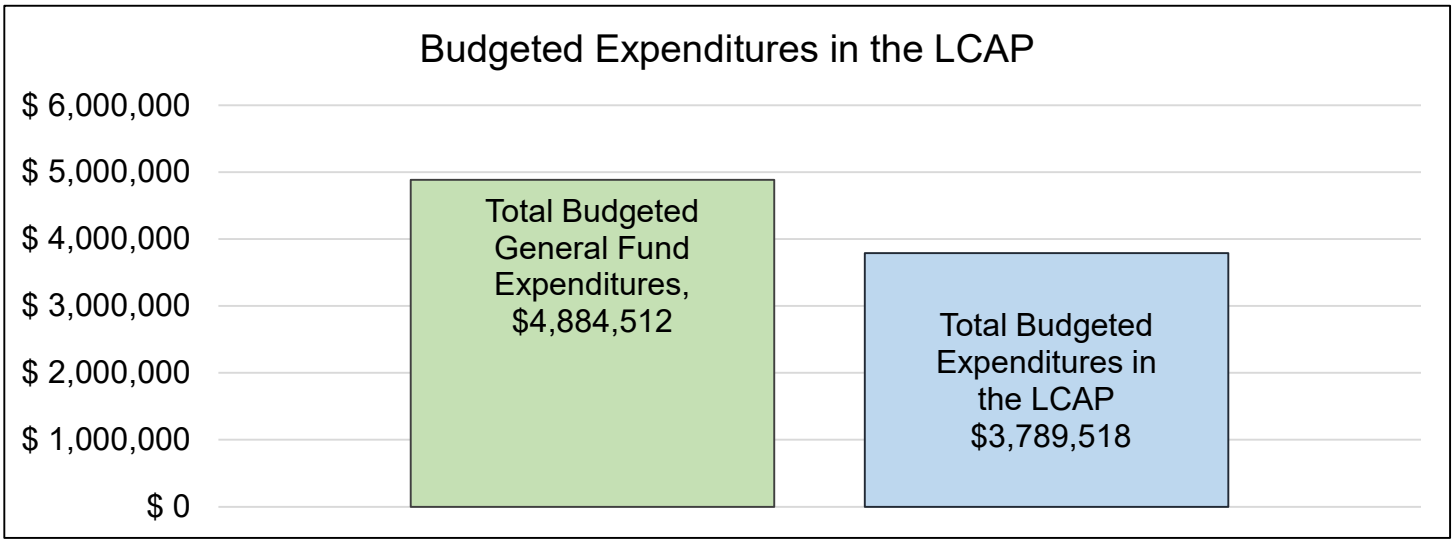


This chart shows the total general purpose revenue Rocketship Redwood City expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Redwood City is $4,876,927.76, of which $3,131,027.40 is Local Control Funding Formula (LCFF), $923,433.75 is other state funds, $272,306.00 is local funds, and $550,160.60 is federal funds. Of the $3,131,027.40 in LCFF Funds, $530,939.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Redwood City plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Redwood City plans to spend $4,884,511.63 for the 2021 – 22 school year. Of that amount, $3,789,517.78 is tied to actions/services in the LCAP and $1,094,993.85 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

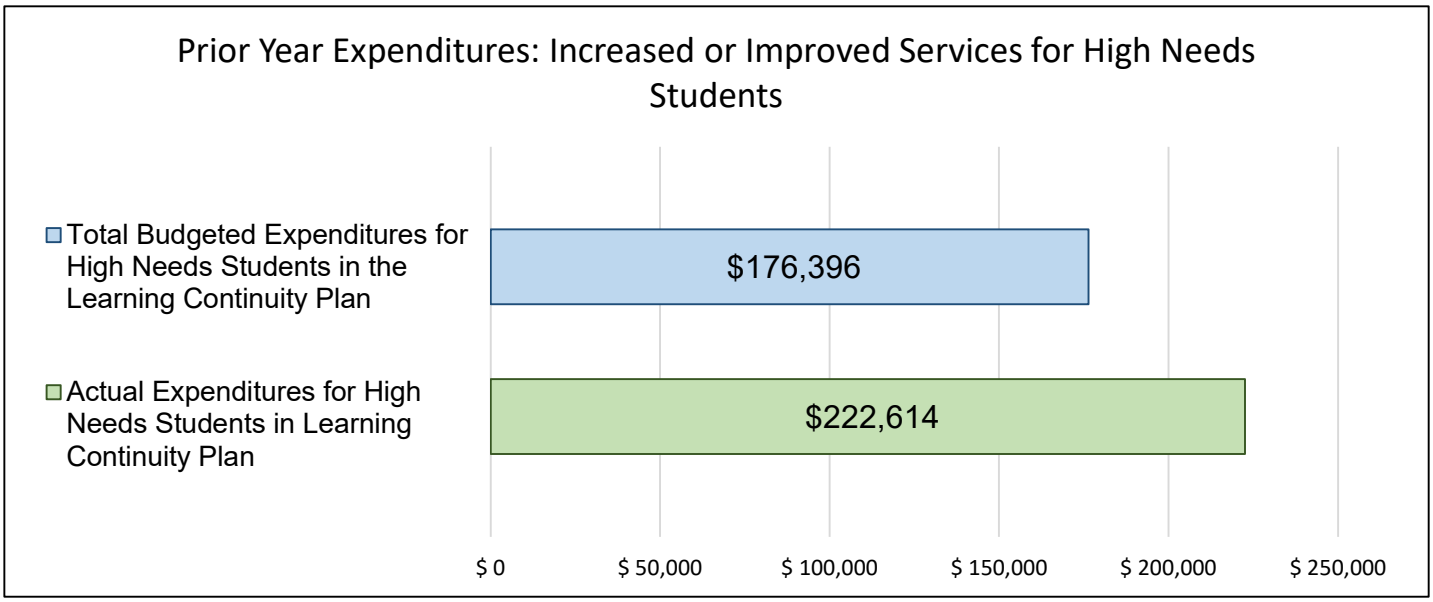
rent, utilities, building repairs & maintenance, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rocketship Redwood City is projecting it will receive $530,939.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Redwood City must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Redwood City plans to spend $768,944.88 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Rocketship Redwood City budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Redwood City estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rocketship Redwood City's Learning Continuity Plan budgeted $176,396.00 for planned actions to increase or improve services for high needs students. Rocketship Redwood City actually spent $222,614.24 for actions to increase or improve services for high needs students in 2020 – 21.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Redwood City Prep	Karina Barboza	redwoodcity@rsed.org 650-434-0042

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Rocketship Redwood City Prep opened in August 2015 and was the 11th Rocketship campus to open in the Bay Area, but the first Rocketship campus to open outside of San Jose, in Redwood City. It was started in response to overwhelming parent support in the area. The school serves 286 students in grades TK-5. The principal, Karina Barboza, will continue to lead the school in 2021-22. Approximately 87.1% of the students are socioeconomically disadvantaged, 8.4% are Homeless Youth, 67.1% are English learners, and 92% are Hispanic/Latinx. Additionally, 11.2% of students qualify for special education services. The school was renewed for a five-year term in March 2019. The LCFF Unduplicated percentage is approximately 88.89%.

Rocketship Redwood City Prep 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 Redwood City Prep'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 Redwood City Prep also operates under the principles that excellent teachers and leaders create transformational schools and engaged families 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 families 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 Redwood City Prep this fifth core value is bravery. Bravery at RRWC means to be confident in your abilities and be able to advocate for yourself.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Redwood City Prep which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers; School environment will be safe and welcoming for all students; Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning; Rocketship families are engaged in their students' education. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Redwood City based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, with a 95% average daily attendance rate as of 3/30/2021.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our families and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data and the 2019 CA dashboard, we have identified needs in ELA and Math achievement, English Learner Progress, and Chronic Absenteeism. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention. We will implement a comprehensive English Language Development system providing integrated and designated ELD instruction. Designated ELD will be provided in targeted groups based on assessment data, and we will provide timely communication to families on how to support their students and to celebrate progress. We will implement attendance monitoring and family outreach to ensure our students do not become chronically absent.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with robust systems for personalized learning and our Love of Reading campaign. We will provide comprehensive English Language Development for our English learners through GLAD training for all of our teachers. We will also provide a comprehensive program of special education supports for our students with IEPs.

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. Teachers will be supported (Goal 2) through professional development and instructional coaching to implement our instructional model, including culturally responsive pedagogy. We will also support our teachers with becoming fully credentialed to ensure the highest quality teachers for our students. Additionally, we will administer high-quality assessments and provide data days for teachers to analyze the data and make instructional plans based on the data.

GOAL 3: School environment will be safe and welcoming for all students. Our Business Operations Manager ensures the school campus stays safe, clean, and well-maintained. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations.

GOAL 4: Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning. Students will have opportunities to participate in enrichment activities and field trips to ensure they receive a well-rounded education. Students will be supported in social emotional learning to ensure their social emotional well-being and remove barriers to engagement. Our Care Corps team will continue to ensure our students' basic needs are being met by identifying families in need and connecting them with appropriate resources for support.

GOAL 5: Rocketship families are engaged in their students' education. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, school events, and opportunities to volunteer and to provide input organized and facilitated by the school leadership team. These opportunities include community meetings, exhibition nights, monthly coffees, Los Dichos activities, and family surveys.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for Rocketship Redwood City Prep, based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our SSC and ELAC committees met on 10/29/20, 12/10/20, 2/8/21, and 4/26/21.

Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 26, 2021.

Parents also provided feedback throughout the year through various parent engagement opportunities. 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.

Teachers, school staff, and school administrators provided feedback during regular staff meetings and a staff survey.

Teachers have held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Parents want to know their child's ELD levels and what they can do to support their child to grow to the next stage of English Language Development..

Teachers/School Staff/Administrators would like to see more Diversity, Equity, and Inclusion focus schoolwide and want to make sure the curriculum (beyond SEL lessons) addresses topics where students can learn about identities beyond their own.

Students want a playground.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on our stakeholder feedback, we have added the following to our plan for next year and beyond:

- We will provide additional targeted groupings for ELD instruction. Parents will receive more frequent updates on student progress with information about how to support their child at home.

- Teachers will have flexibility to incorporate identity pieces into thematic units to address diversity, equity, and inclusion with students.

- We hope that students will be able to play on our new playground next year, depending on public health guidance.

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. We are proud of the progress of our students and must continue our actions to sustain this progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 41% English Learners: 26% Low Income: 38% Students with Disabilities: 25% Hispanic/Latinx: 39%				46%
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 45.5% English Learners: 38% Low Income: 44.9% Students with Disabilities: 18.2% Hispanic/Latinx: 43.6%				48%

Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.17				1.2 Years
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.12				1.2 Years
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 39%				High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 6.4%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core-aligned instruction & materials	A-1. The Rocketship Redwood City Prep 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 Redwood City Prep operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Redwood City Prep 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	$42,200	N

		that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.		
2	Personalized Learning	A-2. Rocketship Redwood City Prep'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 our school operates an inclusion model. In particular, our students in Special Education benefit 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 maintain a 1:1, 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.	$2,132,466	Y

3	Special Education supports	A-3. Although Rocketship Redwood City Prep runs an inclusion model, we realize that our students in Special Education 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.	$88,454	N
4	GLAD Training & Curriculum	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. Students in Special Education 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. We will focus our professional development and school based coaching on improving the quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.	$21,801	Y
5	Love of Reading Campaign / Reading Engagement	A-5.Rocketship Redwood City Prep will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity. Students will	$8,889	Y

		track progress on STEP assessments and growth will be publicly celebrated to promote reading achievement.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
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.

An explanation of why the LEA has developed this 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%				100%
Number/percentage of total and EL teachers credentialed & properly assigned	100%				100%
% of adopted standards including ELD standards implemented	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	B-1. Professional Development is a critical component of the Rocketship Redwood City Prep program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We are planning for provision of virtual professional development as needed in the event of future closures. We will adapt the content of professional development for 21-22 and beyond as needed, given increased academic needs of our students due to COVID-19, and we will adjust summer professional	$119,479	Y

		development for 2021 to better prepare teachers and leaders to meet the needs. Summer PD Each summer, Rocketship Redwood City Prep 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 Redwood City Prep has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. Rocketship Redwood City Prep 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.		
2	Assessments	B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • Three rounds of cumulative assessments	$11,500	Y

		• Two-Three rounds of Humanities and Science interims • NWEA three times per year (K-2), NWEA two-three times per year • STEP or Fountas & Pinnell at least four times per year • State-mandated CAASPP • Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC) • Alternative ELPAC for English Learners with severe cognitive disabilities If schools are unable to open and continue with distance learning at any point, we will adjust plans as needed.		
3	Data Days	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at Rocketship Redwood City Prep 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.	$25,025	Y
4	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. Rocketship Redwood City Prep 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 students in Special Education.	$184,275	Y
5	Teacher Credentialing	B-5. Our team will continue to ensure 100% of our teachers are in compliance. As mentioned due to COVID-19 there are a lot of questions around when teachers will be able to take tests. Therefore, we must continue to support them with studying so that once tests centers do open they are prepared to be successful. In addition, we will continue partnering with a credential program so that teachers who are currently eligible to be on an Intern Credential (passed their tests) can focus on earning their Preliminary Credential. We are excited to see even more people be able to enroll in 21-22.	$16,875	N

6	Culturally Responsive Pedagogy	B-6. Rocketship Redwood City Prep is committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative and culturally competent. We also recognize that in order to build cultural competence at our school, we must invest in a multi-year training effort. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons. The new Thematic Units will celebrate diversity and leverage student's cultural capital to guide student discussions.	TBD	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the “good repair” standard	Met				Met
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.				75%
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	BOM	C-1. Rocketship Redwood City Prep 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. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and	$107,000	Y

		ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. This position is critical to meeting our school's and the state's goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.		
2	School Maintenance	C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the 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 Redwood City Prep will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	$32,306	N
3	Custodial Services and 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.	$61,800	N

4	Operations Specialists	C-4.Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and professional development of our Operations Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school professional development sessions depending on the topic.	$50,427	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4

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

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No data due to pandemic school closure				75%
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	91%				90%
Portion of parents with input into decision making (Parent survey participation rate)	56%				90%
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 17.5%				10%

	English Learners: 14.7% Low Income: 18.1% Students with Disabilities: 27.6% Hispanic/Latinx: 17.3%				
Suspension rate for all students and all significant subgroups	2018-19: 0%				0.5%
Expulsion rate for all students and all significant subgroups	2018-19: 0%				0%
Average Daily Attendance	2018-19:93.8%				95%
% of students with access to a broad course of study	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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, science, dance 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	$226,500	Y

		students in Special Education, this can be an especially motivating and engaging portion of their day.		
2	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. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$38,500	Y
3	Social Emotional Learning	D-3. Rocketship Redwood City Prep 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. PBIS will be one of our main priorities this year. We will focus on improving the fidelity of the practices across all spaces--classrooms, recess, and enrichment--so that we are creating a positive environment and culture with consistency. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the Shortest Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more community and culture building within a class. The goal of these curricula is to help students build toward the 5 social emotional competencies of self awareness, self management, social awareness, relationship skills, and responsible decision making, as well as encompassing the social justice standards of identity, diversity, justice, and action. This school year we formed a working group to audit the curricula with a DEI lens to continue to ensure we have representation across race, ability, ethnicity and representation. We had a group of 20 employees from across our 4 regions, across roles (i.e. enrichment coordinators, teachers, school leaders, mental health professionals, and learning lab specialists). This past year we implemented ""Smart	$37,689	Y

		Start"" components into the curricula. These derive from Conscious Discipline and Responsive Classroom, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created ""class creed,"" a ""feelings check,"" and a ""wishing well"" component--thereby promoting positive culture and SEL skills. The ""Smart Start"" component is a conscious effort to plan ahead for students returning after a year of closures with potentially higher needs and trauma. The routines will support them in the transition back to in-person learning. We also utilize mental health professionals for individual student support and providing small group support working with the SEL curriculum.This year we will be increasing our tiers of support. We are adding a Mental Health Provider intern program to our already existing Mental Health Provider team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students. We are expanding our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigrational, and other various services at each of our 13 Bay Area school sites. This program will be an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. The team of providers will work to gain family and community engagement by securing partnerships & resources for adults in relation to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community of Schools program will also work to design a program to address chronic absenteeism.		
4	Care Corps	D-4. In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff will regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations,	$75,000	N

		and can refer families to resources that will meet their needs. Care Corps staff will follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 5

Goal #	Description
5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours; set as less than 100%)	80%				90%
% Home visits completed	99%				95%
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	84%				89%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family involvement	E-1. Community Events: Rocketship Redwood City Prep 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, Rocketship Redwood City Prep invests in family 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. Family Volunteer Opportunities: Rocketship Redwood City family members will be encouraged to volunteer with their students to help tighten the link between the families and the school. These activities	$51,326	N

		will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will continue to expand and adapt the volunteer options and events in order to be inclusive of working family members and to accomodate for times when COVID-19 may not allow for family members to volunteer on campus. In addition to these components, we will be expanding our work with our school-based parent groups to deepen advocacy in their communities. We will intentionally bring a Diversity, Equity and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program. We plan to implement monthly family campus classroom tours to provide opportunities for families to provide feedback.		
2	Family Outreach	E-2. Rocketship Redwood City provides many opportunities throughout the school year for families to interact with school staff. The school offers monthly forums (i.e., Cafecitos) for families to provide feedback as well as learn in depth about school activities. This enables families to become a more active participant in their child's education. We also survey our families annually. We analyze the data and meet with families to review the results and seek further input on the actions moving forward. We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. We are seeking family input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.	$8,125	Y
3	School Leadership Team	E-3. Rocketship Redwood City's school leadership team, consisting of the principal, assistant principal, and the business operations manager	$82,175	N

		(BOM) and the office manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where families are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all family engagement goals and responsive to family input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to families through written, social media, and other forums. As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.		
4	Los Dichos	E-4. Los Dichos is a parent, family, and community engagement activity where family members read stories of Latino origin as a part of a literature-based program. The books read are bilingual and teach students about the Latino culture and values. Each one has a dicho, or saying, that reflects the story. After reading the bilingual book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Project Cornerstone staff. They then meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$5,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.42%	[Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Orange level for ELA. In Math, English Learners are at the Yellow level for and Socioeconomically Disadvantaged students are at the Green level. We had low performance in 2019 on the English Learner Progress Indicator, with 39.2% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 6.4%

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Rocketship Delta Prep student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Days are professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. 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.

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 5 points growth in ELA and 3 points growth in Math within the next three years (see expected outcomes in Goal 1), a high level English Learner Progress and at least a 15% English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019 on the CA Dashboard, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate at the Blue level. Our Chronic Absence rate in 2019 was Orange for both our Socioeconomically disadvantaged students and English Learners.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. We provide Enrichment opportunities and field trips to support the development of the whole child. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement.

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Rocketship Redwood City Prep community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Family Outreach

Expected Outcomes

By implementing a comprehensive Family Outreach program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around family perceptions of their satisfaction with the school, family participation in various events and opportunities, and the percent of our students' homes we are able to visit at the beginning of each school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Academic Growth and Achievement

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

The personalized learning action increases the amount of technology, tech support, online learning platforms, leveled libraries, learning lab materials and instructional materials available to English learners, low income students, and foster youth so that they can successfully

engage with the right content at the right time according to their needs and varying levels. Reading engagement adds funding for materials and supplies to support a school-wide reading initiative that fosters love of reading and reading growth above and beyond the ELA curriculum to provide additional support for our low income, English learners, and foster youth to grow as readers. Professional development and coaching actions add staffing and materials in support of expanded professional development opportunities and teacher coaching provided to all teachers, totaling about 4 hours per week, to ensure that teachers are supported to effectively meet the needs of our low income students, English learners, and foster youth. The actions for assessments and data days add assessment systems, staffing, and related materials to our program in order to provide accurate and actionable data on the learning progress and needs of our low income students, English learners, and foster youth and to dedicate time and expertise to the effective use of that data.

Climate and Culture

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

The Business Operations Manager action expands the staffing at our school in order to provide our low income students, English learners and foster youth an additional highly trained leader on campus dedicated to ensuring a safe and supportive school climate, smooth operations, and effective outreach for student engagement. The Operations Specialists add additional staffing in support of functions that are particularly beneficial to our low income students, English learners and foster youth. They ensure that school nutrition is well implemented, that recess and lunchtime activities are productive and positive, and that outreach for student support and re-engagement is timely and effective. The enrichment and field trips actions bring additional opportunities to our low income students, English learners, and foster youth by adding opportunities for learning beyond the core curriculum and in the community. Social emotional learning action adds staffing and resources in order to create and implement a comprehensive program in Social Emotional Learning and mental health supports to ensure that our low income students, English learners, and foster youth are supported not just academically but holistically, and that mental health support is available to them as needed.

Family Engagement

Family Outreach

Family Outreach adds staffing time devoted to engaging with families so that families of our low income students, English learners, and foster youth. This action supports the building of strong family-school relationships in support of students through such initiatives as home visits, opportunities and events for families, and outreach.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Redwood City Prep	Karina Barboza, Principal	kbarboza@rsed.org (650) 482-2429

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
2018-19 SBAC ELA: % meeting/exceeding the standard targets	2018-19 SBAC ELA: % meeting/exceeding the standard All Students: 41% (not met)

All Students: 50 % Econ Dis: 50% EL: 30% SPED: 15%	Econ Dis: 38% (not met) EL: 26% (not met) SPED: 25% (met) 2019-20 CAASPP Testing Cancelled
2018-19 SBAC Math: % meeting/exceeding the standard targets All Students: 50% Econ Dis: 50% EL: 40% SPED: 15%	2018-19 SBAC Math: % meeting/exceeding the standard All Students: 45.5% (not met) Econ Dis: 44.9% (not met) EL: 38% (not met) SPED: 18.2% (met) 2019-20 CAASPP Testing Cancelled
ELs: % of students scoring 3 or 4 on ELPAC: >72%	2017-18: 72.1% 2018-19: 58.2% (not met) 2019-20: Summative ELPAC cancelled
EL reclassification rate: 10%	2018-19: 9.3% 2019-20: 6.4% (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Redwood City Prep **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 Redwood City Prep 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.	Core Curriculum: $12,000 Books: $21,000 Administrator Comp/Ben: $72,185 Teachers Comp/Ben: $861,983 DOO/DOS Support (allocation from NeST): $40,942	LCFF Base $2,488 $6,950 $293,686 $575,838 $83,074 $148,294 $459,626 $45,880

Rocketship Redwood City Prep utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.	Support Staff (hourly wage): $40,968 Management Fee: $466,656 Office Supplies: $23,400 LCFF Base 4100 4210 1301 1110 2301 2201 5881 4350	
Personalized Learning A-2. RRWC'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**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students.	OLPs: $35,000 Chromebooks: $20,618 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $50,099 LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants, Tutors)	LCFF S &C $23,368 $4,845 $1,135 $47,438 $15,054 $27,014 Title I $350 $122,915

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.	Title I (RtI Curriculum, Tutors) 4411 4421 4390 4115 5822 5807 4120 2101	
Special Education supports A-3. Although RRWC 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 Redwood City Prep 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.	Special Education Supports: $4,591 Contracted Services: $18,314 ISE-Resource Specialists: $85,370 ISE-Paraprofessionals: $97,794 ISE-Regional (Psychologists, Speech Pathologists): $79,761 State Special Education funding + IDEA	State SPED + IDEA $1,512 State SPED $64,011 $117,160 $78,464 $4,309

	State Special Education funding ISE 4360, ISE 4330, ISE 4340, ISE 4421, 1120, 2101, 1902, 1190 ISE 5802	
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: $8,778 Title III 5804	Title III $11,883
Love of Reading Campaign A-5. Rocketship Alma will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	Printing & Reproduction: $4,000 (shared with A-2 Personalized Learning) LCFF S+C 5822	LCFF S &C $4,557

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Redwood City continued to use a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. We purchased paper Fountas and Pinnell leveled library book collections for guided reading, which allowed students to take books home so they could read more frequently. This supported our efforts to ensure that all students have access to a wide variety of texts at their own current reading level and to meet the different genre requirements in Common Core. We supported our ELA teachers to utilize our new Fountas and Pinnell library in their Guided Reading instruction, which gave our students access to more high quality text options. We also expanded the use of online learning programs in general education classrooms in order to facilitate small group instruction. These programs included Lexia and Lightsail for ELA, Freckle and Reflex for STEM, and ST Math for TK-1. We worked to better integrate Online Learning Programs in the classroom and increase student completion of OLP activities. 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 prioritized parts of the co-teaching block for literacy skills/guided reading. We enhanced the instructional leadership support for inclusion specialists. We differentiated support for new teachers by providing scripted curriculum in the form of Leveled Literacy Intervention. We saw strong results this year in terms of accelerated development for new SPED teachers as a result of implementing professional development and coaching expectations for new SPED teachers. We also kept data pulses and did frequent progress monitoring for students in Special Education with the goal for each student to grow four levels in a concentrated effort to close the achievement gap for students in Special Education. We used the data to make frequent adjustments to the intervention plans for students. We also focused this year on training teachers and leaders in the ELD Framework and Standards. There was an increase of professional development and training to support implementation of Integrated and Designated ELD.

With the COVID-19 school closures, we mobilized in order to begin distance learning within 2-3 days of closure. We provided modified curriculum and lesson plans for teachers in support of distance learning. We provided devices to students to ensure that 100% have devices and have home internet access. We provided community time in morning launch and landing daily, live lunches and exercise. Instruction included synchronous and asynchronous instruction for students through Facebook and Google Classroom. Instruction included direct individualized 1 to 1 service for students with disabilities through SPED teachers and related service providers. Additionally, we set up daily surveys for families and Care Corps to identify family needs and connect them with resources along with food, housing, and other services. We implemented coaching calls where teachers connected with students on their OLPs, monitored progress, and just checked in on how they are doing 2-3 times per week. Designated ELD is occurring through individual coaching calls or group conferences via zoom. Ongoing support and resources are shared with school staff to support distance learning.

Both state and local testing was cancelled in the Spring, so we do not have data to determine progress. We also don't have summative ELPAC data for this year, and the reclassification process was challenged by school closures. Our reclassification rate was 6.4%, below our 10% target.

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 teacher

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual
All students have access to standards-aligned instructional materials Target: Met	Met
All teachers have access to standards-aligned professional development Target: Met	Met
100% of full-time teachers have appropriate credentials	100% of full-time teachers have appropriate credentials

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Professional Development B-1. *Summer PD* Each summer, RRWC 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.	Summer PD: $75,455	LCFF S&C $53,041 $32,131 $5,868

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 Redwood City Prep has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RRWC will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	Thursday PD: $45,708 PD Fund: $15,000 LCFF Base 1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	
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 Redwood City Prep 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. RRWC will hire **temporary staff** members to facilitate administration and scoring of assessments.	Assessments: $15,267 Temporary Staff: $20,000 LCFF S&C 4414, 4360(Assessments) 5838 (Temporary Staff)	LCFF S&C $13,309 $-
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RRWC 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.	Data Days: $29,021 LCFF S&C	LCFF S&C $20,400

	1101, 1301	
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. RRWC 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: $114,844 LCFF Base 1301	LCFF S&C $165,706
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.	$32,000 Title II & Educator Effectiveness Grant 5833	Title II & Educator Effectiveness Grant $15,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for scoring assessments and the cancelled data days were reallocated to additional staffing to support distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Redwood City continued its intensive focus on professional development this year and fully implemented the planned professional development actions, adapting them as needed once the COVID-19 crisis necessitated closure. This year we focused a

lot on differentiating the professional development for teachers based on their career stages--developing, expanding, and master. As a result, we saw faster growth for developing and new teachers across content areas. With implementation of distance learning, we did specific professional development to support teachers and leaders in being ready to deliver synchronous and asynchronous instruction as well as check-ins with individual students.

Assessment plans were followed as scheduled until school closures in March in response to COVID-19 measures. There were two differences from the stated plan decided last summer before SY19-20 started: 1) the number of Cumulative assessments rounds was reduced from four to three; 2) Grades 3-5 were only to take NWEA in the Fall and Winter (Spring assessment removed to reduce testing burden on students who take state assessments). As a result of the COVID closures, final spring assessments were suspended. These included: Cumulative Round 3, STEP Round 4, Spring NWEA, CAASPP and Summative ELPAC. RRWC held five out of six planned Data Days this year. The March event was not held due to the COVID-19 crisis.

This year we continued to ensure that 100% of our core teachers were in compliance with the state as well as held the proper English Learner Authorization. We partnered with Loyola Marymount University and have over 20 teachers who will be graduating the program in spring of 2020 with their Preliminary and/or Special Education Credential. Our biggest holdback due to the COVID-19 pandemic has been planning for the 20-21 school year. Many of our teachers were taking their final credential tests in March, but their tests were cancelled due to Shelter in Place orders. We've been working closely with the California Teaching Commission and California Department of Education to see if any modifications will be made to keep our teachers in their roles next year. There are certain cases where modifications are being made, however other cases require an Executive Order from Gavin Newsom and we do not know when this will come. Additionally, we would typically have all new hires take their credential tests over the spring and summer and enroll in a credential program in their first year. This will not be possible this year due to the Shelter in Place order and test centers being closed. Most teachers will need to be on an emergency permit in their first year and focus on tests (as test centers are just now reopening in May 2020 and then enroll in a program in their 2nd year.

Rocketship Redwood City'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.

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

Annual Measurable Outcomes

Expected	Actual
3rd – 5th grade student survey: 765% of students that believe school is a safe environment to learn	No data available due to school closures
Parent survey: 85% of parents that believe school is safe 2019-20	87% of parents that believe school is safe 2019-20 (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
BOM C-1. Rocketship Redwood City Prep 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 Redwood City Prep'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.	Business Operations Manager (BOM): $104,156 LCFF Base 2301	LCFF S&C $101,351
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 Redwood City Prep will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom.	Building repairs: $0 Furniture: $8,251 Teacher room: $8,000 LCFF Base 5601 4430	LCFF Base $172 $22,906 $19,069

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.	4330	
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.	Custodial Services + Supplies: $68,300 LCFF Base 5821	LCFF Base $81,471
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.	Operations Specialists: $137,863 LCFF Base 2201	LCFF S&C $180,919
Security Services C-5. Rocketship Redwood City Prep 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.	Security Services: $5,000 LCFF Base 5823	LCFF S&C $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented the actions for Goal 3 as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our BOM continued to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. We continued to focus on developing BOMs in all areas of their operations work. This year we expanded our training for BOMs on the skills that make them strong and effective leaders--skills such as influence, collaboration, and effective communication. Our BOM served as safety lead for our campus. This included planning and leading safety training for all school-based staff at the site. Our BOM was responsible for knowing our safety plan, communicating it to the team, holding the safety meetings with the school leadership team, ensuring compliance with required safety drills, and ensuring that all safety equipment and supplies are complete, current, and functioning well. Our BOM acted as liaison to ensure safety protocols are followed with afterschool programs as well. Since the COVID 19 closures began, we are now adding several training sessions virtually, one every other week for BOMs.

We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs planned for this year. Our BOM and facilities staff were able to conduct 2-3 walkthroughs prior to the COVID-19 closure. During the walkthroughs, 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 throughout the year. Rocketship Redwood City continued to employ 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 resources as planned for purchase of materials for outfitting and decorating their classrooms. During th COVID closure, our maintenance staff visited all sites to assess and ensure sites are ready for return.

In order to provide a safe and clean environment for our school community, we utilized the services of a day porter during the school day and custodial services once a day in the evening. This year, Rocketship RRWC contracted with a custodial company to help get better pricing and create more consistent service. We instituted additional disinfecting procedures conducted by custodial services in the beginning of March prior to closures. Since closure, we have all of our custodial services going into schools and conducting deep cleans.

Operations Specialists continued their essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staffed arrival and dismissal and led recess and lunch for all students. They also supported daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists served as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We conducted additional training with our Operations Specialists this year through PlayworksU in support of indoor recess implementation, including facilitation of games and strategies for managing groups. Once the COVID -19 closure began, this training served as a springboard to support student wellness through virtual recess opportunities. Currently during the closure, our Operations Specialists continue to be employed and supporting various projects according to their skill sets, such as supporting distance learning, "Live Lunches," leading virtual lunches, reading bedtime stories for students, or joining a team called Care Core

which reaches out to families to check in on them and see how their needs are being met, participating in our twice weekly meal distribution, and providing translation support for teachers in working with families.

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. When parents were surveyed in regards to safety, 87% believe our school is a safe place for their children, which is an increase of 10% over last year's score of 77%. RRWC 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.

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: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual
Chronic absenteeism rate <10%	Chronic absenteeism rate 18.8% (not met)
Attendance rate (ADA) >95%	Attendance rate (ADA) 94% (not met)
Suspension rate <1%	Suspension rate 0.3% (met)
Expulsion rate 0%	Expulsion rate 0%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 Coordinators: $89,688 LCFF S+C 2101	LCFF S&C $83,752
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.	Field Trips: $38,500 LCFF S+C 5860	LCFF S&C $14,940
Social Emotional Learning D-3. RRWC 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.	Instructional Supplies: $2969 Educational Consultants: $30,000 LCFF S+C 4340 5804	LCFF S&C $9,542 $15,375
After School Program		LCFF S&C

D-4. RRWC 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 options for their children.	After School Program: $120,000 LCFF S+C 5911	$133,169
D-5. We currently have an average of 94% attendance which is significantly affecting students' progress. We started incentivizing attendance, for example, ice cream parties for Rocketeers who had perfect attendance all month long, along with "passports" for 2-week periods of arriving on time and in uniform.	Non-instructional materials: $5,000 (shared with A-2) LCFF Base 4380	LCFF S&C $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we fully implemented our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned. Funds budgeted for cancelled field trips were reallocated to additional staffing to support distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Redwood City implemented a minimum of daily physical education for all grades as well as upper grade science. We provided additional adaptive PE training to our physical education coaches to better serve students with special needs. We also offered an afterschool dance class. During COVID-19 closures, daily enrichment was incorporated into movement breaks led by physical education coaches in the form of daily workout videos. Additional enrichment opportunities such as science and art were provided as options for all students, although there was no designated core instruction during which a whole class gathered. Prior to COVID-19, we were able to send all 4th and 5th grade students to camp as previously scheduled. All other field trips were cancelled, but teachers provided virtual field trips such as science related trips to the aquarium and college campus visits.

We continued our PBIS implementation as planned. In addition to our active PBIS team, we added a full time mental health provider to our staff, and this enabled us to provide more SEL interventions at Tier 2 and 3 as needed. In addition to continued use of Kimochi

and RULER, we developed an internal SEL curriculum called ""The Shortest DIstance."" We provided Powerpoint lessons for teachers to facilitate SEL lessons daily. We saw many benefits of this more structured curriculum, especially that it is easier for teachers to implement with less planning and preparation. Using a common curriculum has allowed for a common language across the entire school in terms of SEL skills. Because of that, we have more frequently heard students and staff using the language of SEL in their interactions. This has also allowed us to provide parents with descriptions of the units and the topics and skills being addressed so that they have the opportunity to reinforce social emotional learning in the home. Since the COVID-19 closures, we have been holding daily SEL lessons for students as part of distance learning. Mental health providers are providing a daily post with resources, tips, and guidance on how families can support students' mental health needs during COVID-19 closure. We do expect increased SEL needs among students, families, and staff in addition to academic needs and are currently planning to address these needs.

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. RRWC has seen some success in this goal, indicated by maintenance of our 0.3% suspension rate and no history of expulsions; however, our 94% ADA is below our 95% target and our chronic absenteeism increased from 15.5% to 18.8%. This indicates there is a significant need for improvement and identification of attendance problems early so applicable support services and interventions can occur to combat chronic absenteeism.

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

Annual Measurable Outcomes

Expected	Actual
Parent attendance: 55% of parents attending an average of at least one school event per month	Data unavailable due to school closures
Parent survey: 85% of parents that are satisfied overall with their school	84% of parents that are satisfied overall with their school (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent involvement E-1. **Community Events:** RRWC 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, RRWC 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 RRWC 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.	Parent Appreciation and Materials: $5,609 LCFF Base 5822 4510 4720	LCFF Base $33,482
Parent Outreach E-2. RRWC provides many opportunities throughout the school year for parents to interact with RRWC 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. We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.	Parent Outreach – School Leader Comp: $9,727 LCFF S+C 1101	LCFF S&C $6,868
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.	Office Manager: $82,694 LCFF Base 2401	LCFF Base $84,062

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Redwood City hosted many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. We focused particularly this year on including cultural celebrations meaningful to the community. We were not able to attend the planned college trips due to COVID-19, but students were able to take a virtual tour of Stanford University. We expanded the volunteer options and adjusted timing of opportunities this year in order to be more inclusive of working parents, such as having later events and offering opportunities for take-home projects and remote support. We implemented Los Dichos, a monthly school event where parents come to campus and read with students in a variety of languages, including Spanish, English, and Vietnamese in order to strengthen a culture of literacy. Parents also received a skill-building workshop for this event including public speaking tips, how to engage students, and how to conduct read-alouds. Los Dichos transitioned to a video-recorded online program after the school closure.

At Rocketship Redwood City, 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. 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 received by parents and we plan on continuing that next year. We engaged in annual home visits as a regular part of our program. All of our students received a home visit by December 1 of 2019. We also hosted parent-teacher conferences three times this year,as planned. Our recently created Distance Learning LaunchPad features parent resources--Los Dichos activities continue virtually, as do the monthly parent coffees, but with increased frequency-weekly. One way in which we have elevated parent involvement is putting more intention into building parents as leaders and advocates. As a result, we have had more participation by parents in parent organizing committees, school site council, and parent organizing groups. We also added two parents to the Rocketship Board of Directors.

We added a daily wellness check-in for families under a new program called "Care Corps." This process begins with a form that a family completes with questions around needs such as food, shelter, financial assistance, employment resources, health, mental health,

and more. Based on the completed forms, a school-based task force follows up to connect families with resources that have been collected and vetted by the regional Growth, Community, and Engagement (GCE) team. In the event that a family identifies an unmet team that is more than the team can provide, the case is escalated to the network team for further support. In addition to the Care Corps implementation, we have also done a lot of work to ensure our students have access to needed technology. We have in most cases a 1 to 1 ratio of devices to students and have worked successfully with local agencies to ensure connectivity. We have implemented a program of frequent touchpoints with students, families, and school staff. We implemented a family component of our "live lunches" where families share recipes they enjoy with students, and also are engaging families in virtual bedtime stories.

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. Parent satisfaction has decreased slightly from 85% to 84%. 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase adequate PPE materials	$14,843	$19,636	N
Post signs around the school to guide healthy and safe behavior	$15,000	-	N
Cover additional cleaning and disinfecting for the campus	$34,536	$17,503	N
Compensate additional staff to cover those who need to quarantine	$109,480	$82,875	N

Update HVAC systems for additional filtration	$27,000	-	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In October, we were able to invite our highest need students with disabilities back for in-person instruction. Since November, we have been able to offer in-person designated ELD in small groups. We also offered learning pods to all English Learners, for in-person supervised distance learning. Those students would then join the designated ELD in the afternoons.

In December, we were able to offer less engaged students the opportunity to have in-person instruction for guided reading since all of our reading teachers returned to campus in November.

Beginning in April, we began the process of inviting all of the students back to campus for in-person instruction. We have had grades 4 and 5 in person since April, with all students offered a space. In May, we invited all students back for two days each week due to space constraints, except for grades 4 and 5 which have remained in a 5 days in-person schedule. Approximately, 23% of our students currently remain in the distance learning format. The biggest challenge to providing in-person instruction has been around maintaining adequate staffing with the need to quarantine for any positive COVID tests.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Gave stipends for COVID-19 campus lead (i.e., staff taking on additional work to ensure school safety during the pandemic)	$7,500	$5,000	N
Purchased additional Chromebooks to enable distance learning for all students	$57,600	$145,102	Y
Subscribed to distance learning platforms/tools (e.g., SeeSaw)	$1,224	$1,384	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

During the 2020-21 school year, we were able to deliver a consistent program that all of our students were able to access. The majority of students received instruction through distance learning for the majority of the school year and we continued to refine this model to improve its effectiveness, investing in engaging live lessons and strong participation in online learning programs. We implemented our distance learning model as planned with three hours daily live teaching, small group instruction, and on-demand learning every Friday as a full day of on-demand and independent learning. Our distance learning plan still allows students to access a curriculum that

includes the full content and rigor that students would receive in the classroom. We have found particular success with using Pear Deck to support close reading with our 3rd-5th graders. We are also proud of the success of our phonics instruction in the lower grades. Our youngest students are learning their letters earlier, but their sounds are coming a little later.

Additionally, we have sustained learning tools and elements of the school day from our in-person model to our distance learning model, allowing students to work with recognized tools and routines. Our students have used, and will continue to use, online learning programs both in-person and in a distance learning environment, which facilitate progress on key skills. Community events, like Launch to begin each day, are carried between the distance learning environment to help build community and offer a sense of consistency.

Access to Devices and Connectivity

Each student received their own personal Chromebook and a hotspot if needed, to make sure that technology was not a barrier for accessing distance learning. We continued to offer technical support for Chromebook challenges and any internet connectivity challenges and they arose throughout the year. None of our students were without the technology needed to access learning.

Pupil Participation and Progress

Student participation is determined based on a combination of their presence in synchronous learning activities and their completion of their independent work. Teachers and staff track attendance through presence in synchronous learning and participation in asynchronous tasks. If a student misses the first learning block of the day, the office manager reaches out to the family with a reminder. Through this process students' presence and absences are recorded and tracked. Teachers also track student attendance in all LIVE synchronous blocks to be able to follow up with students and families to support those who were unable to attend live lessons. Additionally, we also track student engagement in asynchronous learning, noting that when they have completed independent work, including online learning programs and teacher-assigned work. Students and families discuss low participation during follow up meetings with teachers and coaches. Additionally, teachers track progress through online learning programs, observations, interim assessments, and milestone assessments (where possible). Student progress in these areas will be recorded centrally and teachers and school leaders will review regularly, including monthly data days, in order to make program adjustments and ensure student growth.

We are proud of our 95% average daily attendance since January. We strove for high levels of student participation, because if students were not participating that they were missing out on learning opportunities. Similar to in person instruction, we found that the same students consistently had lower participation rates. Our teachers, Care Corps members, and school leaders worked to partner closely with these families to develop a shared understanding of the importance of participation and to find solutions to increase their consistent participation.

Distance Learning Professional Development

We have provided staff professional development in the distance learning model, health and safety protocols, social emotional learning, virtual learning tools, and supporting English Learners in distance learning. We continue to provide virtual professional development. The virtual format has allowed for cross-school collaboration with three other Rocketship schools. Our staff continues to receive individualized coaching from school leaders to support their individual needs. All school leaders received training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement.

Staff Roles and Responsibilities

We have been successful at reallocating our staff members whose regular responsibilities have been decreased or eliminated due to distance learning to positions where they can support families with the wraparound supports that they need or provide additional small student group engagement. Our staff were able to adapt to distance learning, which was supported by some role changes and trainings. The individualized coaching model, which has always been a part of the program at Rocketship, was particularly important in making sure that all staff had the support that they needed and consistently received feedback on how to engage with students and families.

Support for Pupils with Unique Needs

We prioritized our pupils with unique needs to return to campus for the earliest available in-person instruction. We were also able to effectively implement programs to adapt distance learning for our students with unique needs. This included integrated and designated EL instruction for our English Language Learners, and IEP accommodations for our students with special needs. We have continued to observe gaps between assessment scores for students in these groups and other students. Remediation plans will be tailored to particularly target these students' needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional small group tutoring opportunities	$78,435	$39,578	Y

Compensate staff for extended instructional time	$19,609	$8,528	Y
Purchase online learning platforms (Lexia and Reflex)	$20,752	$32,028	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All actions were implemented as planned. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to administer the NWEA MAP assessment at the beginning of the year for our students in first grade and up. While the assessment revealed that students were, on average, starting the year behind where students had been in previous years, the gaps were not as large as NWEA predicted, which gave us confidence that our distance learning program was having an impact. We were able to offer all students the in-person assessment option and have encouraged even those remaining in distance learning to come to campus to take their assessments.

We've also been able to consistently track student progress through online learning programs and class assignments. These have helped to guide full class remediation and small group instruction. We've seen that as students revisit foundational skills their mastery grows.

Students have frequent opportunities to work at their own pace, including guided reading at their own instructional reading level, small group instructional days for math, the Distance Learning Launchpad as a flexible online learning hub, and online learning programs that adjust to their skills. This work which adapts to students current levels will ensure that they don't skip ahead, leaving gaps in their learning. Additionally, students will be engaging in regular small group instruction, giving them the chance to revisit any needed skills.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students have responded well to our expanded SEL curriculum and emphasis. We notice that the topics covered in daily SEL lessons are carried over into students' interactions with each other and their teachers throughout the day. We know that forming relationships online looks different than in person and the SEL lessons have helped to forge community bonds, although we still have students, especially our younger students, who are struggling to form the same types of relationships that they would in person.

Our mental health provider has been able to implement interventions to individuals and small groups based on the data from our SEL screener. During the month of May, we had a school-wide focus on mental health with presentations focused on the topic.

Through our Care Corps, we've been able to stay connected to our familys' needs. As families expressed struggles (e.g., food, housing), they were connected with trained Care Corps members who helped them navigate to resources. This was enabled by a growing number of community partnerships.

For our staff, we've continued to emphasize rest as a way to support mental health--offering staff additional rest days throughout the year and making sure that they had breaks worked into their schedule. We've also invested in spaces to staff to discuss challenges--especially around DEI-related injustices occurring in our country. Cultivating space to process has been key for staff member's mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our tiered intervention approach continued to emphasize strong relationship building with students and families and adapting to find solutions that meet individual needs. We've found that families respond well to this approach and we're able to work through challenges in a way that feels collaborative and opens dialogue. We've found that some of families have been facing unique challenges in the distance learning context (e.g., how to support distance learning for young students when a parent is also working) and we've tried to be creative in working with them towards solutions.

For students who are disengaged, we are taking a tiered approach to intervening, which mirrors the approach that we've taken during in-person learning. When a student has an absence, the family receives a notification and has the opportunity to provide information to show that the absence should be excused. Students with persistent absences meet first with their teacher to discuss the implications of those absences and try to find solutions that allow the student to attend consistently. If absences continue, families then meet with school leaders who also discuss truancy implications and work to find customized solutions. Notification calls are available in English

and Spanish. Outreach to families will be made by a staff member who speaks the language that the family is most comfortable in or by a staff member with a supporting translator.

We had an Adopt a Family program this year with our PBIS team doing additional outreach and fundraising efforts to support families with additional needs.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our distance learners, we serve meals twice a week so our students have five days worth of meals. One service day we distribute three days worth of breakfast and lunch and the other day we distribute two days worth of breakfast and lunch.

When we have students on campus, we will place them into small groups. We serve daily breakfast and lunch during their normal meal times. All meal service is provided in this small-group setting to ensure student and staff safety, avoiding exposure between cohorts of students.

In both environments, we track students who receive meals in order to facilitate free and reduced meals for those students who are eligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on personalization, Social Emotional Learning, and family engagement have been critical during this year and will continue going forward. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to regularly assess each of our students using NWEA MAP and STEP assessments, as well as the data from our Online Learning Platforms to monitor progress and inform instructional planning. We will strengthen our intervention program to address learning loss by adding an associate teacher to support with small group instruction across grade levels. In the lower grades, to address learning loss, we will provide robust instruction in foundational reading and math skills and continue to provide additional immediate support with our interventionist for any students who have fallen behind. For our English Learners, we will provide comprehensive English Language Development through integrated and designated ELD instruction. Designated ELD will be provided in targeted groups based on assessment data, and we will provide timely communication to families on how to support their students and to celebrate progress.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions and services implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Rocketship Redwood City instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments, personalizations, and academic supports. We will provide additional academic supports, such as small group intervention for reading and math, as well as additional targeted ELD support and communication with families.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 768,945	$ 1,186,368
LEA-wide Total:	$ 768,945	$ 1,186,368
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Standards-Aligned Instruction & Materials	LEA-wide		RRWC	$ 12,000	$ 12,000	No
1	1		LEA-wide		RRWC	$ 23,200	$ 25,200	No
1	1				RRWC	$ 5,000	$ 5,000	No
1	1						$ -	
1	1						$ -	
1	2	Personalized Learning	LEA-wide	EL, Low Income, Foster	RRWC	$ 27,336	$ 35,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RRWC	$ -	$ 42,510	Yes
1	2		LEA-wide	EL, Low Income, Foster	RRWC	$ 5,000	$ 5,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RRWC	$ 10,000	$ 25,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RRWC	$ 9,600	$ 9,600	Yes
1	2		LEA-wide	EL, Low Income, Foster	RRWC	$ 24,600	$ 24,600	Yes
1	2		LEA-wide		RRWC		$ 1,800	No
1	2		LEA-wide	EL, Low Income, Foster	RRWC		$ 161,250	Yes
1	2		LEA-wide	EL, Low Income, Foster	RRWC		$ 107,500	Yes
1	2	Administrative	LEA-wide		RRWC	$ 151,010	$ 151,010	No
1	2		LEA-wide		RRWC	$ 690,986	$ 690,986	No
1	2		LEA-wide		RRWC	$ 23,475	$ 23,475	No
1	2		LEA-wide		RRWC	$ 151,708	$ 151,708	No
1	2		LEA-wide		RRWC	$ 653,028	$ 653,028	No
1	2		LEA-wide		RRWC	$ 50,000	$ 50,000	No
1	2						$ -	
1	3	Special Education Supports	Limited		RRWC		$ 24,189	No
1	3		Limited		RRWC		$ 44,266	No
1	4				RRWC		$ 20,000	No
1	4						$ -	
1	4						$ -	
1	4	GLAD Training and Curriculum	LEA-wide		RRWC		$ 21,801	
1	5	Reading Engagement	LEA-wide	EL, Low Income, Foster	RRWC	$ 8,889	$ 8,889	Yes
1	5		LEA-wide	EL, Low Income, Foster			$ -	Yes
2	1	Professional Development	LEA-wide	EL, Low Income, Foster	RRWC	$ 65,065	$ 65,065	Yes
2	1		LEA-wide	EL, Low Income, Foster	RRWC	$ 39,414	$ 39,414	Yes
2	1		LEA-wide	EL, Low Income, Foster		$ 15,000	$ 15,000	Yes
2	1						$ -	
2	1						$ -	
2	2	Assessments	LEA-wide	EL, Low Income, Foster	RRWC	$ 5,500	$ 6,500	Yes
2	2		LEA-wide	EL, Low Income, Foster	RRWC	$ 2,500	$ 5,000	Yes
2	2						$ -	
2	2						$ -	
2	2						$ -	
2	3	Data Days	LEA-wide	EL, Low Income, Foster	RRWC	$ 25,025	$ 25,025	Yes
2	3	ISE-Resource Specialists	Limited		RRWC	$ 168,646	$ 168,646	No
2	3	ISE-Paraprofessionals	Limited		RRWC	$ 81,276	$ 81,276	No
2	3	ISE-Regional (Psychologists, Speech Path	Limited		RRWC	$ 107,784	$ 107,784	No
2	3						$ -	
2	4	Coaching	LEA-wide	EL, Low Income, Foster	RRWC	$ 184,275	$ 184,275	Yes
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	5	Teacher Credentialing	LEA-wide		RRWC		$ 16,875	No
2	5						$ -	
2	5	Culturally Responsive Pedagogy					$ -	
2	5						$ -	
2	5						$ -	
3	1	Business Operations Manager	LEA-wide	EL, Low Income, Foster	RRWC	$ 107,000	$ 107,000	Yes
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	2	School Maintenance	LEA-wide		RRWC	$ 10,000	$ 10,000	No
3	2		LEA-wide		RRWC	$ 10,306	$ 12,306	No
3	2		LEA-wide		RRWC	$ 10,000	$ 10,000	No
3	2						$ -	
3	2						$ -	
3	3	Custodial Service and Supplies	LEA-wide		RRWC	$ 56,800	$ 61,800	No
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	4	Operations Specialists	LEA-wide	EL, Low Income, Foster	RRWC	$ 50,427	$ 50,427	Yes
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	5	Removed Security Services as action for 21			RRWC	$ 5,000	$ 5,000	No
4	1	Enrichment	LEA-wide	EL, Low Income, Foster	RRWC	$ 105,000	$ 105,000	Yes
4	1				RRWC		$ 121,500	No
4	1						$ -	
4	1						$ -	
4	2	Field Trips	LEA-wide	EL, Low Income, Foster	RRWC	$ 38,500	$ 38,500	Yes
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	3	Social Emotional Learning	LEA-wide	EL, Low Income, Foster	RRWC	$ 7,689	$ 7,689	Yes
4	3		LEA-wide	0		$ 30,000	$ 30,000	Yes

4	3		LEA-wide					$ -	
4	3							$ -	
4	3							$ -	
4	4	CareCorp	LEA-wide	EL, Low Income, Foster	RRWC			$ 75,000	Yes
4	4							$ -	
4	4							$ -	
4	4							$ -	
4	4							$ -	
5	1	Parent Involvement	LEA-wide		RRWC	$	51,326	$ 51,326	No
5	1							$ -	
5	1							$ -	
5	1							$ -	
5	1							$ -	
5	2	Parent Outreach	LEA-wide	EL, Low Income, Foster	RRWC	$	8,125	$ 8,125	Yes
5	2							$ -	
5	2							$ -	
5	2							$ -	
5	2							$ -	
5	3	School Leadership Team	LEA-wide		RRWC	$	82,175	$ 82,175	No
5	3							$ -	
5	3	Los Dichos	LEA-wide	EL, Low Income, Foster	RRWC			$ 5,000	Yes
5	3							$ -	

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,112,664	$ 188,954	$ -	$ 487,899	3,789,518	$ 2,366,665	$ 1,422,852

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Instruction & Materials	N/A	$ 12,000				$ 12,000
1	1		N/A	$ 23,200			$ 2,000	$ 25,200
1	1		N/A	$ 5,000				$ 5,000
1	1							$ -
1	1							$ -
1	2	Personalized Learning		$ 27,336			$ 7,664	$ 35,000
1	2			$ -			$ 42,510	$ 42,510
1	2			$ 5,000				$ 5,000
1	2			$ 10,000			$ 15,000	$ 25,000
1	2			$ 9,600				$ 9,600
1	2			$ 24,600			$ -	$ 24,600
1	2		N/A				$ 1,800	$ 1,800
1	2						$ 161,250	$ 161,250
1	2						$ 107,500	$ 107,500
1	2	Administrative	N/A	$ 151,010				$ 151,010
1	2		N/A	$ 690,986				$ 690,986
1	2		N/A	$ 23,475				$ 23,475
1	2		N/A	$ 151,708				$ 151,708
1	2		N/A	$ 653,028				$ 653,028
1	2		N/A	$ 50,000				$ 50,000
1	2							$ -
1	3	Special Education Supports	Special Education		$ 23,189		$ 1,000	$ 24,189
1	3		Special Education		$ 24,266		$ 20,000	$ 44,266
1	4		Special Education		$ 20,000			$ 20,000
1	4							$ -
1	4							$ -
1	4	GLAD Training and Curriculum	EL				$ 21,801	$ 21,801
1	5	Reading Engagement		$ 8,889				$ 8,889
1	5							$ -
2	1	Professional Development		$ 65,065				$ 65,065
2	1			$ 39,414				$ 39,414
2	1			$ 15,000				$ 15,000
2	1							$ -
2	1							$ -
2	2	Assessments		$ 5,500			$ 1,000	$ 6,500
2	2			$ 2,500			$ 2,500	$ 5,000
2	2							$ -
2	2							$ -
2	2							$ -
2	3	Data Days		$ 25,025				$ 25,025
2	3	ISE-Resource Specialists	N/A	$ 168,646				$ 168,646
2	3	ISE-Paraprofessionals	N/A	$ 81,276				$ 81,276
2	3	ISE-Regional (Psychologists, Speech Patho	N/A	$ 107,784				$ 107,784
2	3							$ -
2	4	Coaching		$ 184,275				$ 184,275
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	5	Teacher Credentialing	N/A				$ 16,875	$ 16,875
2	5							$ -
2	5	Culturally Responsive Pedagogy						$ -
2	5							$ -
2	5							$ -
3	1	Business Operations Manager		$ 107,000			$ -	$ 107,000
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	2	School Maintenance	N/A	$ 10,000			$ -	$ 10,000
3	2		N/A	$ 10,306			$ 2,000	$ 12,306
3	2		N/A	$ 10,000				$ 10,000
3	2							$ -
3	2							$ -
3	3	Custodial Service and Supplies	N/A	$ 56,800			$ 5,000	$ 61,800
3	3							$ -
3	3							$ -
3	3							$ -
3	3							$ -
3	4	Operations Specialists		$ 50,427				$ 50,427
3	4							$ -
3	4							$ -
3	4							$ -
3	4							$ -
3	5	Removed Security Services as action for 21	N/A	$ 5,000				$ 5,000
4	1	Enrichment		$ 105,000				$ 105,000
4	1		N/A		$ 121,500			$ 121,500
4	1							$ -
4	1							$ -
4	2	Field Trips		$ 38,500				$ 38,500
4	2							$ -
4	2							$ -
4	2							$ -
4	2							$ -
4	3	Social Emotional Learning		$ 7,689				$ 7,689

4	3			$ 30,000			$ 30,000
4	3					$ -	$ -
4	3						$ -
4	3						$ -
4	4	CareCorp				$ 75,000	$ 75,000
4	4						$ -
4	4						$ -
4	4						$ -
4	4						$ -
5	1	Parent Involvement	N/A	$ 51,326			$ 51,326
5	1						$ -
5	1						$ -
5	1						$ -
5	1						$ -
5	2	Parent Outreach		$ 8,125			$ 8,125
5	2						$ -
5	2						$ -
5	2						$ -
5	2						$ -
5	3	School Leadership Team	N/A	$ 82,175			$ 82,175
5	3						$ -
5	3	Los Dichos				$ 5,000	$ 5,000
5	3						$ -
5	3						

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Futuro Academy

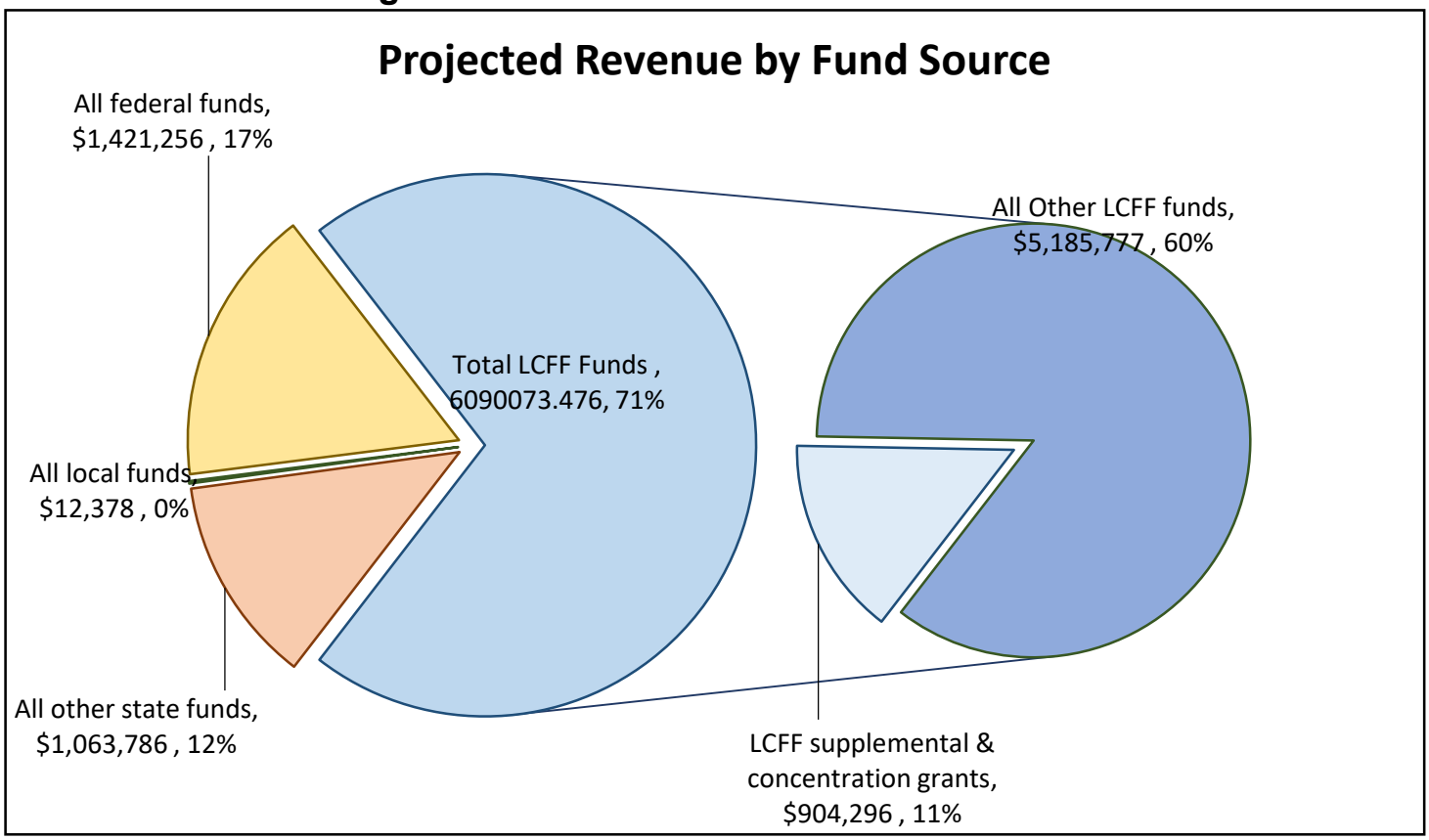
CDS Code: 07-77024-0134072

School Year: 2021 – 22

LEA contact information: Keysha Bailey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

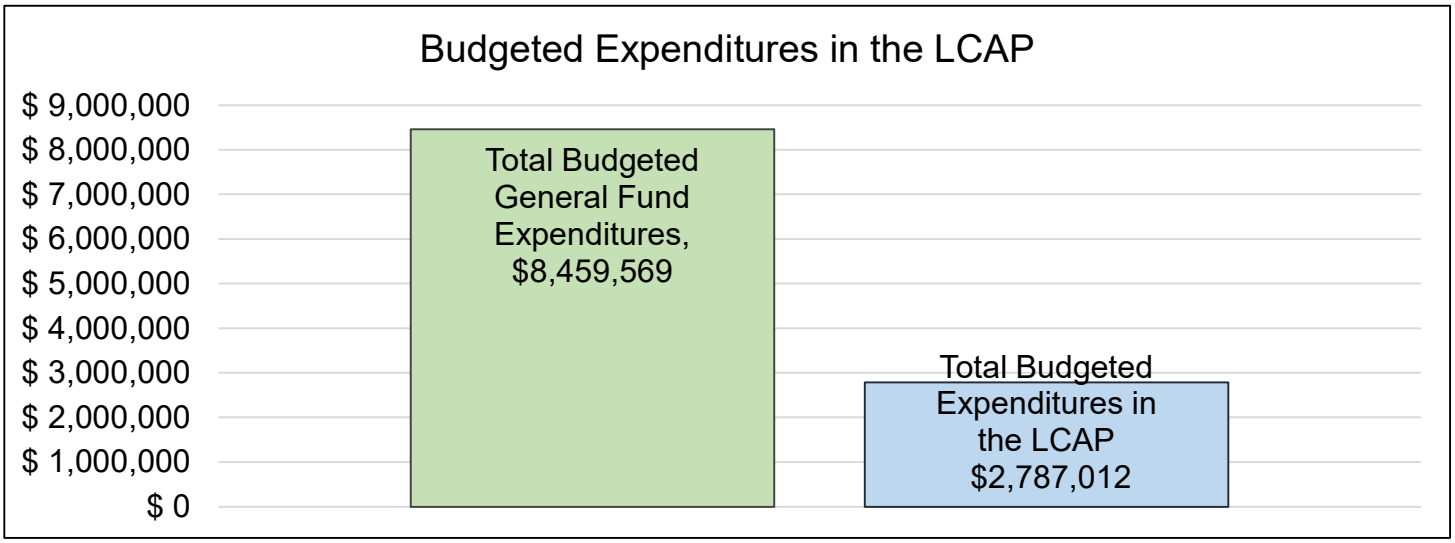


This chart shows the total general purpose revenue Rocketship Futuro Academy expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Futuro Academy is $8,587,493.68, of which $6,090,073.48 is Local Control Funding Formula (LCFF), $1,063,786.47 is other state funds, $12,378.00 is local funds, and $1,421,255.74 is federal funds. Of the $6,090,073.48 in LCFF Funds, $904,296.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Futuro Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Futuro Academy plans to spend $8,459,569.20 for the 2021 – 22 school year. Of that amount, $2,787,011.62 is tied to actions/services in the LCAP and $5,672,557.57 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

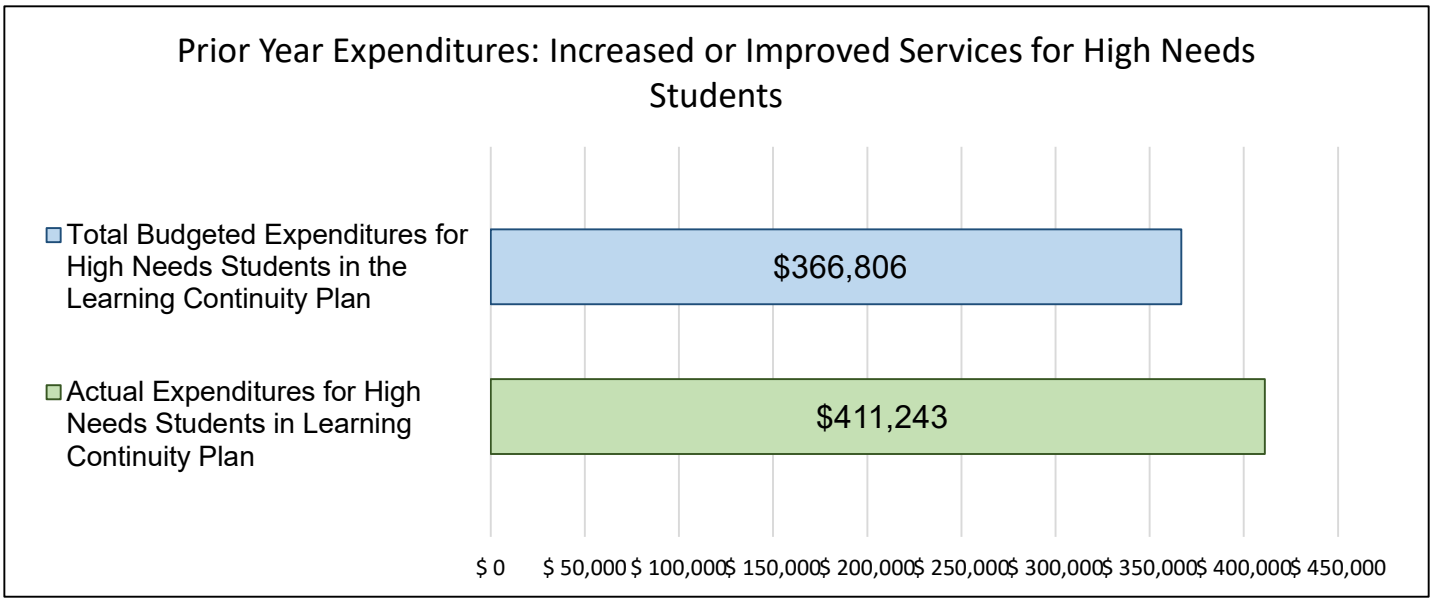
rent, utilities, building repairs & maintenance, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rocketship Futuro Academy is projecting it will receive $904,296.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Futuro Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Futuro Academy plans to spend $1,372,555.23 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Rocketship Futuro Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Futuro Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rocketship Futuro Academy's Learning Continuity Plan budgeted $366,806.00 for planned actions to increase or improve services for high needs students. Rocketship Futuro Academy actually spent $411,242.58 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Futuro Academy	Kimberly Brown, Principal	info_rfa@rsed.org (925) 246-5537

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
2018-19 SBAC ELA: % meeting/exceeding the standard targets	2018-19 SBAC ELA: % meeting/exceeding the standard All Students: 51.4% (met)

All Students: 36% Econ Dis: 36% EL: >15% SPED: %	Econ Dis: 53.3% (met) EL: 40.4% (met) SPED: % 2019-20 CAASPP Testing Cancelled
2018-19 SBAC Math: % meeting/exceeding the standard targets All Students: 45% Econ Dis: 43% EL: 39% SPED: %	2018-19 SBAC Math: % meeting/exceeding the standard All Students: 63.5% (met) Econ Dis: 60% (met) EL: 57.7% (met) SPED: % 2019-20 CAASPP Testing Cancelled
ELs: >80% of students scoring 3 or 4 on ELPAC: %	2017-18: 81.7% 2018-19: 62.2% (not met) 2019-20: Summative ELPAC cancelled
EL reclassification rate: 10%	2018-19: 5.1% 2019-20: 9.5% (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Futuro **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 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.	Core Curriculum: $12,000 Books: $27,300 LCFF Base 4100 4210	LCFF Base $5,428 $28,949

Rocketship Futuro utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.		
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**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.	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 LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors) 4411 4421 4390 4115	LCFF S &C $40,544 $22,755 $435 $30,798 $10,805 $35,864 Title I $550 $353,662

	5822 5807 4120 2101	
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 meaningful inclusion opportunities to students with significant learning and/or behavioral needs through a combination of small caseloads, differentiated curriculum, and targeted professional development for special and general education staff.	Special Education Supports: $9,172 Contracted Services: $22,037 State Special Education funding + IDEA State Special Education funding ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	State SPED + IDEA $1,635 State SPED $129,156
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	GLAD Training: $17,055 Title III 5804	Title III $24,472

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.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Futuro continued to use a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. We purchased paper Fountas and Pinnell leveled library book collections for guided reading, which allowed students to take books home so they could read more frequently. This supported our efforts to ensure that all students have access to a wide variety of texts at their own current reading level and to meet the different genre requirements in Common Core. We supported our ELA teachers to utilize our new Fountas and Pinnell library in their Guided Reading instruction, which gave our students access to more high quality text options. We also expanded the use of online learning programs in general education classrooms in order to facilitate small group instruction. These programs included Lexia and Lightsail for ELA, Freckle and Reflex for STEM, and ST Math for TK-1. We worked to better integrate Online Learning Programs in the classroom and increase student completion of OLP activities. 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 prioritized parts of the co-teaching block for literacy skills/guided reading. We enhanced the instructional leadership support for inclusion specialists. We differentiated support for new teachers by providing scripted curriculum in the form of Leveled Literacy Intervention. We saw strong results this year in terms of accelerated development for new SPED teachers as a result of implementing professional development and coaching expectations for new SPED teachers. We also focused this year on training teachers and leaders in the ELD Framework and Standards. There was an increase of professional development and training to support implementation of Integrated and Designated ELD.

With the COVID-19 school closures, we mobilized in order to begin distance learning within 2-3 days of closure. We provided modified curriculum and lesson plans for teachers in support of distance learning. We provided devices to students to ensure that 100% have devices and have home internet access. We provided community time in morning launch and landing daily, live lunches and exercise.

Instruction included synchronous and asynchronous instruction for students through Facebook and Google Classroom. Instruction included direct individualized 1 to 1 service for students with disabilities through SPED teachers and related service providers. Additionally, we set up daily surveys for families and Care Corps to identify family needs and connect them with resources along with food, housing, and other services. We implemented coaching calls where teachers connected with students on their OLPs, monitored progress, and just checked in on how they are doing 2-3 times per week. Designated ELD is occurring through individual coaching calls or group conferences via zoom. Ongoing support and resources are shared with school staff to support distance learning.

Both state and local testing was cancelled in the Spring, so we do not have data to determine progress. We also don't have summative ELPAC data for this year, and the reclassification process was challenged by school closures. Our reclassification rate was 9.5%, below our 10% target.

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 teacher

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual
All students have access to standards-aligned instructional materials Target: Met	Met
All teachers have access to standards-aligned professional development Target: Met	Met
100% of full-time teachers have appropriate credentials	100% of full-time teachers have appropriate credentials

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 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 will have received.	Summer PD: $69,707 Thursday PD: $42,226 PD Fund: 12,800 LCFF S+C 1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	LCFF S&C $76,267 $46,200 $6,255
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 transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model	Assessments: $26,677 Temporary Staff: $17,000 LCFF S+C 4414, 4360 (Assessments)	LCFF S&C $21,466 $-

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.	5838 (Temporary Staff)	
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.	Data Days: $26,810 LCFF S+C 1101, 1301	LCFF S&C $29,333
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: $107,813 LCFF S+C 1301	LCFF S&C $141,996
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.	$59,375 Title II & Educator Effectiveness Grant 5833	Title II & Educator Effectiveness Grant $25,600

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for scoring assessments and the cancelled data days were reallocated to additional staffing to support distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Futuro continued its intensive focus on professional development this year and fully implemented the planned professional development actions, adapting them as needed once the COVID-19 crisis necessitated closure. This year we focused a lot on differentiating the professional development for teachers based on their career stages--developing, expanding, and master. As a result, we saw faster growth for developing and new teachers across content areas. With implementation of distance learning, we did specific professional development to support teachers and leaders in being ready to deliver synchronous and asynchronous instruction as well as check-ins with individual students.

Assessment plans were followed as scheduled until school closures in March in response to COVID-19 measures. There were two differences from the stated plan decided last summer before SY19-20 started: 1) the number of Cumulative assessments rounds was reduced from four to three; 2) Grades 3-5 were only to take NWEA in the Fall and Winter (Spring assessment removed to reduce testing burden on students who take state assessments). As a result of the COVID closures, final spring assessments were suspended. These included: Cumulative Round 3, STEP Round 4, Spring NWEA, CAASPP and Summative ELPAC. RFA held five out of six planned Data Days this year. The March event was not held due to the COVID-19 crisis.

This year we continued to ensure that 100% of our core teachers were in compliance with the state as well as held the proper English Learner Authorization. We partnered with Loyola Marymount University and have over 20 teachers who will be graduating the program in spring of 2020 with their Preliminary and/or Special Education Credential. Our biggest holdback due to the COVID-19 pandemic has been planning for the 20-21 school year. Many of our teachers were taking their final credential tests in March, but their tests were cancelled due to Shelter in Place orders. We've been working closely with the California Teaching Commission and California Department of Education to see if any modifications will be made to keep our teachers in their roles next year. There are certain cases where modifications are being made, however other cases require an Executive Order from Gavin Newsom and we do not know when this will come. Additionally, we would typically have all new hires take their credential tests over the spring and summer and enroll in a credential program in their first year. This will not be possible this year due to the Shelter in Place order and test centers being closed. Most teachers will need to be on an emergency permit in their first year and focus on tests (as test centers are just now reopening in May 2020 and then enroll in a program in their 2nd year.

Rocketship Futuro'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.

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

Annual Measurable Outcomes

Expected	Actual
3rd – 5th grade student survey: 85% of students that believe school is a safe environment to learn	Data unavailable due to school closures
Parent survey: 85% of parents that believe school is safe 2019-20	80% of parents that believe school is safe 2019-20 (not met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 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.	Business Operations Manager (BOM): $104,156 LCFF S+C 2301	LCFF S&C $125,189
School Maintenance		LCFF Base

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 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.	Building repairs: $44,400 Furniture: $15,335 Teacher room: $10,400 LCFF Base 5601 4430 4330	$4,066 $24,978 $14,050
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.	Custodial Services + Supplies: $65,079 LCFF Base 5821 4320	LCFF Base $144,486
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.	Operations Specialists: $151,687 LCFF S+C 2201	LCFF S&C $290,245
Security Services C-5. 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.	Security Services: $39,000 LCFF S+C 5823	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented the actions for Goal 3 as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our BOM continued to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. We continued to focus on developing BOMs in all areas of their operations work. This year we expanded our training for BOMs on the skills that make them strong and effective leaders--skills such as influence, collaboration, and effective communication. Our BOM served as safety lead for our campus. This included planning and leading safety training for all school-based staff at the site. Our BOM was responsible for knowing our safety plan, communicating it to the team, holding the safety meetings with the school leadership team, ensuring compliance with required safety drills, and ensuring that all safety equipment and supplies are complete, current, and functioning well. Our BOM acted as liaison to ensure safety protocols are followed with afterschool programs as well. Since the COVID 19 closures began, we are now adding several training sessions virtually, one every other week for BOMs.

We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs planned for this year. Our BOM and facilities staff were able to conduct 2-3 walkthroughs prior to the COVID-19 closure. During the walkthroughs, 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 throughout the year. Rocketship Futuro continued to employ 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 resources as planned for purchase of materials for outfitting and decorating their classrooms. During th COVID closure, our maintenance staff visited all sites to assess and ensure sites are ready for return.

In order to provide a safe and clean environment for our school community, we utilized the services of a day porter during the school day and custodial services once a day in the evening. This year, Rocketship RFA contracted with a custodial company to help get better pricing and create more consistent service. We instituted additional disinfecting procedures conducted by custodial services in the beginning of March prior to closures. Since closure, we have all of our custodial services going into schools and conducting deep cleans.

Operations Specialists continued their essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staffed arrival and dismissal and led recess and lunch for all students. They also supported daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists served as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We conducted additional training with our Operations Specialists this year through PlayworksU in support of

indoor recess implementation, including facilitation of games and strategies for managing groups. Once the COVID -19 closure began, this training served as a springboard to support student wellness through virtual recess opportunities. Currently during the closure, our Operations Specialists continue to be employed and supporting various projects according to their skill sets, such as supporting distance learning, "Live Lunches," leading virtual lunches, reading bedtime stories for students, or joining a team called Care Core which reaches out to families to check in on them and see how their needs are being met, participating in our twice weekly meal distribution, and providing translation support for teachers in working with families.

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. When parents were surveyed in regards to safety, 80% believe our school is a safe place for their children. 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.

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: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual
Chronic absenteeism rate <10%	Chronic absenteeism rate 9.1% (met)
Attendance rate (ADA) >95%	Attendance rate (ADA) 95.1% (met)
Suspension rate <1%	Suspension rate 0% (met)
Expulsion rate 0%	Expulsion rate 0% (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 Coordinators: $94,050 LCFF S+C 2201	LCFF S&C $155,172
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.	Field Trips: $38,500 LCFF S+C 5860	LCFF S&C $17,940
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.	Instructional Supplies: $5,510 Educational Consultants: $30,000 LCFF S+C 4340 5804	LCFF S&C $8,793 $26,263
After School Program		LCFF S&C

D-4. RFA 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 options for their children.	After School Program: $100,000 LCFF S+C 5911	$120,393

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we fully implemented our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned. Funds budgeted for cancelled field trips were reallocated to additional staffing to support distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Futuro implemented a minimum of daily physical education for all grades as well as upper grade science. We provided additional adaptive PE training to our physical education coaches to better serve students with special needs. After school, we offered sports and creative arts through a partnership with a local agency. We were also able to offer a small school basketball team and a dance and cheer team for our students through the efforts of our teachers. During COVID-19 closures, daily enrichment was incorporated into movement breaks led by physical education coaches in the form of daily workout videos. Additional enrichment opportunities such as science and art were provided as options for all students, although there was no designated core instruction during which a whole class gathered. Prior to COVID-19, we were able to send all 4th and 5th grade students to camp as previously scheduled. All other field trips were cancelled, but teachers provided virtual field trips such as science related trips to the aquarium and college campus visits.

We continued our PBIS implementation as planned. In addition to our active PBIS team, we added a full time mental health provider to our staff, and this enabled us to provide more SEL interventions at Tier 2 and 3 as needed. In addition to continued use of Kimochi and RULER, we developed an internal SEL curriculum called ""The Shortest DIstance."" We provided Powerpoint lessons for teachers to facilitate SEL lessons daily. We saw many benefits of this more structured curriculum, especially that it is easier for teachers to implement with less planning and preparation. Using a common curriculum has allowed for a common language across the entire school in terms of SEL skills. Because of that, we have more frequently heard students and staff using the language of SEL in their

interactions. This has also allowed us to provide parents with descriptions of the units and the topics and skills being addressed so that they have the opportunity to reinforce social emotional learning in the home. Since the COVID-19 closures, we have been holding daily SEL lessons for students as part of distance learning. Mental health providers are providing a daily post with resources, tips, and guidance on how families can support students' mental health needs during COVID-19 closure. We do expect increased SEL needs among students, families, and staff in addition to academic needs and are currently planning to address these needs.

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. RFA has seen great success in this goal, indicated by our zero suspension rate and no history of expulsions. Our ADA increased slightly from 94.7% to 95.1%, while our chronic absenteeism decreased from 12.1% to 9.1%.

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

Annual Measurable Outcomes

Expected	Actual
Parent attendance: 75% of parents attending an average of at least one school event per month	Data unavailable due to school closures
Parent survey: >85% of parents that are satisfied overall with their school	90% of parents that are satisfied overall with their school (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

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.	Parent Appreciation and Materials: $10,790 LCFF Base 5822 4510 4720	LCFF Base $36,337
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. We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.	Parent Outreach – School Leader Comp: $9,727 LCFF S+C 1101	LCFF S&C $9,091
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.	Office Manager: $82,694 LCFF Base 2401	LCFF Base $52,112

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Futuro hosted many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. We focused particularly this year on including cultural celebrations meaningful to the community. We were not able to attend the planned college trips due to COVID-19, but students were able to take a virtual tour of Stanford University. We expanded the volunteer options and adjusted timing of opportunities this year in order to be more inclusive of working parents, such as having later events and offering opportunities for take-home projects and remote support. We implemented Los Dichos, a monthly school event where parents come to campus and read with students in a variety of languages, including Spanish, English, and Vietnamese in order to strengthen a culture of literacy. Parents also received a skill-building workshop for this event including public speaking tips, how to engage students, and how to conduct read-alouds. Los Dichos transitioned to a video-recorded online program after the school closure.

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. 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 received by parents and we plan on continuing that next year. We engaged in annual home visits as a regular part of our program. All of our students received a home visit by December 1 of 2019. We also hosted parent-teacher conferences three times this year,as planned. Our recently created Distance Learning LaunchPad features parent resources--Los Dichos activities continue virtually, as do the monthly parent coffees, but with increased frequency-weekly. One way in which we have elevated parent involvement is putting more intention into building parents as leaders and advocates. As a result, we have had more participation by parents in parent organizing committees, school site council, and parent organizing groups. We also added two parents to the Rocketship Board of Directors.

We added a daily wellness check-in for families under a new program called "Care Corps." This process begins with a form that a family completes with questions around needs such as food, shelter, financial assistance, employment resources, health, mental health, and more. Based on the completed forms, a school-based task force follows up to connect families with resources that have been collected and vetted by the regional Growth, Community, and Engagement (GCE) team. In the event that a family identifies an unmet team that is more than the team can provide, the case is escalated to the network team for further support. In addition to the Care Corps implementation, we have also done a lot of work to ensure our students have access to needed technology. We have in most

cases a 1 to 1 ratio of devices to students and have worked successfully with local agencies to ensure connectivity. We have implemented a program of frequent touchpoints with students, families, and school staff. We implemented a family component of our "live lunches" where families share recipes they enjoy with students, and also are engaging families in virtual bedtime stories.

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. Parent satisfaction increased from 89% to 90%. 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase adequate PPE materials	$14,843	$21,075	N
Post signs around the school to guide healthy and safe behavior	$15,000	-	N
Cover additional cleaning and disinfecting for the campus	$34,536	$11,105	N
Compensate additional staff to cover those who need to quarantine	$114,480	$82,875	N
Update HVAC systems for additional filtration	$27,000	$2,789	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The majority of our students continued in a distance learning model through April, due to high levels of community spread and restrictive local health orders. In October, approximately 24 students were invited to return for facilitated distance learning. We gave priority access to students with disabilities, English Learners, and those who had the most trouble accessing distance learning from home. Through this program, students were able to come into school daily, complete their distanced school work in a supervised environment, where help was available when needed. In February, we invited a small group of students (20 3rd-5th grade students) to return to campus for in-person interventions. At the end of April, we brought approximately 100 4th and 5th graders back to campus for in-person instruction. The following week, we added 250 additional students across all grade levels on campus and now have over 50% of our students back on campus. Students were assigned to days or portions of days based on grade level to adjust for limited capacity on campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Gave stipends for COVID-19 campus lead (i.e., staff taking on additional work to ensure school safety during the pandemic)	$7,500	$5,000	N
Purchased additional Chromebooks to enable distance learning for all students	$97,800	$263,743	Y
Subscribed to distance learning platforms/tools (e.g., SeeSaw)	$2,091	$2,745	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented as planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

During the 2020-21 school year, we were able to deliver a consistent program that all of our students were able to access. The majority of students received instruction through distance learning for the majority of the school year and we continued to refine this model to improve its effectiveness, investing in engaging live lessons and strong participation in online learning programs. We implemented our distance learning model as planned with three hours daily live teaching, small group instruction, and on-demand learning every Friday as a full day of on-demand and independent learning. Our distance learning plan still allows students to access a curriculum that includes the full content and rigor that students would receive in the classroom. STEM instruction has presented unique challenges due to the difficulty in reproducing instructional materials like manipulatives in a virtual format.

Additionally, we have sustained learning tools and elements of the school day from our in-person model to our distance learning model, allowing students to work with recognized tools and routines. Our students have used, and will continue to use, online learning programs both in-person and in a distance learning environment, which facilitate progress on key skills. Community events, like Launch to begin each day, are carried between the distance learning environment to help build community and offer a sense of consistency.

Access to Devices and Connectivity

Each student received their own personal Chromebook, to make sure that technology was not a barrier for accessing distance learning. We continued to offer technical support for Chromebook challenges and any internet connectivity challenges and they arose throughout the year. None of our students were without the technology needed to access learning. We were challenged at times by breakage of devices and the need to provide a quick replacement. Also, sometimes are students needed to learn in a location other than their home with unreliable internet connectivity, so we had to make alternate plans to address that issue.

Pupil Participation and Progress

Student participation is determined based on a combination of their presence in synchronous learning activities and their completion of their independent work. Teachers and staff track attendance through presence in synchronous learning and participation in asynchronous tasks. If a student misses the first learning block of the day, the office manager reaches out to the family with a reminder. Through this process students' presence and absences are recorded and tracked. Teachers also track student attendance in all LIVE synchronous blocks to be able to follow up with students and families to support those who were unable to attend live lessons. Additionally, we also track student engagement in asynchronous learning, noting that when they have completed independent work, including online learning programs and teacher-assigned work. Students and families discuss low participation during follow up meetings with teachers and coaches. Additionally, teachers track progress through online learning programs, observations, interim assessments, and milestone assessments (where possible). Student progress in these areas will be recorded centrally and teachers and school leaders will review regularly, including monthly data days, in order to make program adjustments and ensure student growth.

We are proud of our high daily attendance and low chronic absenteeism this year. We strove for high levels of student participation, because if students were not participating that they were missing out on learning opportunities. Similar to in person instruction, we found that the same students consistently had lower participation rates. Our teachers, Care Corps members, and school leaders worked to partner closely with these families to develop a shared understanding of the importance of participation and to find solutions to increase their consistent participation.

Distance Learning Professional Development

We have provided staff professional development in the distance learning model, health and safety protocols, social emotional learning, virtual learning tools, and supporting English Learners in distance learning. Our staff continues to receive individualized coaching from school leaders to support their individual needs. All school leaders received training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement. Coaching in the virtual classrooms does have limitations that do not exist in the in-person format.

Staff Roles and Responsibilities

We have been successful at reallocating our staff members whose regular responsibilities have been decreased or eliminated due to distance learning to positions where they can support families with the wraparound supports that they need or provide additional small student group engagement. Our staff were able to adapt to distance learning, which was supported by some role changes and trainings. The individualized coaching model, which has always been a part of the program at Rocketship, was particularly important in making sure that all staff had the support that they needed and consistently received feedback on how to engage with students and families.

Support for Pupils with Unique Needs

We were able to effectively implement programs to adapt distance learning for our students with unique needs. This included integrated and designated EL instruction for our English Language Learners, and IEP accommodations for our students with special needs. We have continued to observe gaps between assessment scores for students in these groups and other students. Remediation plans will be tailored to particularly target these students' needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional small group tutoring opportunities	$196,088	$95,004	Y
Compensate staff for extended instructional time	$49,022	$4,173	Y
Purchase online learning platforms (Lexia and Reflex)	$23,896	$48,322	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to administer the NWEA MAP assessment at the beginning of the year for our students in first grade and up. While the assessment revealed that students were, on average, starting the year behind where students had been in previous years, the gaps were not as large as NWEA predicted, which gave us confidence that our distance learning program was having an impact.

We've also been able to consistently track student progress through online learning programs and class assignments. These have helped to guide full class remediation and small group instruction. We've seen that as students revisit foundational skills their mastery grows.

Students have frequent opportunities to work at their own pace, including guided reading at their own instructional reading level, small group instructional days for math, the Distance Learning Launchpad as a flexible online learning hub, and online learning programs that adjust to their skills. This work which adapts to students current levels will ensure that they don't skip ahead, leaving gaps in their learning. Additionally, students will be engaging in regular small group instruction, giving them the chance to revisit any needed skills. For some of our students, it has been difficult to arrange a time for additional small group support due to family schedule constraints.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students have responded well to our expanded SEL curriculum and emphasis. There has been a greater need to support students who are feeling lonely or sad. We worked with our teachers to provide additional time for check ins and to ensure students have time to be social within the school day. We notice that the topics covered in SEL lessons are carried over into students' interactions with each other and their teachers throughout the day. We know that forming relationships online looks different than in person and the SEL lessons have helped to forge community bonds, although we still have students, especially our younger students, who are struggling to form the same types of relationships that they would in person. For our students with the highest emotional needs, we implemented a daily check in and check out system, supported by cross grade level collaboration.

Through our Care Corps, we've been able to stay connected to our familys' needs. As families expressed struggles (e.g., food, housing), they were connected with trained Care Corps members who helped them navigate to resources. This was enabled by a growing number of community partnerships.

For our staff, we've continued to emphasize rest as a way to support mental health--offering staff additional rest days throughout the year and making sure that they had breaks worked into their schedule. We've also invested in spaces to staff to discuss challenges--especially around DEI-related injustices occurring in our country. Cultivating space to process has been key for staff member's mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our engagement efforts were highly successful this year. We have had 100% parent participation in conferences this year and attendance at our regular parent meetings is higher than in previous years. Virtual meetings have allowed more of our parents to participate. Our tiered intervention approach has continued to emphasize strong relationship building with students and families and adapting to find solutions that meet individual needs. We've found that families respond well to this approach and we're able to work through challenges in a way that feels collaborative and opens dialogue. We've found that some of families have been facing unique challenges in the distance learning context (e.g., how to support distance learning for young students when a parent is also working) and we've tried to be creative in working with them towards solutions.

For students who are disengaged, we are taking a tiered approach to intervening, which mirrors the approach that we've taken during in-person learning. When a student has an absence, the family receives a notification and has the opportunity to provide information to show that the absence should be excused. Students with persistent absences meet first with their teacher to discuss the implications of those absences and try to find solutions that allow the student to attend consistently. If absences continue, families then meet with school leaders who also discuss truancy implications and work to find solutions. Notification calls are available in English and Spanish. Outreach to families will be made by a staff member who speaks the language that the family is most comfortable in or by a staff member with a supporting translator.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our distance learners, we serve meals twice a week so our students have five days worth of meals. One service day we distribute three days worth of breakfast and lunch and the other day we distribute two days worth of breakfast and lunch.

When we have students on campus, we will place them into small groups. We serve daily breakfast and lunch during their normal meal times. All meal service is provided in this small-group setting to ensure student and staff safety, avoiding exposure between cohorts of students.

In both environments, we track students who receive meals in order to facilitate free and reduced meals for those students who are eligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on personalization, Social Emotional Learning, and family engagement have been critical during this year and will continue going forward. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to regularly assess each of our students using NWEA MAP and STEP assessments, as well as the data from our Online Learning Platforms to monitor progress and inform instructional planning. We will continue to meet students specific learning needs through small group instruction and the personalized instruction provided by our online learning platforms.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions and services implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Rocketship Futuro instructional model and have also led to

innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments, personalizations, and academic supports.

Our major initiatives for next year include implementation of a robust intervention program to close any foundational gaps that occurred due to the challenges inherent in the distance learning model. We will also focus on implementation of our Social Emotional Learning program through a Diversity, Equity, and Inclusion lens to ensure our classrooms are inclusive for all students, so that they are connected and empowered to contribute to the classroom community.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Futuro Academy	Kimberly Brown	info_rfa@rsed.org 925-246-5537

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

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 serve 614 students in grades K-5. In 2021-22, the school will add approximately 50 additional students. Approximately 83.4% of the students are socioeconomically disadvantaged, 59.8% are English learners, 5.2% are Homeless Youth, and 85% are Hispanic/Latinx. Additionally, 9.6% of students qualify for special education services. The LCFF Unduplicated percentage is approximately 86.58%. The principal, Kimberly Brown, will continue to lead the school in 2021-22.

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 families 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 families 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.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Futuro Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers; School environment will be safe and welcoming for all students; Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning; Rocketship families are engaged in their students' education. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Futuro based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, with a 96.98% average daily attendance rate as of 3/30/2021.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our families and staff in providing critical

feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data and the 2019 CA dashboard, we have identified needs in English Learner Progress and Chronic Absenteeism. We will implement a comprehensive English Language Development program including designated and integrated ELD instruction to ensure our English Learners reclassify at high rates. We will implement attendance monitoring and family outreach to ensure our students do not become chronically absent. We will also implement culturally responsive teaching using Social Emotional Learning and Diversity, Equity, and Inclusion to drive our decision-making to ensure our classrooms are places that all children want to be everyday. As we add more students and teachers next year, it will be important to maintain a strong, positive school culture.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with robust systems for personalized learning and our Love of Reading campaign. We will provide comprehensive English Language Development for our English learners through GLAD training for all of our teachers. We will also provide a comprehensive program of special education supports for our students with IEPs.

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. Teachers will be supported (Goal 2) through professional development and instructional coaching to implement our instructional model, including culturally responsive pedagogy. We will also support our teachers with becoming fully credentialed to ensure the highest quality teachers for our students. Additionally, we will administer high-quality assessments and provide data days for teachers to analyze the data and make instructional plans based on the data.

GOAL 3: School environment will be safe and welcoming for all students. Our Business Operations Manager ensures the school campus stays safe, clean, and well-maintained. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations.

GOAL 4: Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning. Students will have opportunities to participate in enrichment activities and field trips to ensure they receive a well-rounded education.

Students will be supported in social emotional learning to ensure their social emotional well-being and remove barriers to engagement. Our Care Corps team will continue to ensure our students' basic needs are being met by identifying families in need and connecting them with appropriate resources for support.

GOAL 5: Rocketship families are engaged in their students' education. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, school events, and opportunities to volunteer and to provide input organized and facilitated by the school leadership team. These opportunities include community meetings, exhibition nights, monthly coffees, Los Dichos activities, and family surveys.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for Rocketship Futuro Academy, based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our SSC and ELAC committees met on 10/28/20, 12/1/20, 2/24/21, and 4/27/21.

Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 26, 2021.

Parents also provided feedback throughout the year through various parent engagement opportunities. 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.

Teachers, school staff, and school administrators provided feedback during regular staff meetings and a staff survey.

Teachers have held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Parents want updated arrival and dismissal procedures that take into account the neighborhood traffic flow.

Teachers/School Staff/Administrators want to engage in Culturally Responsive Teaching as a focus with the return to in-person instruction this year and next year. Teachers also want to make sure there are content experts in the building that they can go to for support, either other teachers or members of the leadership team.

Students want to be on campus for in-person instruction with their teachers and friends.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on our stakeholder feedback, we have added the following to our plan for next year and beyond:

- adjust arrival and dismissal procedures to maximize traffic flow

- use teacher leaders who are identified as specialists in certain areas to support other teachers through professional development and coaching with practice sessions, model lessons, and sharing resources.

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. We are proud of the progress of our students and must continue our actions to sustain this progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All students: 51.4% English Learners: 40.4% Low Income: 53.3% Hispanic/Latinx: 51.6%				56%
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All students: 63.5% English Learners: 57.7% Low Income: 60% Hispanic/Latinx: 64.1%				67%
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.51				1.2 Years

Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.31				1.2 Years
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 33%				High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 9.5%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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 students in Special Education. Rocketship teachers will use the ELD Standards and 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	$35,000	N

		engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.		
2	Personalized Learning	A-2. Rocketship Futuro Academy'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 our school operates an inclusion model. In particular, our students in Special Education benefit 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 maintain a 1:1, 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.	$801,269	Y
3	Special Education supports	A-3. Although Rocketship Futuro Academy runs an inclusion model, we realize that our students in Special Education 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	$133,654	N

		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.		
4	GLAD Training & Curriculum	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. Students in Special Education 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. We will focus our professional development and school based coaching on improving the quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.	$25,624	Y
5	Love of Reading Campaign / Reading Engagement	A-5.Rocketship Futuro Academy will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	$46,000	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
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.

An explanation of why the LEA has developed this 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
%of students with access to their own copies of standards	100%				100%

aligned instructional materials for use at school and at home					
Number/% of total and EL teachers credentialed & properly assigned	100%				100%
% of adopted standards including ELD standards implemented	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	B-1. Professional Development is a critical component of the Rocketship Futuro Academy program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We are planning for provision of virtual professional development as needed in the event of future closures. We will adapt the content of professional development for 21-22 and beyond as needed, given increased academic needs of our students due to COVID-19, and we will adjust summer professional development for 2021 to better prepare teachers and leaders to meet the needs. Summer PD Each summer, Rocketship Futuro Academy 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	$191,678	Y

		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. Rocketship Futuro Academy 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.		
2	Assessments	B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • Three rounds of cumulative assessments • Two-Three rounds of Humanities and Science interims • NWEA three times per year (K-2), NWEA two-three times per year • STEP or Fountas & Pinnell at least four times per year • State-mandated CAASPP • Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC)	$8,647	Y

		• Alternative ELPAC for English Learners with severe cognitive disabilities If schools are unable to open and continue with distance learning at any point, we will adjust plans as needed.		
3	Data Days	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at Rocketship Futuro Academy 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.	$42,845	Y
4	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. RSED 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 students in Special Education.	$276,413	Y
5	Teacher Credentialing	B-5. Our team will continue to ensure 100% of our teachers are in compliance. As mentioned due to COVID-19 there are a lot of questions around when teachers will be able to take tests. Therefore, we must continue to support them with studying so that once tests centers do open they are prepared to be successful. In addition, we will continue partnering with a credential program so that teachers who are currently eligible to be on an Intern Credential (passed their tests) can focus on earning their Preliminary Credential. We are excited to see even more people be able to enroll in 21-22.	$18,750	N
6	Culturally Responsive Pedagogy	B-6. Rocketship Futuro Academy is committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative and culturally competent. We also recognize that in order to build cultural competence at our school, we must invest in a multi-year training effort. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons. The new	TBD	N

		Thematic Units will celebrate diversity and leverage student's cultural capital to guide student discussions.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the “good repair” standard	Met				Met
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.				75%
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. This position is critical to meeting our school's and the state’s goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence,	$107,000	Y

		collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.		
2	School Maintenance	C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the 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. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones. We will increase internet bandwidth at the site to accommodate more devices online at one time. Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	$98,500	N
3	Custodial Services and 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.	$100,000	N
4	Operations Specialists	C-4.Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and professional	$397,681	Y

		development of our Operations Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school professional development sessions depending on the topic.		
5	Capital Facilities Projects	C-5 As Rocketship Futuro continues to grow this year, additional restrooms, classrooms, and fences will be built to accommodate and protect our students.	TBD	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4

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

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No 2020-21 data due to pandemic school closure				75%
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	94%				90%
Portion of parents with input into decision making (Parent survey participation rate)	100%				90%
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All students: 13% English Learners: 14.1% Low Income: 13.5% Students with Disabilities: 22%				10%

	Black or African American: 17.6% Asian: 13.3% Hispanic/Latinx: 12.8%				
Suspension rate for all students and all significant subgroups	2018-19 All students: 0.5% English Learners: 0% Low Income: 0.6% Students with Disabilities: 0% Black or African American: 5.6% Hispanic/Latinx: 0%				0.5%
Expulsion rate for all students and all significant subgroups	0%				0%
Average Daily Attendance	94.7%				95%
% of students with access to a broad course of study	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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, science, and various	$262,369,	Y

		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 students in Special Education, this can be an especially motivating and engaging portion of their day.		
2	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 for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$15,000	Y
3	Social Emotional Learning	D-3. Rocketship Futuro Academy 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. PBIS will be one of our main priorities this year. We will focus on improving the fidelity of the practices across all spaces--classrooms, recess, and enrichment--so that we are creating a positive environment and culture with consistency. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the Shortest Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more community and culture building within a class. The goal of these curricula is to help students build toward the 5 social emotional competencies of self awareness, self management, social awareness, relationship skills, and responsible decision making, as well as encompassing the social justice standards of identity, diversity, justice, and action. This school year we formed a working group to audit the curricula with a DEI lens to continue to ensure we have representation	$42,924	Y

		across race, ability, ethnicity and representation. We had a group of 20 employees from across our 4 regions, across roles (i.e. enrichment coordinators, teachers, school leaders, mental health professionals, and learning lab specialists). This past year we implemented ""Smart Start"" components into the curricula. These derive from Conscious Discipline and Responsive Classroom, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created ""class creed,"" a "feelings check," and a "wishing well" component--thereby promoting positive culture and SEL skills. The "Smart Start" component is a conscious effort to plan ahead for students returning after a year of closures with potentially higher needs and trauma. The routines will support them in the transition back to in-person learning. We also utilize mental health professionals for individual student support and providing small group support working with the SEL curriculum.This year we will be increasing our tiers of support. We are adding a Mental Health Provider intern program to our already existing Mental Health Provider team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students. We are expanding our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigrational, and other various services at each of our 13 Bay Area school sites. This program will be an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. The team of providers will work to gain family and community engagement by securing partnerships & resources for adults in relation to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community of Schools program will also work to design a program to address chronic absenteeism.		
4	Care Corps	D-4. In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff will regularly check in with families and teachers throughout the school	$75,000	N

		year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff will follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 5

Goal #	Description

5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours; set as less than 100%)	94%				90%
% Home visits completed	100%				95%
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	90%				90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family involvement	E-1. Community Events: Rocketship Futuro Academy 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, Rocketship Futuro Academy invests in family 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.	$33,357	N

		Family Volunteer Opportunities: Rocketship School family members will be encouraged to volunteer with their students to help tighten the link between the families and the school. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will continue to expand and adapt the volunteer options and events in order to be inclusive of working family members and to accomodate for times when COVID-19 may not allow for family members to volunteer on campus. In addition to these components, we will be expanding our work with our school-based parent groups to deepen advocacy in their communities. We will intentionally bring a Diversity, Equity and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program.		
2	Family Outreach	E-2. Rocketship Futuro Academy provides many opportunities throughout the school year for families to interact with RFA staff. The school offers monthly forums (i.e., Cafecitos) for families to provide feedback as well as learn in depth about school activities. This enables families to become a more active participant in their child's education. We also survey our families annually. We analyze the data and meet with families to review the results and seek further input on the actions moving forward. We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. We are seeking family input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.	$8,125	Y

3	School Leadership Team	E-3. Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where families are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all family engagement goals and responsive to family input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to families through written, social media, and other forums. As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$82,175	N
4	Los Dichos	E-4. Los Dichos is a parent, family, and community engagement activity where family members read stories of Latino origin as a part of a literature-based program. The books read are bilingual and teach students about the Latino culture and values. Each one has a dicho, or saying, that reflects the story. After reading the bilingual book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. Rocketship Futuro uses Facebook as the primary platform to engage families with the program. The program helps families, especially those families who speak Spanish as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Project Cornerstone staff. They then meet monthly as a group to review and discuss lesson plans and activities before going into the	$5,000	N

		classroom. Rocketship Futuro will have a parent serve as Los Dichos director for the school.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.93%	TBD

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that English Learners distance from standard averages 15.7 points below “All students” in ELA and 9 points below “All students” in Math. Socioeconomically Disadvantaged students distance from standard averages 1 point below “All students” in ELA and 2.2 points below “All students” in Math. We had low performance in 2019 on the English Learner Progress Indicator, with 33.3% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 9.5%.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Rocketship Delta Prep student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Days are professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. 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.

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 5 points growth in ELA and 3 points growth in Math within the next three years (see expected outcomes in Goal 1), a high level English Learner Progress and at least a 15% English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students and English Learners were at the Blue level for Suspensions on the CA Dashboard. Our Chronic Absence rate in 2019 was Yellow for both our Socioeconomically disadvantaged students and English Learners.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. We provide Enrichment opportunities and field trips to support the development of the whole child. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement.

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Rocketship Futuro Academy community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Family Outreach

Expected Outcomes

By implementing a comprehensive Family Outreach program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around family perceptions of their satisfaction with the school, family participation in various events and opportunities, and the percent of our students' homes we are able to visit at the beginning of each school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Academic Growth and Achievement

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

The personalized learning action increases the amount of technology, tech support, online learning platforms, leveled libraries, learning lab materials and instructional materials available to English learners, low income students, and foster youth so that they can successfully engage with the right content at the right time according to their needs and varying levels. Reading engagement adds funding for materials and supplies to support a school-wide reading initiative that fosters love of reading and reading growth above and beyond the ELA curriculum to provide additional support for our low income, English learners, and foster youth to grow as readers. Professional development and coaching actions add staffing and materials in support of expanded professional development opportunities and teacher coaching provided to all teachers, totaling about 4 hours per week, to ensure that teachers are supported to effectively meet the needs of our low income students, English learners, and foster youth. The actions for assessments and data days add assessment systems, staffing, and

related materials to our program in order to provide accurate and actionable data on the learning progress and needs of our low income students, English learners, and foster youth and to dedicate time and expertise to the effective use of that data.

Climate and Culture

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

The Business Operations Manager action expands the staffing at our school in order to provide our low income students, English learners and foster youth an additional highly trained leader on campus dedicated to ensuring a safe and supportive school climate, smooth operations, and effective outreach for student engagement. The Operations Specialists add additional staffing in support of functions that are particularly beneficial to our low income students, English learners and foster youth. They ensure that school nutrition is well implemented, that recess and lunchtime activities are productive and positive, and that outreach for student support and re-engagement is timely and effective. The enrichment and field trips actions bring additional opportunities to our low income students, English learners, and foster youth by adding opportunities for learning beyond the core curriculum and in the community. Social emotional learning action adds staffing and resources in order to create and implement a comprehensive program in Social Emotional Learning and mental health supports to ensure that our low income students, English learners, and foster youth are supported not just academically but holistically, and that mental health support is available to them as needed.

Family Engagement

Family Outreach

Family Outreach adds staffing time devoted to engaging with families so that families of our low income students, English learners, and foster youth. This action supports the building of strong family-school relationships in support of students through such initiatives as home visits, opportunities and events for families, and outreach.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,372,555	$ 1,382,382
LEA-wide Total:	$ 1,372,555	$ 1,382,382
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Standards-Aligned Instruction & Materials	LEA-wide		RFA	$ 15,000	$ 15,000	No
1	1						$ -	
1	1						$ -	
1	1						$ -	
1	2	Personalized Learning	LEA-wide	EL, Low Income, Foster	RFA	$ 34,173	$ 44,000	Yes
1	2		LEA-wide		RFA	$ -	$ 98,519	No
1	2		LEA-wide	EL, Low Income, Foster	RFA	$ 2,500	$ 2,500	Yes
1	2		LEA-wide	EL, Low Income, Foster	RFA	$ 8,000	$ 8,000	Yes
1	2		LEA-wide	EL, Low Income, Foster	RFA	$ 11,400	$ 11,400	Yes
1	2		LEA-wide	EL, Low Income, Foster	RFA	$ 37,800	$ 37,800	Yes
1	2		LEA-wide		RFA		$ 7,800	No
1	2		LEA-wide		RFA		$ 376,250	No
1	2		LEA-wide		RFA		$ 215,000	No
1	3	Special Education Supports	Limited		RFA		$ 25,924	No
1	3		Limited		RFA		$ 107,730	No
1	3						$ -	
1	3						$ -	
1	3						$ -	
1	4	GLAD Training and Curriculum	LEA-wide		RFA		$ 25,624	No
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	4						$ -	
1	5	Reading Engagement	LEA-wide	EL, Low Income, Foster	RFA	$ 46,000	$ 46,000	Yes
1	5						$ -	
1	5						$ -	
1	5						$ -	
1	5		LEA-wide	EL, Low Income, Foster			$ -	Yes
2	1	Professional Development	LEA-wide	EL, Low Income, Foster	RFA	$ 111,397	$ 111,397	Yes
2	1		LEA-wide	EL, Low Income, Foster	RFA	$ 67,481	$ 67,481	Yes
2	1		LEA-wide	EL, Low Income, Foster		$ 12,800	$ 12,800	Yes
2	1						$ -	
2	1						$ -	
2	2	Assessments	LEA-wide	EL, Low Income, Foster		$ (0)	$ (0)	Yes
2	2		LEA-wide	EL, Low Income, Foster	RFA	$ 8,647	$ 8,647	Yes
2	2						$ -	
2	2						$ -	
2	2						$ -	
2	3	Data Days	LEA-wide	EL, Low Income, Foster	RFA	$ 42,845	$ 42,845	Yes
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	3						$ -	
2	4	Coaching	LEA-wide	EL, Low Income, Foster	RFA	$ 276,413	$ 276,413	Yes
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	4						$ -	
2	5	Teacher Credentialing	LEA-wide		RFA		$ 18,750	No
2	5						$ -	
2	5	Culturally Responsive Pedagogy					$ -	
2	5						$ -	
2	5						$ -	
3	1	Business Operations Manager	LEA-wide	EL, Low Income, Foster	RFA	$ 107,000	$ 107,000	Yes
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	1						$ -	
3	2	School Maintenance	LEA-wide		RFA	$ 45,000	$ 46,500	No
3	2		LEA-wide		RFA	$ 15,000	$ 20,000	No
3	2		LEA-wide		RFA	$ 12,000	$ 12,000	No
3	2						$ -	
3	2						$ -	
3	3	Custodial Service and Supplies	LEA-wide		RFA	$ 90,000	$ 100,000	No
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	3						$ -	
3	4	Operations Specialists	LEA-wide	EL, Low Income, Foster	RFA	$ 397,681	$ 397,681	Yes
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	4						$ -	
3	5	Removed Security Services as action for 21				$ (0)	$ (0)	
4	1	Enrichment	LEA-wide	EL, Low Income, Foster	RFA	$ 142,369	$ 142,369	Yes
4	1						$ 120,000	No
4	1						$ -	
4	1						$ -	
4	2	Field Trips	LEA-wide	EL, Low Income, Foster	RFA	$ 15,000	$ 15,000	Yes
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	2						$ -	
4	3	Social Emotional Learning	LEA-wide	EL, Low Income, Foster	RFA	$ 12,924	$ 12,924	Yes
4	3		LEA-wide	EL, Low Income, Foster		$ 30,000	$ 30,000	Yes
4	3		LEA-wide				$ -	No

4	3							$	-	
4	3							$	-	
4	4	CareCorp	LEA-wide		RFA			$	75,000	No
4	4							$	-	
4	4							$	-	
4	4							$	-	
4	4							$	-	
5	1	Parent Involvement	LEA-wide		RFA	$	33,357	$	33,357	No
5	1							$	-	
5	1							$	-	
5	1							$	-	
5	1							$	-	
5	2	Parent Outreach	LEA-wide	EL, Low Income, Foster	RFA	$	8,125	$	8,125	Yes
5	2							$	-	
5	2							$	-	
5	2							$	-	
5	2							$	-	
5	3	School Leadership Team	LEA-wide		RFA	$	82,175	$	82,175	No
5	3							$	-	
5	3	Los Dichos	LEA-wide		RFA			$	5,000	No
5	3							$	-	

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,683,088	$ 237,654	$ -	$ 866,270	2,787,012	$ 1,906,735	$ 880,276

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Instruction & Materials	N/A	$ 15,000				$ 15,000
1	1		N/A	$ 18,000			$ 2,000	$ 20,000
1	1							$ -
1	1							$ -
1	1							$ -
1	2	Personalized Learning		$ 34,173			$ 9,827	$ 44,000
1	2		N/A	$ -			$ 98,519	$ 98,519
1	2			$ 2,500				$ 2,500
1	2			$ 8,000			$ -	$ 8,000
1	2			$ 11,400				$ 11,400
1	2			$ 37,800			$ -	$ 37,800
1	2		N/A				$ 7,800	$ 7,800
1	2		N/A				$ 376,250	$ 376,250
1	2		N/A				$ 215,000	$ 215,000
1	3	Special Education Supports	Special Education		$ 24,924		$ 1,000	$ 25,924
1	3		Special Education		$ 92,730		$ 15,000	$ 107,730
1	3							$ -
1	3							$ -
1	3							$ -
1	4	GLAD Training and Curriculum	N/A				$ 25,624	$ 25,624
1	4							$ -
1	4							$ -
1	4							$ -
1	4							$ -
1	5	Reading Engagement		$ 46,000				$ 46,000
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ -
2	1	Professional Development		$ 111,397				$ 111,397
2	1			$ 67,481				$ 67,481
2	1			$ 12,800				$ 12,800
2	1							$ -
2	1							$ -
2	2	Assessments		$ (0)			$ -	$ (0)
2	2			$ 8,647			$ -	$ 8,647
2	2							$ -
2	2							$ -
2	2							$ -
2	3	Data Days		$ 42,845				$ 42,845
2	3							$ -
2	3							$ -
2	3							$ -
2	3							$ -
2	4	Coaching		$ 276,413				$ 276,413
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	5	Teacher Credentialing	N/A				$ 18,750	$ 18,750
2	5							$ -
2	5	Culturally Responsive Pedagogy						$ -
2	5							$ -
2	5							$ -
3	1	Business Operations Manager		$ 107,000			$ -	$ 107,000
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	2	School Maintenance	N/A	$ 45,000			$ 1,500	$ 46,500
3	2		N/A	$ 15,000			$ 5,000	$ 20,000
3	2		N/A	$ 12,000				$ 12,000
3	2							$ -
3	2							$ -
3	3	Custodial Service and Supplies	N/A	$ 90,000			$ 10,000	$ 100,000
3	3							$ -
3	3							$ -
3	3							$ -
3	3							$ -
3	4	Operations Specialists		$ 397,681				$ 397,681
3	4							$ -
3	4							$ -
3	4							$ -
3	4							$ -
3	5	Removed Security Services as action for 21		$ (0)				$ (0)
4	1	Enrichment		$ 142,369				$ 142,369
4	1		N/A		$ 120,000			$ 120,000
4	1							$ -
4	1							$ -
4	2	Field Trips		$ 15,000				$ 15,000
4	2							$ -
4	2							$ -
4	2							$ -
4	2							$ -
4	3	Social Emotional Learning		$ 12,924				$ 12,924

4	3			$ 30,000			$ 30,000
4	3		N/A			$ -	$ -
4	3						$ -
4	3						$ -
4	4	CareCorp	N/A			$ 75,000	$ 75,000
4	4						$ -
4	4						$ -
4	4						$ -
4	4						$ -
5	1	Parent Involvement	N/A	$ 33,357			$ 33,357
5	1						$ -
5	1						$ -
5	1						$ -
5	1						$ -
5	2	Parent Outreach		$ 8,125			$ 8,125
5	2						$ -
5	2						$ -
5	2						$ -
5	2						$ -
5	3	School Leadership Team	N/A	$ 82,175			$ 82,175
5	3						$ -
5	3	Los Dichos	N/A			$ 5,000	$ 5,000
5	3						$ -
5	3						

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Delta Prep

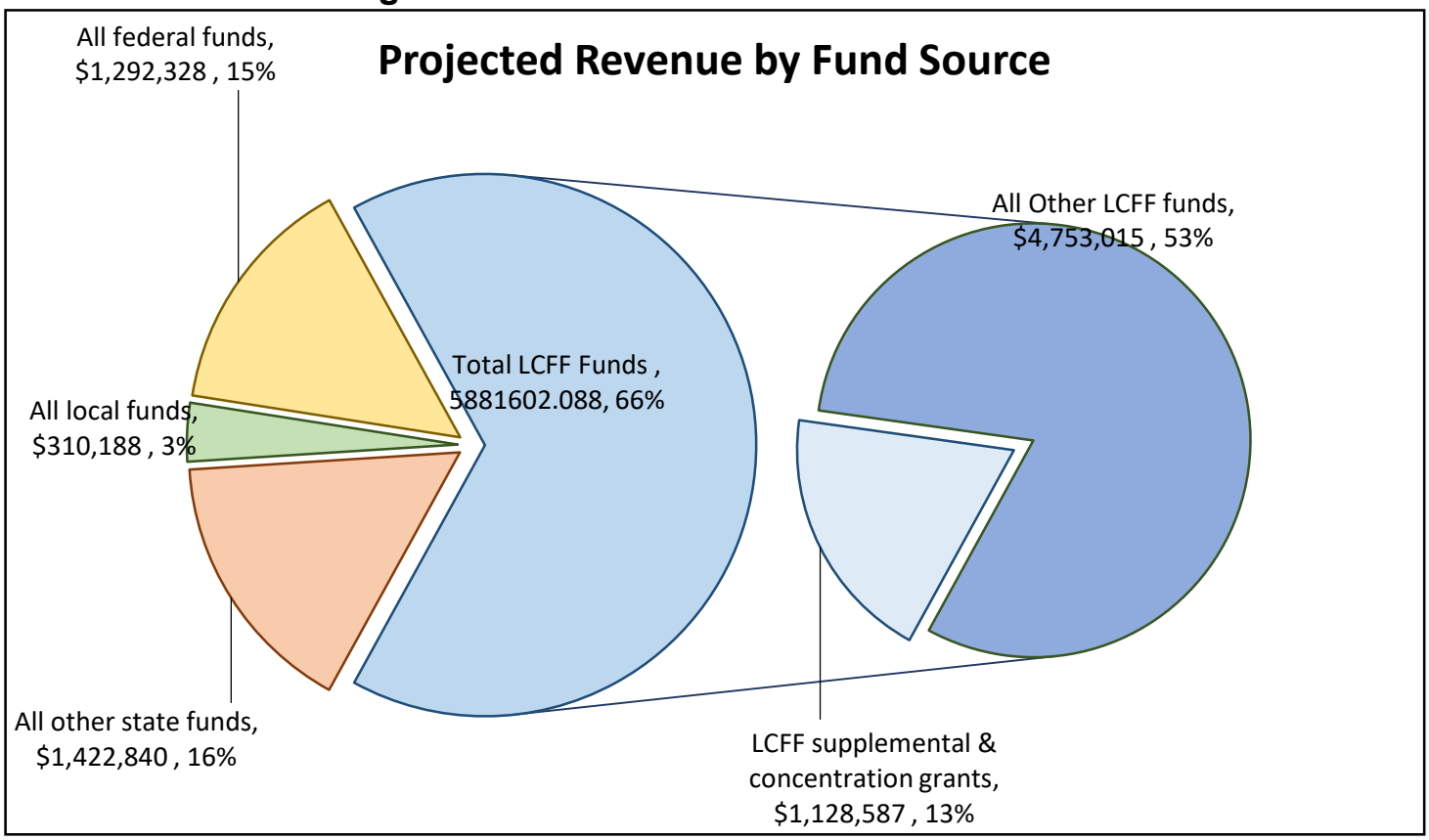
CDS Code: 07-61648-0137430

School Year: 2021 – 22

LEA contact information: Keysha Bailey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

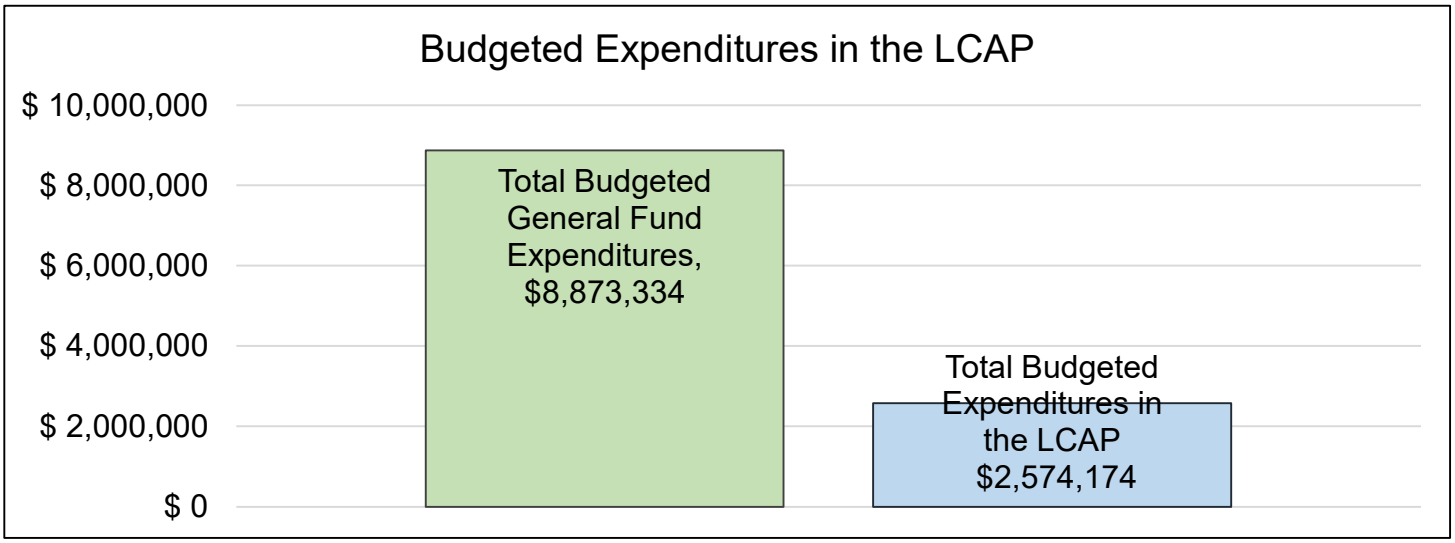


This chart shows the total general purpose revenue Rocketship Delta Prep expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Delta Prep is $8,906,957.87, of which $5,881,602.09 is Local Control Funding Formula (LCFF), $1,422,839.53 is other state funds, $310,188.00 is local funds, and $1,292,328.26 is federal funds. Of the $5,881,602.09 in LCFF Funds, $1,128,587.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Delta Prep plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Delta Prep plans to spend $8,873,333.50 for the 2021 – 22 school year. Of that amount, $2,574,174.48 is tied to actions/services in the LCAP and $6,299,159.02 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

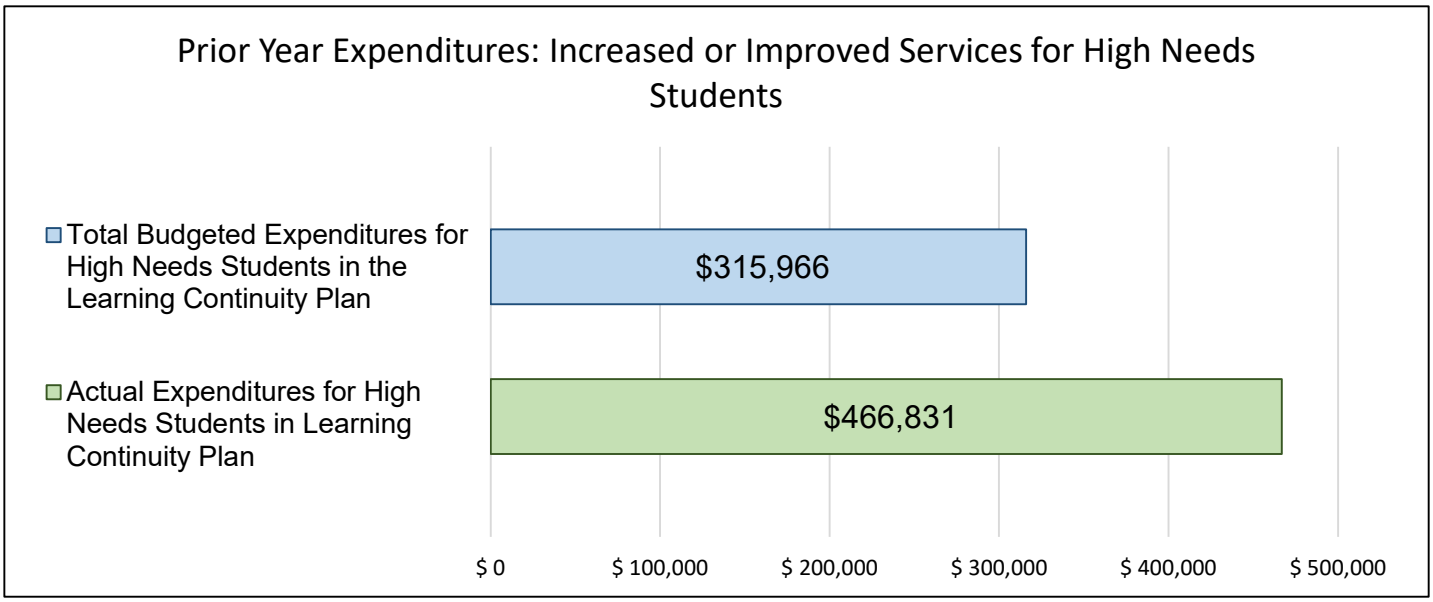
rent, utilities, building repairs & maintenance, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Rocketship Delta Prep is projecting it will receive $1,128,587.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Delta Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Delta Prep plans to spend $1,230,883.09 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Rocketship Delta Prep budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Delta Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Rocketship Delta Prep's Learning Continuity Plan budgeted $315,966.00 for planned actions to increase or improve services for high needs students. Rocketship Delta Prep actually spent $466,830.73 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Delta Prep	Lauren Hilliard, Principal	lhilliard@rsed.org (925) 732-7587

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
2018-19 SBAC ELA: % meeting/exceeding the standard targets	2018-19 SBAC ELA: % meeting/exceeding the standard All Students: 25%

All Students: 34%	Econ Dis: 21.7% EL: 0% SPED: * 2019-20 CAASPP Testing Cancelled
2018-19 SBAC Math: % meeting/exceeding the standard targets All Students: 48%	2018-19 SBAC Math: % meeting/exceeding the standard All Students: 25.7% Econ Dis: 24.1% EL: 15.4% SPED: * 2019-20 CAASPP Testing Cancelled
ELs: 60% of students scoring 3 or 4 on ELPAC	2018-19: 51% 2019-20: Summative ELPAC cancelled
EL reclassification rate: 10%	2018-19: 0% 2019-20: 2.6%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Delta Prep **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 Delta Prep 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 Delta Prep 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	Core Curriculum: $12,000 Books: $25,500 LCFF Base 4100 4210	LCFF Base $3,669 $20,346

their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.		
Personalized Learning A-2. RDP'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**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.	OLPs: $35,000 Chromebooks: $33,211 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 Technology Consultants: $51,930 RtI Curriculum: $1,800 Tutors: $152,831 LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors) 4411 4421 4390 4115 5822 5807 4120 2101	LCFF S &C $41,687 $32,148 $5,938 $7,056 $17,300 $20,653 Title I $- $417,361

Special Education supports A-3. Although RDL runs an inclusion model, we realize that our students in Special Education 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.	$9,172 (ISE 4360, ISE 4330, ISE 4340, ISE 4421) State Special Education funding IDEA Contracted Services $22,037 (ISE 5802) State Special Education funding	State SPED + IDEA $2,461 State SPED $189,116
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: $14,045 Title III 5804	Title III $21,270

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions/services were implemented during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Delta Prep continued to use a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. We purchased paper Fountas and Pinnell leveled library book collections for guided reading, which allowed students to take books home so they could read more frequently. This supported our efforts to ensure that all students have access to a wide variety of texts at their own current reading level and to meet the different genre requirements in Common Core. We supported our ELA teachers to utilize our new Fountas and Pinnell library in their Guided Reading instruction, which gave our students access to more high quality text options. We also expanded the use of online learning programs in general education classrooms in order to facilitate small group instruction. These programs included Lexia and Lightsail for ELA, Freckle and Reflex for STEM, and ST Math for TK-1. We worked to better integrate Online Learning Programs in the classroom and increase student completion of OLP activities. 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 prioritized parts of the co-teaching block for literacy skills/guided reading. We enhanced the instructional leadership support for inclusion specialists. We differentiated support for new teachers by providing scripted curriculum in the form of Leveled Literacy Intervention. We saw strong results this year in terms of accelerated development for new SPED teachers as a result of implementing professional development and coaching expectations for new SPED teachers. We also focused this year on training teachers and leaders in the ELD Framework and Standards. There was an increase of professional development and training to support implementation of Integrated and Designated ELD.

With the COVID-19 school closures, we mobilized in order to begin distance learning within 2-3 days of closure. We provided modified curriculum and lesson plans for teachers in support of distance learning. We provided devices to approximately 60% of students to ensure that 100% have devices and ensured they have home internet access. We provided community time in morning launch and landing daily, live lunches and exercise. Instruction included synchronous and asynchronous instruction for students through Facebook and Google Classroom. Instruction included direct individualized 1 to 1 service for students with disabilities through SPED teachers and related service providers. Additionally, we set up daily surveys for families and Care Corps to identify family needs and connect them with resources along with food, housing, and other services. We implemented coaching calls where teachers connected with students on their OLPs, monitored progress, and just checked in on how they are doing 2-3 times per week. Designated ELD is occurring through individual coaching calls or group conferences via zoom. Ongoing support and resources are shared with school staff to support distance learning.

Both state and local testing was cancelled in the Spring, so we do not have data to determine progress. We also don't have summative ELPAC data for this year, and the reclassification process was challenged by school closures. Our reclassification rate was 2.6%, far below our 10% target.

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

Annual Measurable Outcomes

Expected	Actual
All students have access to standards-aligned instructional materials Target: Met	Met
All teachers have access to standards-aligned professional development Target: Met	Met
100% of full-time teachers have appropriate credentials	100% of full-time teachers have appropriate credentials

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Professional Development B-1. *Summer PD* Each summer, RDP 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.	Summer PD: $69,707	LCFF S&C $81,727 $49,507 $8,691

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 Delta Prep has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RDP will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	Thursday PD: $42,226 PD Fund: $15,000 LCFF S+C 1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	
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 Delta Prep 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. RDP will hire **temporary staff** members to facilitate administration and scoring of assessments.	Assessments: $22,812 Temporary Staff: $20,000 LCFF S+C 4414 (Assessments) 5838 (Temporary Staff)	LCFF S&C $20,577 $-
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RDP 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.	Data Days: $26,810 LCFF S+C 1101, 1301	LCFF S&C $31,433

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. RDP 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: $107,813 LCFF S+C 1301	LCFF S&C $193,652
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.	$24,500 Title II & Educator Effectiveness Grant 5833	Title II & Educator Effectiveness Grant $15,402

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for scoring assessments and the cancelled data days were reallocated to provide additional staffing to support with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Delta Prep continued its intensive focus on professional development this year and fully implemented the planned professional development actions, adapting them as needed once the COVID-19 crisis necessitated closure. This year we focused a lot on differentiating the professional development for teachers based on their career stages--developing, expanding, and master. As a

result, we saw faster growth for developing and new teachers across content areas. With implementation of distance learning, we did specific professional development to support teachers and leaders in being ready to deliver synchronous and asynchronous instruction as well as check-ins with individual students.

Assessment plans were followed as scheduled until school closures in March in response to COVID-19 measures. There were two differences from the stated plan decided last summer before SY19-20 started: 1) the number of Cumulative assessments rounds was reduced from four to three; 2) Grades 3-5 were only to take NWEA in the Fall and Winter (Spring assessment removed to reduce testing burden on students who take state assessments). As a result of the COVID closures, final spring assessments were suspended. These included: Cumulative Round 3, STEP Round 4, Spring NWEA, CAASPP and Summative ELPAC. RDL held five out of six planned Data Days this year. The March event was repurposed as training for distance learning instruction due to the COVID-19 crisis.

This year we continued to ensure that 100% of our core teachers were in compliance with the state as well as held the proper English Learner Authorization. We partnered with Loyola Marymount University and have over 20 teachers who will be graduating the program in spring of 2020 with their Preliminary and/or Special Education Credential. Our biggest holdback due to the COVID-19 pandemic has been planning for the 20-21 school year. Many of our teachers were taking their final credential tests in March, but their tests were cancelled due to Shelter in Place orders. We've been working closely with the California Teaching Commission and California Department of Education to see if any modifications will be made to keep our teachers in their roles next year. There are certain cases where modifications are being made, however other cases require an Executive Order from Gavin Newsom and we do not know when this will come. Additionally, we would typically have all new hires take their credential tests over the spring and summer and enroll in a credential program in their first year. This will not be possible this year due to the Shelter in Place order and test centers being closed. Most teachers will need to be on an emergency permit in their first year and focus on tests (as test centers are just now reopening in May 2020 and then enroll in a program in their 2nd year.

Rocketship Delta Prep'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.

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

Annual Measurable Outcomes

Expected	Actual
3rd – 5th grade student survey: 65% of students that believe school is a safe environment to learn	No data available due to school closures
Parent survey: >85% of parents that believe school is safe 2019-20	86% of parents that believe school is safe 2019-20

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
BOM C-1. Rocketship Delta Prep 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 Delta Prep'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.	Business Operations Manager (BOM): $103,125 LCFF S+C 2301	LCFF S&C $242,360

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 Delta Prep 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.	Building repairs: $45,750 Furniture: $9,152 Teacher room: $12,000 LCFF Base 5601 4430 4330	LCFF Base $796 $6,980 $3,031
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.	Building repairs: $45,750 Furniture: $9,152 Teacher room: $12,000 LCFF Base 5601 4430 4330	LCFF Base $111,310
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.	Operations Specialists: $133,767 LCFF S+C 2201	LCFF S&C $245,147
Security Services C-5. Rocketship Delta Prep 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.	Security - $5,000 LCFF S+C 5823	LCFF S&C $32,287

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented the actions for Goal 3 as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our BOM continued to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. We continued to focus on developing BOMs in all areas of their operations work. This year we expanded our training for BOMs on the skills that make them strong and effective leaders--skills such as influence, collaboration, and effective communication. Our BOM served as safety lead for our campus. This included planning and leading safety training for all school-based staff at the site. Our BOM was responsible for knowing our safety plan, communicating it to the team, holding the safety meetings with the school leadership team, ensuring compliance with required safety drills, and ensuring that all safety equipment and supplies are complete, current, and functioning well. Our BOM acted as liaison to ensure safety protocols are followed with afterschool programs as well. Since the COVID 19 closures began, we are now adding several training sessions virtually, one every other week for BOMs.

We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs planned for this year. Our BOM and facilities staff were able to conduct 2-3 walkthroughs prior to the COVID-19 closure. During the walkthroughs, 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 throughout the year. Rocketship Delta Prep continued to employ 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 resources as planned for purchase of materials for outfitting and decorating their classrooms. During th COVID closure, our maintenance staff visited all sites to assess and ensure sites are ready for return.

In order to provide a safe and clean environment for our school community, we utilized the services of a day porter during the school day and custodial services once a day in the evening. This year, Rocketship RDL contracted with a custodial company to help get better pricing and create more consistent service. We instituted additional disinfecting procedures conducted by custodial services in the beginning of March prior to closures. Since closure, we have all of our custodial services going into schools and conducting deep cleans.

Operations Specialists continued their essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staffed arrival and dismissal and led recess and lunch for all students. They also supported daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists served as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We conducted additional training with our Operations Specialists this year through PlayworksU in support of indoor recess implementation, including facilitation of games and strategies for managing groups. Once the COVID -19 closure began, this training served as a springboard to support student wellness through virtual recess opportunities. Currently during the closure, our Operations Specialists continue to be employed and supporting various projects according to their skill sets, such as supporting distance learning, "Live Lunches," leading virtual lunches, reading bedtime stories for students, or joining a team called Care Core which reaches out to families to check in on them and see how their needs are being met, participating in our twice weekly meal distribution, and providing translation support for teachers in working with families.

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. When parents were surveyed in regards to safety, 86% believe our school is a safe place for their children, which is an increase of 7% over last year's score of 79%. RDL 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.

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: 4,8

Local Priorities: 2

Annual Measurable Outcomes

Expected	Actual
Chronic absenteeism rate <10%	Chronic absenteeism rate 24.6% (not met)
Attendance rate (ADA) >95%	Attendance rate (ADA) 92.7% (not met)
Suspension rate <1%	Suspension rate 0%
Expulsion rate 0%	Expulsion rate 0%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 Coordinators: $136,800 LCFF S+C 2201	LCFF S&C $217,055
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	Field Trips: $38,500 LCFF S+C 5860	LCFF S&C $18,539

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.		
Social Emotional Learning D-3. RDP 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. RDP will continue to work with outside providers next year to help with social-emotional learning for all students.	Instructional Supplies: $4,560 Educational Consultants: $0 LCFF S+C 4340 5804	LCFF S&C $19,442 $27,949
After School Program D-4. RDP 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 options for their children.	After School Program: $150,000 LCFF S+C 5911	LCFF S&C $67,192

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we fully implemented our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Delta Prep implemented a minimum of daily physical education for all grades as well as upper grade science. We provided additional adaptive PE training to our physical education coaches to better serve students with special needs. During COVID-19 closures, daily enrichment was incorporated into movement breaks led by physical education coaches in the form of daily workout videos. Additional enrichment opportunities such as science and art were provided as options for all students, although there was no designated core instruction during which a whole class gathered. Prior to COVID-19, we were able to send all 4th and 5th grade students to camp as previously scheduled. We also conducted a college trip to UC Berkeley. All other field trips were cancelled, but teachers provided virtual field trips such as science related trips to the aquarium and college campus visits.

We continued our PBIS implementation as planned. In addition to our active PBIS team, we added a full time mental health provider to our staff, and this enabled us to provide more SEL interventions at Tier 2 and 3 as needed. In addition to continued use of Kimochi and RULER, we developed an internal SEL curriculum called ""The Shortest DIstance."" We provided Powerpoint lessons for teachers to facilitate SEL lessons daily. We saw many benefits of this more structured curriculum, especially that it is easier for teachers to implement with less planning and preparation. Using a common curriculum has allowed for a common language across the entire school in terms of SEL skills. Because of that, we have more frequently heard students and staff using the language of SEL in their interactions. This has also allowed us to provide parents with descriptions of the units and the topics and skills being addressed so that they have the opportunity to reinforce social emotional learning in the home. Since the COVID-19 closures, we have been holding daily SEL lessons for students as part of distance learning. Mental health providers are providing a daily post with resources, tips, and guidance on how families can support students' mental health needs during COVID-19 closure. We do expect increased SEL needs among students, families, and staff in addition to academic needs and are currently planning to address these needs.

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. RDL has seen some success in this goal, indicated by our zero suspension rate and no history of expulsions; however, our ADA decreased slightly from 93% to 92.7%, while our chronic absenteeism increased from 22.6% to 24.6%. This indicates there is a significant need for improvement and identification of attendance problems early so applicable support services and interventions can occur to combat chronic absenteeism.

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

Annual Measurable Outcomes

Expected	Actual
Parent attendance: 15% of parents attending an average of at least one school event per month	Data unavailable due to school closures
Parent survey: >55% of parents that are satisfied overall with their school	75% of parents that are satisfied overall with their school (met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent involvement E-1. **Community Events:** RDP 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, RDP 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 RDP 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.	Parent Appreciation and Materials: $8,880 LCFF Base 5822 4510	LCFF Base $43,222
Parent Outreach E-2. RDP provides many opportunities throughout the school year for parents to interact with RDP 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 – School Leader Comp: $9,727 LCFF S+C	LCFF S+C $7,037

We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.	1101	
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.	Office Manager: $82,694 LCFF Base 2401	LCFF Base $82,478

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Rocketship Delta Prep hosted many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. We focused particularly this year on including cultural celebrations meaningful to the community. We were not able to attend the planned college trips due to COVID-19, but students were able to take a virtual tour of Stanford University. We expanded the volunteer options and adjusted timing of opportunities this year in order to be more inclusive of working parents, such as having later events and offering opportunities for take-home projects and remote support. We implemented Los Dichos, a monthly school event where parents come to campus and read with students in a variety of languages, including Spanish, English, and Vietnamese in order to strengthen a culture of literacy. Parents also received a skill-building workshop for this event including public speaking tips, how to engage students, and how to conduct read-alouds. Los Dichos transitioned to a video-recorded online program after the school closure.

At Rocketship Delta Prep, 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. 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 received by parents and we plan on continuing that next year. We engaged in annual home visits as a regular part of our program. 91% of our students received a home visit by February 1 of 2020. We also hosted parent-teacher conferences three times this year,as planned. Our recently created Distance Learning LaunchPad features parent resources--Los Dichos activities continue virtually, as do the monthly parent coffees, but with increased frequency-weekly. One way in which we have elevated parent involvement is putting more intention into building parents as leaders and advocates. As a result, we have had more participation by parents in parent organizing committees, school site council, and parent organizing groups. We also added two parents to the Rocketship Board of Directors.

We added a daily wellness check-in for families under a new program called "Care Corps." This process begins with a form that a family completes with questions around needs such as food, shelter, financial assistance, employment resources, health, mental health, and more. Based on the completed forms, a school-based task force follows up to connect families with resources that have been collected and vetted by the regional Growth, Community, and Engagement (GCE) team. In the event that a family identifies an unmet team that is more than the team can provide, the case is escalated to the network team for further support. In addition to the Care Corps implementation, we have also done a lot of work to ensure our students have access to needed technology. We have in most cases a 1 to 1 ratio of devices to students and have worked successfully with local agencies to ensure connectivity. We have implemented a program of frequent touchpoints with students, families, and school staff. We implemented a family component of our "live lunches" where families share recipes they enjoy with students, and also are engaging families in virtual bedtime stories.

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. Parent satisfaction has increased from 48% to 75%. 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase adequate PPE materials	$14,843	$18,856	N
Post signs around the school to guide healthy and safe behavior	$15,000	-	N
Cover additional cleaning and disinfecting for the campus	$34,536	$11,150	N
Compensate additional staff to cover those who need to quarantine	$114,480	$82,875	N
Update HVAC systems for additional filtration	$27,000	-	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted funds for signs for the school are included in the PPE expenditures. The PPE expenditures consist of safety materials including masks, face shields, floor stickers, electrostatic sprayers, and air filters. Spending on actions and services for In-Person Instructional Offerings was less than was originally budgeted due to difficulty predicting what our model would be during the 20-21 year. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Students continued in a distance learning model through March, due to high levels of community spread and restrictive local health orders. Beginning in April, a small group of students of approximately 13 students, prioritized by need, were able to return to campus. Beginning in May, students had the option to return to campus for in-person instruction. We surveyed our families to determine their preferences for their child's learning for the remainder of the school year. Students were assigned to half day schedules to adjust for limited capacity on campus. Fridays have remained asynchronous to allow for planning, training, and staff meetings.

Returning to in-person instruction has been challenging. To ensure the well-being of our staff, returning to campus has been optional. The well-being of our team members is a top priority in this difficult year. Restrictions on space for classrooms and appropriate eating spaces has been challenging, as well as the need to purchase many individual desks since our students cannot sit together at tables in order to maintain physical distancing.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Gave stipends for COVID-19 campus lead (i.e., staff taking on additional work to ensure school safety during the pandemic)	$7,500	$4,000	N
Purchased additional Chromebooks to enable distance learning for all students	$93,900	$184,387	Y
Subscribed to distance learning platforms/tools (e.g., SeeSaw)	$2,334	$2,333	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented as planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

During the 2020-21 school year, we were able to deliver a consistent program that all of our students were able to access. The majority of students received instruction through distance learning for the majority of the school year and we continued to refine this model to

improve its effectiveness, investing in engaging live lessons and strong participation in online learning programs. We implemented our distance learning model as planned with three hours daily live teaching, small group instruction, and on-demand learning every Friday as a full day of on-demand and independent learning. Our distance learning plan still allows students to access a curriculum that includes the full content and rigor that students would receive in the classroom.

Additionally, we have sustained learning tools and elements of the school day from our in-person model to our distance learning model, allowing students to work with recognized tools and routines. Our students have used, and will continue to use, online learning programs both in-person and in a distance learning environment, which facilitate progress on key skills. Community events, like Launch to begin each day, are carried between the distance learning environment to help build community and offer a sense of consistency.

We adjusted our schedule in January, as teachers and students were becoming fatigued with the amount of time online each day. In the Fall before we adjusted, some students were not attending the afternoon sessions. We also incorporated a learning lounge as a hub to take a break.

Access to Devices and Connectivity

Each student received their own personal Chromebook, to make sure that technology was not a barrier for accessing distance learning. We continued to offer technical support for Chromebook challenges and any internet connectivity challenges and they arose throughout the year. None of our students were without the technology needed to access learning. Despite the access to devices, some of our students were challenged by lack of stable internet connectivity when they were logged in to their distance learning sessions from the family car or a store while a parent was shopping.

Pupil Participation and Progress

Student participation is determined based on a combination of their presence in synchronous learning activities and their completion of their independent work. Teachers and staff track attendance through presence in synchronous learning and participation in asynchronous tasks. If a student misses the first learning block of the day, the office manager reaches out to the family with a reminder. Through this process students' presence and absences are recorded and tracked. Teachers also track student attendance in all LIVE synchronous blocks to be able to follow up with students and families to support those who were unable to attend live lessons. Additionally, we also track student engagement in asynchronous learning, noting that when they have completed independent work, including online learning programs and teacher-assigned work. Students and families discuss low participation during follow up meetings with teachers and coaches. Additionally, teachers track progress through online learning programs, observations, interim assessments, and milestone assessments (where possible). Student progress in these areas will be recorded centrally and teachers and school leaders will review regularly, including monthly data days, in order to make program adjustments and ensure student growth.

We are proud of our approximately 95% attendance rate. We strove for high levels of student participation, because if students were not participating that they were missing out on learning opportunities. Similar to in person instruction, we found that the same students

consistently had lower participation rates. Our teachers, Care Corps members, and school leaders worked to partner closely with these families to develop a shared understanding of the importance of participation and to find solutions to increase their consistent participation.

Distance Learning Professional Development

We have provided staff professional development in the distance learning model, health and safety protocols, social emotional learning, virtual learning tools, and supporting English Learners in distance learning. We have needed to be very purposeful with our professional development sessions to ensure it seems valuable to our teachers, as they are tired from teaching online all day. Our staff continues to receive individualized coaching from school leaders to support their individual needs. All school leaders received training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement.

Staff Roles and Responsibilities

We have been successful at reallocating our staff members whose regular responsibilities have been decreased or eliminated due to distance learning to positions where they can support families with the wraparound supports that they need or provide additional small student group engagement. Our staff were able to adapt to distance learning, which was supported by some role changes and trainings. The individualized coaching model, which has always been a part of the program at Rocketship, was particularly important in making sure that all staff had the support that they needed and consistently received feedback on how to engage with students and families.

Support for Pupils with Unique Needs

We were able to effectively implement programs to adapt distance learning for our students with unique needs. This included integrated and designated EL instruction for our English Language Learners, and IEP accommodations for our students with special needs. We have been highly focused on providing high quality designated ELD in the distance learning format. We are now piloting an Online Learning Platform for our English Learner Kindergarten students to see how it benefits them. Scheduling small group instruction and ensuring that students attend these sessions has been challenging at times. We have continued to observe gaps between assessment scores for students in these groups and other students. However, our students with disabilities are making strong progress in reading this year as evidenced by our STEP assessment data.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional small group tutoring opportunities	$156,870	$235,818	Y
Compensate staff for extended instructional time	$39,218	2,301	Y
Purchase online learning platforms (Lexia and Reflex)	$25,978	$44,325	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All actions were implemented as planned. We initially anticipated operating for most of the year in an in-person or hybrid learning model, but due to spikes in COVID-19 cases, most students were participating in a distance learning model through April. This changed how we were able to structure tutoring and also the additional staff time needed, decreasing these costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to administer the NWEA MAP assessment at the beginning of the year for our students in first grade and up. While the assessment revealed that students were, on average, starting the year behind where students had been in previous years, the gaps were not as large as NWEA predicted, which gave us confidence that our distance learning program was having an impact. We were also able to administer the STEP assessment.

We've also been able to consistently track student progress through online learning programs and class assignments. These have helped to guide full class remediation and small group instruction. Providing one-on-one coaching at the moment has become more difficult because of the need to enter a breakout room and leave the rest of the class. Most interventions are taking place during planned small group instruction time during the afternoon sessions. We've seen that as students revisit foundational skills their mastery grows.

Students have frequent opportunities to work at their own pace, including guided reading at their own instructional reading level, small group instructional days for math, the Distance Learning Launchpad as a flexible online learning hub, and online learning programs that adjust to their skills. This work which adapts to students current levels will ensure that they don't skip ahead, leaving gaps in their learning. Additionally, students will be engaging in regular small group instruction, giving them the chance to revisit any needed skills.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students have responded well to our expanded SEL curriculum and emphasis. We have added staff to be community meeting facilitators so that students could be in smaller groups to forge stronger connections. We notice that the topics covered in SEL lessons are carried over into students' interactions with each other and their teachers throughout the day. We know that forming relationships online looks different than in person and the SEL lessons have helped to forge community bonds, although we still have students, especially our younger students, who are struggling to form the same types of relationships that they would in person.

Through our Care Corps, we've been able to stay connected to our familys' needs. As families expressed struggles (e.g., food, housing), they were connected with trained Care Corps members who helped them navigate to resources. This was enabled by a growing number of community partnerships.

For our staff, we've continued to emphasize rest as a way to support mental health--offering staff additional rest days throughout the year and making sure that they had breaks worked into their schedule. We've also invested in spaces to staff to discuss challenges--especially around DEI-related injustices occurring in our country. Cultivating space to process has been key for staff member's mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our tiered intervention approach continued to emphasize strong relationship building with students and families and adapting to find solutions that meet individual needs. We've found that families respond well to this approach and we're able to work through challenges in a way that feels collaborative and opens dialogue. 98% of our families received virtual home visits in October. We've found that some of families have been facing unique challenges in the distance learning context (e.g., how to support distance learning for young students when a parent is also working) and we've tried to be creative in working with them towards solutions. Although we have been successful building relationships with families this year, the quality of the relationship is not the same in the virtual format.

In order to continue to foster family involvement at the school, we have held several virtual events and in-person drive through events. In both formats, the events were well-attended.

For students who are disengaged, we are taking a tiered approach to intervening, which mirrors the approach that we've taken during in-person learning. When a student has an absence, the family receives a notification and has the opportunity to provide information to show that the absence should be excused. Students with persistent absences meet first with their teacher to discuss the implications of those absences and try to find solutions that allow the student to attend consistently. If absences continue, families then meet with school leaders who also discuss truancy implications and work to find solutions. Notification calls are available in English and Spanish. Outreach to families will be made by a staff member who speaks the language that the family is most comfortable in or by a staff member with a supporting translator.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For our distance learners, we serve meals twice a week so our students have five days worth of meals. One service day we distribute three days worth of breakfast and lunch and the other day we distribute two days worth of breakfast and lunch.

When we have students on campus, we place them into small groups. We serve daily breakfast and lunch during their normal meal times. All meal service is provided in this small-group setting to ensure student and staff safety, avoiding exposure between cohorts of students.

In both environments, we track students who receive meals in order to facilitate free and reduced meals for those students who are eligible.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on personalization, Social Emotional Learning, and family engagement have been critical during this year and will continue going forward. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from

this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to regularly assess each of our students using NWEA MAP and STEP assessments, as well as the data from our Online Learning Platforms to monitor progress and inform instructional planning. We will continue to meet students specific learning needs through small group instruction and the personalized instruction provided by our online learning platforms.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions and services implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Rocketship Delta Prep instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments, personalizations, and academic supports.

Our major initiatives for next year include a schoolwide focus on literacy through guided reading groups emphasizing phonics and close reading strategies. We will also focus on implementation of our Social Emotional Learning program through a Diversity, Equity, and Inclusion lens to ensure our classrooms are inclusive for all students, so that they are connected and empowered to contribute to the classroom community. . We will create a vision together for what our inclusive classrooms should look like, sound like, and feel like for students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Delta Prep	Lauren Hilliard	lhilliard@rsed.org (925) 732-7587

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Rocketship Delta Prep (RDL) opened in August 2018 in Antioch, CA; it is the 13th Rocketship school to open in the Bay Area. The campus served TK-4 students in its inaugural year and grew in 2019-2020 to serve TK-5. Approximately 73% of the students are socioeconomically disadvantaged, 30% are English learners, 53% are Hispanic/Latinx and 34% are African American. Additionally, 12.7% of students qualify for special education services. The LCFF Unduplicated percentage is approximately 77.09%. Lauren Hilliard will continue to lead the school as principal in 2021-22.

Rocketship Delta Prep 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 Delta Prep'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 Delta Prep also operates under the principles that excellent teachers and leaders create transformational schools and engaged families 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 families 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 RDL this fifth core value is courage.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Rocketship Delta Prep which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers; School environment will be safe and welcoming for all students; Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning; Rocketship families are engaged in their students' education. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include families of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Family members, classified staff, certificated staff and an administrator will make up the council. The number of family members will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and family members also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Delta Prep based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, with a 95% average daily attendance rate as of 3/30/2021.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our families and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data and the 2019 CA dashboard, we have identified needs in ELA and Math achievement, English Learner progress, as well as Chronic Absenteeism. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention. We will have a schoolwide focus on literacy through guided reading groups emphasizing phonics and close reading strategies. We will provide comprehensive English Language Development to ensure our English Learners reclassify at high rates.

We will implement attendance monitoring and family outreach to ensure our students do not become chronically absent. We will also focus on implementation of our Social Emotional Learning program through a Diversity, Equity, and Inclusion lens to ensure our classrooms are inclusive for all students, so that they feel that they are comfortable and empowered to contribute to the classroom community.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with robust systems for personalized learning and our Love of Reading campaign. We will provide comprehensive English Language Development for our English learners through GLAD training for all of our teachers. We will also provide a comprehensive program of special education supports for our students with IEPs.

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. Teachers will be supported (Goal 2) through professional development and instructional coaching to implement our instructional model, including culturally responsive pedagogy. We will also support our teachers with becoming fully credentialed to ensure the highest quality teachers for our students. Additionally, we will administer high-quality assessments and provide data days for teachers to analyze the data and make instructional plans based on the data.

GOAL 3: School environment will be safe and welcoming for all students. Our Business Operations Manager ensures the school campus stays safe, clean, and well-maintained. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations.

GOAL 4: Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning. Students will have opportunities to participate in enrichment activities and field trips to ensure they receive a well-rounded education. Students will be supported in social emotional learning to ensure their social emotional well-being and remove barriers to engagement. Our Care Corps team will continue to ensure our students' basic needs are being met by identifying families in need and connecting them with appropriate resources for support.

GOAL 5: Rocketship families are engaged in their students' education. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, school events, and opportunities to volunteer and to provide input organized and facilitated by the school leadership team. These opportunities include community meetings, exhibition nights, monthly coffees, Los Dichos activities, and family surveys.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Delta Prep

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Comprehensive support and improvement plans will be supported through staff time used to gather and analyze the student, staff, and family data and facilitate a needs assessment and root cause analysis. Teachers and school leaders will use student data--including classwork, classroom participation, and assessment results--on a regular basis to adjust instruction. The student performance data will also be discussed by school leaders, parents, teachers, and staff as input for the interventions/strategies/activities in the LCAP.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

As Rocketship Delta Prep is a single school LEA, a separate monitoring process is not required. Staff will track student progress through classroom assessments and interim NWEA MAP tests. During regular data days, teachers and leaders review student data to identify needs and design interventions. During data days, student data is disaggregated by student groups to determine if certain groups (e.g., ELLs) need additional support or a different approach.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for Rocketship Delta Prep, based on the CA School Dashboard for 2019 (See Reflections: Successes and Identified Needs). Our SSC and ELAC committees met on 11/12/20, 12/10/20, 5/26/21.

Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 26, 2021.

Families also provided feedback throughout the year through various family engagement opportunities. 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.

Teachers, school staff, and school administrators provided feedback during regular staff meetings and a staff survey.

Teachers have held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

[Add feedback from 5/26 SSC/ELAC meeting]

Parents are concerned that students are spending too much time online and looking at screens.

Teachers/School Staff/Administrators are concerned that students are spending too much time looking at screens. Teachers are also concerned about balancing working from home and taking care of their own families.

Students want more opportunities to have discussions and participate in class.

Mixed Groupings expressed a desire for additional mental health and behavior supports for students.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on our stakeholder feedback, we have added the following to our plan for next year and beyond:

- simplifying distance learning schedule with online priorities clarified if we need to pivot to a distance learning format next year
- creating a schedule that prioritizes some self-care time for teachers and staff if we need to pivot to a distance learning format next year
- addressing balance of teacher talk with student participation opportunities through professional development
- adding staffing and services to increase mental health and behavior supports

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. We are proud of the progress of our students and must continue our actions to sustain this progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 25% English Learners: 0% Low Income: 21.7% Students with Disabilities: N/A Black or African American: 12.1% Hispanic/Latinx: 37.5%				30%
CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 25.7% English Learners: 15.4% Low Income: 24.1% Students with Disabilities: N/A				29%

	Black or African American: 12.1% Hispanic/Latinx: 41.9%				
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.39				1.2 Years
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.39				1.2 Years
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 24%				High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 2.6%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core-aligned instruction & materials	A-1. The Rocketship Rocketship Delta Prep 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 Rocketship Delta Prep operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.	$37,500	N

		Rocketship Rocketship Delta Prep utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.		
2	Personalized Learning	A-2. Rocketship Delta Prep'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 our school operates an inclusion model. In particular, our students in Special Education benefit 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.	$625,719	Y

		We invest in Chromebooks and invest budget each year to maintain a 1:1, 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.		
3	Special Education supports	A-3. Although Rocketship Delta Prep runs an inclusion model, we realize that our students in Special Education 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.	$110,434	N
4	GLAD Training & Curriculum	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. Students in Special Education 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. We will focus our professional development and school based coaching on improving the quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.	$23,408	N

5	Love of Reading Campaign / Reading Engagement	A-5.Rocketship Rocketship Delta Prep will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	$40,000	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
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.

An explanation of why the LEA has developed this 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%				100%
Number/% of total and EL teachers credentialed & properly assigned	100%				100%
% of adopted standards including ELD standards implemented	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	B-1. Professional Development is a critical component of the Rocketship Delta Prep program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We are planning for provision of virtual professional development as needed in the event of future closures. We will adapt the content of professional development for 21-22 and beyond as needed, given increased academic needs of our students	$186,707	Y

		due to COVID-19, and we will adjust summer professional development for 2021 to better prepare teachers and leaders to meet the needs. Summer PD Each summer, Rocketship Delta Prep 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 Delta Prep has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. Rocketship Delta Prep 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.		
2	Assessments	B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include:	$9,450	Y

		• Three rounds of cumulative assessments • Two-Three rounds of Humanities and Science interims • NWEA three times per year (K-2), NWEA two-three times per year • STEP or Fountas & Pinnell at least four times per year • State-mandated CAASPP • Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC) • Alternative ELPAC for English Learners with severe cognitive disabilities If schools are unable to open and continue with distance learning at any point, we will adjust plans as needed.		
3	Data Days	B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at Rocketship Delta Prep 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.	$41,128	Y
4	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. Rocketship Delta Prep 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 students in Special Education.	$276,413	Y
5	Teacher Credentialing	B-5. Our team will continue to ensure 100% of our teachers are in compliance. As mentioned due to COVID-19 there are a lot of questions around when teachers will be able to take tests. Therefore, we must continue to support them with studying so that once tests centers do open they are prepared to be successful. In addition, we will continue partnering with a credential program so that teachers who are currently eligible to be on an Intern Credential (passed their tests) can	$19,875	N

		focus on earning their Preliminary Credential. We are excited to see even more people be able to enroll in 21-22.		
6	Culturally Responsive Pedagogy	B-6. Rocketship Delta Prep is committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative and culturally competent. We also recognize that in order to build cultural competence at our school, we must invest in a multi-year training effort. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons. The new Thematic Units will celebrate diversity and leverage student's cultural capital to guide student discussions.	TBD	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the “good repair” standard	Met				Met
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.				75%
% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	BOM	C-1. Rocketship Delta Prep 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. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring	$219,500	Y

		compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. This position is critical to meeting our school's and the state's goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.		
2	School Maintenance	C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the 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 Rocketship Delta Prep will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones. We will upgrade the bandwidth at the school site to ensure adequate coverage across the campus. Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	$55,450	N
3	Custodial Services and 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.	$67,800	N

4	Operations Specialists	C-4.Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and professional development of our Operations Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school professional development sessions depending on the topic.	$279,441	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4

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

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No 2020-21 data due to pandemic school closure				75%
% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”)	89%				90%
Portion of parents with input into decision making (Parent survey participation rate)	100%				90%
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All students: 24.5%				10%

	English Learners: 13% Low Income: 24.1% Students with Disabilities: 21.4 Black or African American: 29.5% Hispanic/Latinx: 20.5% White: 9.5% Two or More Races: 35.1%				
Suspension rate for all students and all significant subgroups	2018-19 All students: 4.5% English Learners: 1% Low Income: 4.9% Students with Disabilities: 1.8% Black or African American: 7.9% Hispanic/Latinx: 1.3% White: 4.8% Two or More Races: 5.3%				0.5%
Expulsion rate for all students and all significant subgroups	2018-19: 0%				0%
Average Daily Attendance	2018-19: 92.6%				95%

% of students with access to a broad course of study	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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, science, 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 students in Special Education, this can be an especially motivating and engaging portion of their day. Student interest groups provide an opportunity for students to participate in activities with others that share their same interests like cooking, dance, fitness, sign language, and chess.	$272,369	Y
2	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. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$10,000	Y

3	Social Emotional Learning	D-3. Rocketship Delta Prep 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. PBIS will be one of our main priorities this year. We will focus on improving the fidelity of the practices across all spaces--classrooms, recess, and enrichment--so that we are creating a positive environment and culture with consistency. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the Shortest Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more community and culture building within a class. The goal of these curricula is to help students build toward the 5 social emotional competencies of self awareness, self management, social awareness, relationship skills, and responsible decision making, as well as encompassing the social justice standards of identity, diversity, justice, and action. This school year we formed a working group to audit the curricula with a DEI lens to continue to ensure we have representation across race, ability, ethnicity and representation. We had a group of 20 employees from across our 4 regions, across roles (i.e. enrichment coordinators, teachers, school leaders, mental health professionals, and learning lab specialists). This past year we implemented ""Smart Start"" components into the curricula. These derive from Conscious Discipline and Responsive Classroom, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created ""class creed,"" a ""feelings check,"" and a ""wishing well"" component--thereby promoting positive culture and SEL skills. The ""Smart Start"" component is a conscious effort to plan ahead for students returning after a year of closures with potentially higher needs and trauma. The routines will support them in the transition back to in-person learning. We also utilize mental health professionals for individual student support and providing small group support working with the SEL curriculum.This year we will be increasing our tiers of support. We are adding a Mental Health Provider intern program to our already existing Mental Health Provider team. We will be leveraging this program to	$92,224	Y

		increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students. We are expanding our CareCorps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigrational, and other various services at each of our 13 Bay Area school sites. This program will be an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. The team of providers will work to gain family and community engagement by securing partnerships & resources for adults in relation to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community of Schools program will also work to design a program to address chronic absenteeism.		
4	Care Corps	D-4. In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff will regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff will follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn.	$75,000	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

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[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 5

Goal #	Description
5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours; set as less than 100%)	51%				61%
% Home visits completed	74%				95%
% of parents who are satisfied with their	75%				80%

school (reporting as agree or strongly agree on the parent survey)					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family involvement	E-1. Community Events: Rocketship Delta Prep 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, Rocketship Delta Prep invests in family 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. Family Volunteer Opportunities: Rocketship School family members will be encouraged to volunteer with their students to help tighten the link between the families and the school. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will continue to expand and adapt the volunteer options and events in order to be inclusive of working family members and to accomodate for times when COVID-19 may not allow for family members to volunteer on campus. In addition to these components, we will be expanding our work with our school-based parent groups to deepen knowledge and advocacy for their students' learning in the Antioch community. We will intentionally bring a Diversity, Equity and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program.	$36,457	N

2	Family Outreach	E-2. Rocketship Delta Prep provides many opportunities throughout the school year for families to interact with Rocketship Delta Prep staff. The school offers monthly forums (i.e., Cafecitos) for families to provide feedback as well as learn in depth about school activities. This enables families to become a more active participant in their child's education. We also survey our families annually. We analyze the data and meet with families to review the results and seek further input on the actions moving forward. We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. We are seeking family input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.	$8,125	Y
3	School Leadership Team	E-3. Rocketship Delta Prep's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where families are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all family engagement goals and responsive to family input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to families through written, social media, and other forums. As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$82,175	N
4	Los Dichos	E-4. Los Dichos is a parent, family, and community engagement activity where family members read stories of Latino origin as a part of	$5,000	N

		a literature-based program. The books read are bilingual and teach students about the Latino culture and values. Each one has a dicho, or saying, that reflects the story. After reading the bilingual book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Project Cornerstone staff. They then meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.77%	TBD

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that English Learners distance from standard averages 15.9 points below “All students” in ELA and 26.8 points above “All students” in Math. Socioeconomically Disadvantaged students distance from standard averages 6.8 points below “All students” in ELA and 8.3 points below “All students” in Math. We had low performance in 2019 on the English Learner Progress Indicator, with 23.7% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 2.6%.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Rocketship Delta Prep student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Days are professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. 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.

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 5 points growth in ELA and 3 points growth in Math within the next three years (see expected outcomes in Goal 1), a high level English Learner Progress and at least a 15% English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students had a 4.9% suspension rate and English Learners had a 1% suspension rate. Our Chronic Absence rate in 2019 was 24.1% for our Socioeconomically disadvantaged students and 13% for our English Learners.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. We provide Enrichment opportunities and field trips to support the development of the whole child. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement.

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Rocketship Rocketship Delta Prep community. We will also measure progress toward high attendance and low chronic absenteeism (see above).

Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Family Outreach

Expected Outcomes

By implementing a comprehensive Family Outreach program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around family perceptions of their satisfaction with the school, family participation in various events and opportunities, and the percent of our students' homes we are able to visit at the beginning of each school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Academic Growth and Achievement

Personalized Learning

Reading Engagement

Professional Development

Assessments

Coaching

Data Days

The personalized learning action increases the amount of technology, tech support, online learning platforms, leveled libraries, learning lab materials and instructional materials available to English learners, low income students, and foster youth so that they can successfully engage with the right content at the right time according to their needs and varying levels. Reading engagement adds funding for materials and supplies to support a school-wide reading initiative that fosters love of reading and reading growth above and beyond the ELA curriculum to provide additional support for our low income, English learners, and foster youth to grow as readers. Professional development

and coaching actions add staffing and materials in support of expanded professional development opportunities and teacher coaching provided to all teachers, totaling about 4 hours per week, to ensure that teachers are supported to effectively meet the needs of our low income students, English learners, and foster youth. The actions for assessments and data days add assessment systems, staffing, and related materials to our program in order to provide accurate and actionable data on the learning progress and needs of our low income students, English learners, and foster youth and to dedicate time and expertise to the effective use of that data.

Climate and Culture

Business Operations Manager

Operations Specialists

Enrichment

Field Trips

Social Emotional Learning

The Business Operations Manager action expands the staffing at our school in order to provide our low income students, English learners and foster youth an additional highly trained leader on campus dedicated to ensuring a safe and supportive school climate, smooth operations, and effective outreach for student engagement. The Operations Specialists add additional staffing in support of functions that are particularly beneficial to our low income students, English learners and foster youth. They ensure that school nutrition is well implemented, that recess and lunchtime activities are productive and positive, and that outreach for student support and re-engagement is timely and effective. The enrichment and field trips actions bring additional opportunities to our low income students, English learners, and foster youth by adding opportunities for learning beyond the core curriculum and in the community. Social emotional learning action adds staffing and resources in order to create and implement a comprehensive program in Social Emotional Learning and mental health supports to ensure that our low income students, English learners, and foster youth are supported not just academically but holistically, and that mental health support is available to them as needed.

Family Engagement

Family Outreach

Family Outreach adds staffing time devoted to engaging with families so that families of our low income students, English learners, and foster youth. This action supports the building of strong family-school relationships in support of students through such initiatives as home visits, opportunities and events for families, and outreach.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that

does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

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• hers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students.