

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Brilliant Minds Academy	Rachel Heredia, Director Compliance Strategy	<a href="mailto:compliance@rsed.org">compliance@rsed.org</a> ; 877-806-0920

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Rocketship Brilliant Minds is deeply committed to meaningful educational partner engagement, and we further increased our engagement in response to the pandemic, including the Local Control and Accountability Plan (LCAP) development process. Rocketship Brilliant Minds will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022, including quarterly School Site Council meetings and LCAP public hearing in May 2022.

Previous engagement opportunities include:

### **Local Control and Accountability Plan 2021-2022**

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 quarterly 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

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### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rocketship Brilliant Minds is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. Staff positions that will be increased at each school include one operations specialist. The direct increased/improved services that this will provide to students include supporting meal programs, daily transitions on campus, and supervising arrival, dismissal, lunch and recess.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Rocketship Brilliant Minds is deeply committed to meaningful educational partner engagement, These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Rocketship Brilliant Minds' practices have been further enhanced during the pandemic as we sought the input and feedback of our educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

### **Local Control and Accountability Plan 2021-2022**

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 quarterly 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

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The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

### **ESSER III Expenditure Plan**

Rocketship Brilliant Minds engaged its educational partners on the use of one-time funds received that are intended to support recovery from the COVID-19 pandemic and the impacts on distance learning as described in the ESSER III Expenditure Plan:

Since the early days of the pandemic, Rocketship Public Schools has been deeply engaged with our community on what supports would be most impactful for our students, families, and staff. This plan has been developed from the input collected over the last 17 months and is intended to be a deepening and extension of our overall COVID response strategy, allowing us to carry our initiatives through this school year and the two following years in a multi-year progression.

Examples of the ways in which we meaningfully consult with community members to collect perspectives and insights to the unique needs of our Rocketship Brilliant Minds community are:

- School Site Council

- Regular parent meetings
- Regular staff meetings and surveys
- Engagement specific to the development of Expanded Learning Opportunities and LCAP plans
- Campus Community Advisory Board
- Public Board of Directors meetings

These groups of community members include students; families, including families that speak languages other than English; school and district administrators, including special education administrators; teachers, principals, school leaders, other educators, and other school staff. Local bargaining units are not applicable. Given the student population served by Rocketship Brilliant Minds (78% socio-economically-disadvantaged, 59% multilingual learners, 99% students of color, 9% special education), ALL stakeholders are advocates for the interests of children with disabilities, English learners, homeless students, foster youth, and other underserved students (migratory students and children who are incarcerated do not apply). Civil rights organizations are invited to participate in any and all open community engagement. Tribes are not applicable.

As our plan continues to develop and evolve over the next three years, we will continue to use our existing channels to seek input on what strategies to stop, start, and scale up as we gain more data on the impact of our interventions.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Rocketship Brilliant Minds is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

Health and Safety of Students, Educators, and Other Staff

Successes:

A large part of our success in this effort has been the highly coordinated and extensive efforts to implement health and safety protocols. Our staff has been well-trained and works closely with the health department to implement COVID safety procedures including daily temperature checks and health reviews, Covid-19 testing, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. The school practices universal masking indoors and outdoors, student grouping into cohorts to limit exposures and support contact tracing, and physically distancing as much as possible. Covid-19 testing is offered daily as needed for students and staff who show symptoms. All unvaccinated Rocketship staff are tested for COVID once a week. Rocketship encourages vaccination for staff and students who are eligible and provides information and resources on vaccination. Rocketship encourages students to wash hands frequently and to use hand sanitizer if washing is not available. We practice regular cleaning of areas that are touched frequently, and our custodial team cleans thoroughly each evening. We have upgraded our HVAC systems and have HVAC vendors on campus every other month to inspect and change filters when needed. We have air purifiers

indoors and, and we open the windows when the weather allows. The students and families have been strong partners in the implementation of our health and safety protocols with compliance with masking and distancing requirements and requests for students to stay home if sick.

#### Challenges:

The greatest challenge has been the recent surge in cases experienced in our community as elsewhere, and the accompanying difficulties and disruption caused by illness and quarantines. However, our cohort model and health and safety protocols have helped us to maintain a relatively low transmission rate. We provide up-to-date information on counts of active COVID-19 cases in quarantine among staff and students through our website.

#### Continuity of Services

#### Successes:

In addition to our health and safety protocols, our CareCorps efforts have been highly successful in ensuring continuity of services for our students, and particularly for our most vulnerable families. Rocketship Brilliant Minds has a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps then connects families with the services and resources they need. At Rocketship Brilliant Minds, the CareCorps Coordinator has collaborated with the Mental Health Provider to facilitate numerous workshops about resources available in the community. Average attendance for students on CareCorps Coordinators caseload increased from 55% to 60%. The CareCorps Coordinator has responded to daily requests for support from families by connecting them with outside resources in food, housing, mental health, etc.

#### Challenges:

The frequency of student and staff absences due to illness and quarantine protocols has been very challenging in our efforts to maintain continuity of services. Although we have maintained high ADA overall thus far, it is 2-3% points under our goal for the year, and we are seeing a greater number of students at risk of chronic absenteeism. We are continuing our efforts in family outreach to support our students with continuity of learning.

#### Implementation of the ESSER III Expenditure Plan

Rocketship Brilliant Minds is implementing the Elementary and Secondary School Emergency Relief expenditure plan in 2022-23 and 2023-24. The plan outlines actions to incentivize vaccinations, a reserve for evolving future needs, additional instructional staff, Chromebooks, Summer school, CareCorps, and Regional Support. The school plans to monitor progress on the use of these funds as indicated in the ESSER III Plan through interim academic assessments (NWEA, Fountas & Pinnell, STEP), annual ELPAC, attendance data, Social Emotional and Behavior Screeners, office referral data, and vaccination documentation. The school does not plan to spend the funds until the 2022-23 school year, and as such does not have any expenditure plan or implementation progress to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Rocketship Brilliant Minds is using its fiscal resources to implement the LCAP with a specific focus on ensuring the academic and social emotional recovery of our students from the effects of the COVID-19 pandemic. The implementation of the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan is specifically aligned to the LCAP. The LCAP addresses the school environment, including health and safety, through Goal 3, Actions 1-4. Based on the annual update reflections, the LCAP addresses learning loss by focusing on academic proficiency (Goal 1) and standards-based instruction (Goal 2). The LCAP addresses social emotional needs through Goal 4, Action 3 (Social Emotional Learning) and Action 4 (CareCorps).

Local Control and Accountability Plan:

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The school plans to spend the ESSER III funds beginning in the 2022-23 school year and will do so in alignment with the 2022-23 LCAP.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*



If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Delta Prep	Rachel Heredia, Director Compliance Strategy	<a href="mailto:compliance@rsed.org">compliance@rsed.org</a> ; 877-806-0920

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Rocketship Delta Prep is deeply committed to meaningful educational partner engagement, and we further increased our engagement in response to the pandemic, including the Local Control and Accountability Plan (LCAP) development process. Rocketship Delta Prep will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022, including quarterly School Site Council meetings and LCAP public hearing in May 2022.

Previous engagement opportunities include:

### **Local Control and Accountability Plan 2021-2022**

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 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, and 5/26/21. Our board meets quarterly 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.

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### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rocketship Delta Prep is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. Rocketship Delta Prep does not receive enough additional concentration grant funding to hire additional staff, but instead we use it to retain staff that provide direct services to students, including a third assistant principal, an assistant teacher, a behavioral tech, and an individualized learning specialist. The direct increased/improved services that this will provide to students include mentoring, progress monitoring, and coordination of student supports (third asst. principal), small group instruction, and one-on-one support (assistant teacher), behavioral support (behavioral tech), and one-on-one support (individualized learning specialist).

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Rocketship Delta Prep is deeply committed to meaningful educational partner engagement, These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Rocketship Delta Prep's practices have been further enhanced during the pandemic as we sought the input and feedback of our educational partner groups from the onset of the

pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

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The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

### **ESSER III Expenditure Plan**

Since the early days of the pandemic, Rocketship Public Schools has been deeply engaged with our community on what supports would be most impactful for our students, families, and staff. This plan has been developed from the input collected over the last 17 months and is intended to be a deepening and extension of our overall COVID response strategy, allowing us to carry our initiatives through this school year and the two following years in a multi-year progression.

Examples of the ways in which we meaningfully consult with community members to collect perspectives and insights to the unique needs of our Rocketship Delta Prep community are:

- School Site Council
- Regular parent meetings
- Regular staff meetings and surveys
- Engagement specific to the development of Expanded Learning Opportunities and LCAP plans
- Campus Community Advisory Board
- Public Board of Directors meetings

These groups of community members include students; families, including families that speak languages other than English; school and district administrators, including special education administrators; teachers, principals, school leaders, other educators, and other school staff. Local bargaining units are not applicable. Given the student population served by Rocketship Delta Prep (79% socio-economically-disadvantaged, 29% multilingual learners, 98% students of color, 12% special education), ALL stakeholders are advocates for the interests of children with disabilities, English learners, homeless students, foster youth, and other underserved students (migratory students and children who are incarcerated do not apply). Civil rights organizations are invited to participate in any and all open community engagement. Tribes are not applicable.

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#### Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

Health and Safety of Students, Educators, and Other Staff

Successes:

A large part of our success in this effort has been the highly coordinated and extensive efforts to implement health and safety protocols. Our staff has been well-trained and works closely with the health department to implement COVID safety procedures including daily temperature checks and health reviews, Covid-19 testing, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. The school practices universal masking indoors and outdoors, student grouping into cohorts to limit exposures and support contact tracing, and physically distancing as much as possible. Covid-19 testing is offered daily as needed for students and staff who show symptoms. All unvaccinated Rocketship staff are tested for COVID once a week.

Rocketship encourages vaccination for staff and students who are eligible and provides information and resources on vaccination. Rocketship encourages students to wash hands frequently and to use hand sanitizer if washing is not available. We practice regular cleaning of areas that are touched frequently, and our custodial team cleans thoroughly each evening. We have upgraded our HVAC systems and have HVAC vendors on campus every other month to inspect and change filters when needed. We have air purifiers indoors and, and we open the windows when the weather allows. The students and families have been strong partners in the implementation of our health and safety protocols with compliance with masking and distancing requirements and requests for students to stay home if sick.

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#### Continuity of Services

#### Successes:

In addition to our health and safety protocols, our CareCorps efforts have been highly successful in ensuring continuity of services for our students, and particularly for our most vulnerable families. Rocketship Delta Prep has a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps then connects families with the services and resources they need. At Rocketship Delta Prep, the CareCorps Coordinator has collaborated with a local church to open up 50 spots for aftercare for families. The CareCorps Coordinator has partnered with a local food bank for bi-monthly food distribution at Rocketship Delta Prep and has partnered with the local health department to facilitate a mobile vaccination clinic.

#### Challenges:

The frequency of student and staff absences due to illness and quarantine protocols has been very challenging in our efforts to maintain continuity of services. Although we have maintained high ADA overall thus far, it is approximately 5% points under our goal for the year, and we are seeing a greater number of students at risk of chronic absenteeism. We are continuing our efforts in family outreach to support our students with continuity of learning.

#### Implementation of the ESSER III Expenditure Plan

The Rocketship Delta Prep Elementary and Secondary School Emergency Relief expenditure plan outlines actions to incentivize vaccinations, a reserve for evolving future needs, additional instructional staff, Chromebooks, Summer school, CareCorps, and Regional Support. The school plans to begin utilizing the ESSER III funds in the second half of the 21-22 school year after other fund sources are exhausted. The school plans to monitor progress on the use of these funds as indicated in the ESSER III Plan through

interim academic assessments (NWEA, Fountas & Pinnell, STEP), annual ELPAC assessments, attendance data, Social Emotional and Behavior Screeners, office referral data, and vaccination documentation.

### **Incentivizing vaccination for staff and students**

Having our communities fully vaccinated is essential for achieving continuous and safe in-person learning. We will offer incentives to staff and students to drive uptake of the vaccine in advance of the state mandate.

Successes:

We developed a COVID-19 Updates website linked to our homepage that includes a section of vaccination resources. These include vaccine eligibility updates, how and where to get vaccinated in our school community, and questions and answers regarding the vaccines. Families can access the vaccination resources through their Rocketeer's Chromebook.

Challenges:

Although we have seen an increase in vaccination rates, there is still progress to be made in having our community fully vaccinated.

### **Additional instructional staff**

We are deepening our bench of tutors and teacher's aides to provide additional personalized learning opportunities for students to recoup lost instructional time. Tutors and teacher's aides are able to provide individual and small group remediation opportunities based on student data.

Successes:

Tutors and teacher's aides are providing additional support for students to recoup lost instructional time. The personalized learning provided allows for students to fill gaps and/or move ahead as needed.

Challenges:

The pandemic has had a large impact on our school community, and the academic needs of our students continue to be great. During the Omicron wave, we were often short staffed, when staff became sick. Additional instructional staff were critical to having healthy adults available to keep our campus open, but we were not always able to offer the tutoring support that we planned for.

### **Chromebooks**

We are maintaining our 1:1 student to Chromebook ratio to provide students with deeper access to online learning programs that will support their individual academic growth.

Successes:

We have successfully established online platforms, protocols, and systems supported by Chromebooks that promote academic growth and continuity of learning. Additional Chromebooks are helping to ensure that all students have access to these opportunities.

Challenges:

We are aware of some instances of Chromebook shipping delays related to the pandemic, and we are monitoring our supply and orders accordingly.

### **Summer School**

We will provide evidence-based summer learning interventions to accelerate student growth between academic years. This action has yet to be implemented (summer 2022), and as such we have no implementation progress or successes and challenges to report.

### **CareCorps Coordinator**

We have implemented a campus-based position promoting access to wrap-around community supports for students and families.

Successes:

Our CareCorps efforts have been highly successful in supporting our most vulnerable families. We have a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps team then connects families with the services and resources they need.

Challenges:

The pandemic has had a large impact on our school community, and although we know that our outreach and resources are making a great difference for Rocketship families, there remain more needs to be met.

### **Regional Support**

This action supports a school allocation to regional support roles: Achievement Managers, AD CareCorps, AD Related Services, Student Records, AD Independent Study.

Successes:

Regional support greatly enhances our ability to support students in monitoring academic growth and achievement, surveying and providing outreach to meet the needs of our most vulnerable families, maintaining student records, and supporting independent study programs.

Challenges:



The biggest challenge in implementing the regional support is that the COVID-19 pandemic has brought additional pandemic-related considerations, needs, and duties for all staff.

### **Additional Funds**

Given the three-year time horizon of these funds, we are holding a portion of the total in reserve to respond to evolving future needs. This action has yet to be implemented, and as such we have no implementation progress or successes and challenges to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Rocketship Delta Prep is using its fiscal resources to implement the LCAP with a specific focus on ensuring the academic and social emotional recovery of our students from the effects of the COVID-19 pandemic. The implementation of the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan is specifically aligned to the LCAP. The LCAP addresses the school environment, including health and safety, through Goal 3, Actions 1-4. Based on the annual update reflections, the LCAP addresses learning loss by focusing on academic proficiency (Goal 1) and standards-based instruction (Goal 2). The LCAP addresses social emotional needs through Goal 4, Action 3 (Social Emotional Learning) and Action 4 (CareCorps).

### **ESSER III Expenditure Plan**

Rocketship Delta Prep is using its fiscal resources to implement the requirements of the ESSER III Expenditure Plan through actions designed to address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP. Incentivizing vaccinations aligns with Goal 5, Action 2 Family Outreach. Additional Instructional staff aligns with Goal 1, Actions 2 & 3 (Personalized Learning & Special Education Supports). The Chromebooks action aligns with Goal 1, Action 2 (Personalized Learning). The Summer School action aligns generally with Goal 1 which focuses on academic growth. The CareCorps Coordinator action aligns with Goal 4, Actions 3 & 4 (Social Emotional Learning & CareCorps). The Regional Support action aligns with Goal 2, Action 1 (Professional Development) and Goal 4, Actions 3 & 4 (Social Emotional Learning & CareCorps). The additional funds, when utilized, will also be implemented in alignment with the LCAP.

Local Control and Accountability Plan:

[https://www.rocketshipschools.org/wp-content/uploads/2017/09/RDL\\_LCAP2021\\_BoardApproved.pdf](https://www.rocketshipschools.org/wp-content/uploads/2017/09/RDL_LCAP2021_BoardApproved.pdf)

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

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## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Discovery Prep	Rachel Heredia, Director Compliance Strategy	<a href="mailto:compliance@rsed.org">compliance@rsed.org</a> ; 877-806-0920

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Rocketship Discovery Prep is deeply committed to meaningful educational partner engagement, and we further increased our engagement in response to the pandemic, including the Local Control and Accountability Plan (LCAP) development process. Rocketship Discovery Prep will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) during the LCAP community partners engagement opportunities in the first half of 2022, including quarterly School Site Council meetings and LCAP public hearing in May 2022.

Previous engagement opportunities include:

### **Local Control and Accountability Plan 2021-2022**

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 quarterly 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

[https://www.rocketshipschools.org/wp-content/uploads/2021/06/RDP\\_LCAP2021\\_BoardApproved.pdf](https://www.rocketshipschools.org/wp-content/uploads/2021/06/RDP_LCAP2021_BoardApproved.pdf) (p. 45)

### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rocketship Discovery Prep did not receive a concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Rocketship Discovery Prep is deeply committed to meaningful educational partner engagement, These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Rocketship Discovery Prep's practices have been further enhanced during the pandemic as we sought the input and feedback of our educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

### **Local Control and Accountability Plan 2021-2022**

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 quarterly 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

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Since the early days of the pandemic, Rocketship Public Schools has been deeply engaged with our community on what supports would be most impactful for our students, families, and staff. This plan has been developed from the input collected over the last 17 months and is intended to be a deepening and extension of our overall COVID response strategy, allowing us to carry our initiatives through this school year and the two following years in a multi-year progression.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

### **ESSER III Expenditure Plan**

Examples of the ways in which we meaningfully consult with community members to collect perspectives and insights to the unique needs of our Rocketship Discovery Prep community are:

- School Site Council
- Regular parent meetings
- Regular staff meetings and surveys
- Engagement specific to the development of Expanded Learning Opportunities and LCAP plans
- Campus Community Advisory Board
- Public Board of Directors meetings

These groups of community members include students; families, including families that speak languages other than English; school and district administrators, including special education administrators; teachers, principals, school leaders, other educators, and other school staff. Local bargaining units are not applicable. Given the student population served by Rocketship Discovery Prep (78% socio-economically-disadvantaged, 62% multilingual learners, 98% students of color, 9% special education), ALL stakeholders are advocates for the interests of children with disabilities, English learners, homeless students, foster youth, and other underserved students (migratory students and children who are incarcerated do not apply). Civil rights organizations are invited to participate in any and all open community engagement. Tribes are not applicable.

As our plan continues to develop and evolve over the next three years, we will continue to use our existing channels to seek input on what strategies to stop, start, and scale up as we gain more data on the impact of our interventions.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Rocketship Discovery Prep is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

Health and Safety of Students, Educators, and Other Staff

Successes:

A large part of our success in this effort has been the highly coordinated and extensive efforts to implement health and safety protocols. Our staff has been well-trained and works closely with the health department to implement COVID safety procedures including daily temperature checks and health reviews, Covid-19 testing, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. The school practices universal masking indoors and outdoors, student grouping into cohorts to limit exposures and support contact tracing, and physically distancing as much as possible. Covid-19 testing is offered daily as needed for students and staff who show symptoms. All unvaccinated Rocketship staff are tested for COVID once a week. Rocketship encourages vaccination for staff and students who are eligible and provides information and resources on vaccination. Rocketship encourages students to wash hands frequently and to use hand sanitizer if washing is not available. We practice regular cleaning of areas that are touched frequently, and our custodial team cleans thoroughly each evening. We have upgraded our HVAC systems and have HVAC vendors on campus every other month to inspect and change filters when needed. We have air purifiers indoors and, and we open the windows when the weather allows. The students and families have been strong partners in the implementation of our health and safety protocols with compliance with masking and distancing requirements and requests for students to stay home if sick.

Challenges:



The greatest challenge has been the recent surge in cases experienced in our community as elsewhere, and the accompanying difficulties and disruption caused by illness and quarantines. However, our cohort model and health and safety protocols have helped us to maintain a relatively low transmission rate. We provide up-to-date information on counts of active COVID-19 cases in quarantine among staff and students through our website.

### Continuity of Services

#### Successes:

In addition to our health and safety protocols, our CareCorps efforts have been highly successful in ensuring continuity of services for our students, and particularly for our most vulnerable families. Rocketship Discovery Prep has a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps then connects families with the services and resources they need. At Rocketship Discovery Prep, the CareCorps Coordinator responded to daily requests for support from families by connecting them with outside resources in food, housing, mental health, etc. Average attendance for students on the CareCorps Coordinator's caseload increased from 68% to 73%.

#### Challenges:

The frequency of student and staff absences due to illness and quarantine protocols has been very challenging in our efforts to maintain continuity of services. Although we have maintained high ADA overall thus far, it is approximately 5% points under our goal for the year, and we are seeing a greater number of students at risk of chronic absenteeism. We are continuing our efforts in family outreach to support our students with continuity of learning.

### Implementation of the ESSER III Expenditure Plan

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### **Incentivizing vaccination for staff and students**

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#### Successes:

We developed a COVID-19 Updates website linked to our homepage that includes a section of vaccination resources. These include vaccine eligibility updates, how and where to get vaccinated in our school community, and questions and answers regarding the vaccines. Families can access the vaccination resources through their Rocketeer's Chromebook.

Challenges:

Although we have seen an increase in vaccination rates, there is still progress to be made in having our community fully vaccinated.

### **Additional instructional staff**

We are deepening our bench of tutors and teacher's aides to provide additional personalized learning opportunities for students to recoup lost instructional time. Tutors and teacher's aides are able to provide individual and small group remediation opportunities based on student data.

Successes:

Tutors and teacher's aides are providing additional support for students to recoup lost instructional time. The personalized learning provided allows for students to fill gaps and/or move ahead as needed.

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The pandemic has had a large impact on our school community, and the academic needs of our students continue to be great. During the Omicron wave, we were often short staffed, when staff became sick. Additional instructional staff were critical to having healthy adults available to keep our campus open, but we were not always able to offer the tutoring support that we planned for.

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We are aware of some instances of Chromebook shipping delays related to the pandemic, and we are monitoring our supply and orders accordingly.

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The pandemic has had a large impact on our school community, and although we know that our outreach and resources are making a great difference for Rocketship families, there remain more needs to be met.

### **Regional Support**

This action supports a school allocation to regional support roles: Achievement Managers, AD CareCorps, AD Related Services, Student Records, AD Independent Study.

#### Successes:

Regional support greatly enhances our ability to support students in monitoring academic growth and achievement, surveying and providing outreach to meet the needs of our most vulnerable families, maintaining student records, and supporting independent study programs.

#### Challenges:

The biggest challenge in implementing the regional support is that the COVID-19 pandemic has brought additional pandemic-related considerations, needs, and duties for all staff.

### **Additional Funds**

Given the three-year time horizon of these funds, we are holding a portion of the total in reserve to respond to evolving future needs. This action has yet to be implemented, and as such we have no implementation progress or successes and challenges to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

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#### ESSER III Expenditure Plan

Rocketship Discovery Prep is using its fiscal resources to implement the requirements of the ESSER III Expenditure Plan through actions designed to address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP. Incentivizing vaccinations aligns with Goal 5, Action 2 Family Outreach. Additional Instructional staff aligns with Goal 1, Actions 2 & 3 (Personalized Learning & Special Education Supports). The Chromebooks action aligns with Goal 1, Action 2 (Personalized Learning). The Summer School action aligns generally with Goal 1 which focuses on academic growth. The CareCorps Coordinator action aligns with Goal 4, Actions 3 & 4 (Social Emotional Learning & CareCorps). The Regional Support action aligns with Goal 2, Action 1 (Professional Development) and Goal 4, Actions 3 & 4 (Social Emotional Learning & CareCorps). The additional funds, when utilized, will also be implemented in alignment with the LCAP.

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# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

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## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

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**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Futuro Academy	Rachel Heredia, Director Compliance Strategy	<a href="mailto:compliance@rsed.org">compliance@rsed.org</a> ; 877-806-0920

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Rocketship Futuro Academy is deeply committed to meaningful educational partner engagement, and we further increased our engagement in response to the pandemic, including the Local Control and Accountability Plan (LCAP) development process. Rocketship Futuro Academy will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) funds during the LCAP community partners engagement opportunities in the first half of 2022, including quarterly School Site Council meetings and LCAP public hearing in May 2022.

Previous engagement opportunities include:

### **Local Control and Accountability Plan 2021-2022**

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 quarterly 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

[https://www.rocketshipschools.org/wp-content/uploads/2017/09/RFA\\_LCAP2021\\_BoardApproved.pdf](https://www.rocketshipschools.org/wp-content/uploads/2017/09/RFA_LCAP2021_BoardApproved.pdf) (p. 40)

### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rocketship Futuro Academy is not receiving the concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Rocketship Futuro Academy is deeply committed to meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Rocketship Futuro Academy's practices have been further enhanced during the pandemic as we sought the input and feedback of our educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

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Since the early days of the pandemic, Rocketship Public Schools has been deeply engaged with our community on what supports would be most impactful for our students, families, and staff. This plan has been developed from the input collected over the last 17 months and is intended to be a deepening and extension of our overall COVID response strategy, allowing us to carry our initiatives through this school year and the two following years in a multi-year progression.

### **ESSER III Expenditure Plan**

Examples of the ways in which we meaningfully consult with community members to collect perspectives and insights to the unique needs of our Rocketship Futuro Academy community are:

- School Site Council
- Regular parent meetings
- Regular staff meetings and surveys
- Engagement specific to the development of Expanded Learning Opportunities and LCAP plans
- Campus Community Advisory Board

- Public Board of Directors meetings

These groups of community members include students; families, including families that speak languages other than English; school and district administrators, including special education administrators; teachers, principals, school leaders, other educators, and other school staff. Local bargaining units are not applicable. Given the student population served by Rocketship Futuro Academy (84% socio-economically-disadvantaged, 60% multilingual learners, 98% students of color, 10% special education), ALL stakeholders are advocates for the interests of children with disabilities, English learners, homeless students, foster youth, and other underserved students (migratory students and children who are incarcerated do not apply). Civil rights organizations are invited to participate in any and all open community engagement. Tribes are not applicable.

As our plan continues to develop and evolve over the next three years, we will continue to use our existing channels to seek input on what strategies to stop, start, and scale up as we gain more data on the impact of our interventions.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Rocketship Futuro Academy is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

Health and Safety of Students, Educators, and Other Staff

Successes:

A large part of our success in this effort has been the highly coordinated and extensive efforts to implement health and safety protocols. Our staff has been well-trained and works closely with the health department to implement COVID safety procedures including daily temperature checks and health reviews, Covid-19 testing, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. The school practices universal masking indoors and outdoors, student grouping into cohorts to limit exposures and support contact tracing, and physically distancing as much as possible. Covid-19 testing is offered daily as needed for students and staff who show symptoms. All unvaccinated Rocketship staff are tested for COVID once a week. Rocketship encourages vaccination for staff and students who are eligible and provides information and resources on vaccination. Rocketship encourages students to wash hands frequently and to use hand sanitizer if washing is not available. We practice regular cleaning of areas that are touched frequently, and our custodial team cleans thoroughly each evening. We have upgraded our HVAC systems and have HVAC vendors on campus every other month to inspect and change filters when needed. We have air purifiers indoors and, and we open the windows when the weather allows. The students and families have been strong partners in the implementation of our health and safety protocols with compliance with masking and distancing requirements and requests for students to stay home if sick.

Challenges:

The greatest challenge has been the recent surge in cases experienced in our community as elsewhere, and the accompanying difficulties and disruption caused by illness and quarantines. However, our cohort model and health and safety protocols have helped us to maintain a relatively low transmission rate. We provide up-to-date information on counts of active COVID-19 cases in quarantine among staff and students through our website.

#### Continuity of Services

##### Successes:

In addition to our health and safety protocols, our CareCorps efforts have been highly successful in ensuring continuity of services for our students, and particularly for our most vulnerable families. Rocketship Futuro Academy has a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps then connects families with the services and resources they need. At Rocketship Futuro Academy, the CareCorps Coordinator has collaborated with the Mental Health Provider to facilitate numerous workshops about resources available in the community. The CareCorps Coordinator has partnered with a local social-emotional organization to host an anti-bullying assembly for students. Average attendance for students on the CareCorps Coordinator's caseload increased from 68% to 81%. The CareCorps Coordinator has responded to daily requests for support from families by connecting them with outside resources in food, housing, mental health, etc. The CareCorps Coordinator has collaborated with the local health department to host a mobile vaccination clinic for families at Rocketship Futuro Academy. The CareCorps Coordinator has set up a bi-monthly food distribution for families at Rocketship Futuro Academy with a local food bank and has connected 25 families in 5th grade with a local STEM based aftercare program.

##### Challenges:

The frequency of student and staff absences due to illness and quarantine protocols has been very challenging in our efforts to maintain continuity of services. Although we have maintained high ADA overall thus far, it is 2-3% points under our goal for the year, and we are seeing a greater number of students at risk of chronic absenteeism. We are continuing our efforts in family outreach to support our students with continuity of learning.

##### Implementation of the ESSER III Expenditure Plan

The Rocketship Futuro Academy Elementary and Secondary School Emergency Relief expenditure plan outlines actions to incentivize vaccinations, a reserve for evolving future needs, additional instructional staff, Chromebooks, Summer school, CareCorps, and Regional Support. The school plans to begin utilizing the ESSER III funds in the second half of the 21-22 school year after other fund sources are exhausted. The school plans to monitor progress on the use of these funds as indicated in the ESSER III Plan through interim academic assessments (NWEA, Fountas & Pinnell, STEP), annual ELPAC assessments, attendance data, Social Emotional and Behavior Screeners, office referral data, and vaccination documentation.

##### **Incentivizing vaccination for staff and students**

Having our communities fully vaccinated is essential for achieving continuous and safe in-person learning. We will offer incentives to staff and students to drive uptake of the vaccine in advance of the state mandate.

Successes:

We developed a COVID-19 Updates website linked to our homepage that includes a section of vaccination resources. These include vaccine eligibility updates, how and where to get vaccinated in our school community, and questions and answers regarding the vaccines. Families can access the vaccination resources through their Rocketeer's Chromebook.

Challenges:

Although we have seen an increase in vaccination rates, there is still progress to be made in having our community fully vaccinated.

### **Additional instructional staff**

We are deepening our bench of tutors and teacher's aides to provide additional personalized learning opportunities for students to recoup lost instructional time. Tutors and teacher's aides are able to provide individual and small group remediation opportunities based on student data.

Successes:

Tutors and teacher's aides are providing additional support for students to recoup lost instructional time. The personalized learning provided allows for students to fill gaps and/or move ahead as needed.

Challenges:

The pandemic has had a large impact on our school community, and the academic needs of our students continue to be great. During the Omicron wave, we were often short staffed, when staff became sick. Additional instructional staff were critical to having healthy adults available to keep our campus open, but we were not always able to offer the tutoring support that we planned for.

### **Chromebooks**

We are maintaining our 1:1 student to Chromebook ratio to provide students with deeper access to online learning programs that will support their individual academic growth.

Successes:

We have successfully established online platforms, protocols, and systems supported by Chromebooks that promote academic growth and continuity of learning. Additional Chromebooks are helping to ensure that all students have access to these opportunities.

Challenges:

We are aware of some instances of Chromebook shipping delays related to the pandemic, and we are monitoring our supply and orders accordingly.

## **Summer School**

We will provide evidence-based summer learning interventions to accelerate student growth between academic years. This action has yet to be implemented (summer 2022), and as such we have no implementation progress or successes and challenges to report.

## **CareCorps Coordinator**

We have implemented a campus-based position promoting access to wrap-around community supports for students and families.

Successes:

Our CareCorps efforts have been highly successful in supporting our most vulnerable families. We have a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps team then connects families with the services and resources they need.

Challenges:

The pandemic has had a large impact on our school community, and although we know that our outreach and resources are making a great difference for Rocketship families, there remain more needs to be met.

## **Regional Support**

This action supports a school allocation to regional support roles: Achievement Managers, AD CareCorps, AD Related Services, Student Records, AD Independent Study.

Successes:

Regional support greatly enhances our ability to support students in monitoring academic growth and achievement, surveying and providing outreach to meet the needs of our most vulnerable families, maintaining student records, and supporting independent study programs.

Challenges:

The biggest challenge in implementing the regional support is that the COVID-19 pandemic has brought additional pandemic-related considerations, needs, and duties for all staff.

## **Additional Funds**

Given the three-year time horizon of these funds, we are holding a portion of the total in reserve to respond to evolving future needs. This action has yet to be implemented, and as such we have no implementation progress or successes and challenges to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Rocketship Futuro Academy is using its fiscal resources to implement the LCAP with a specific focus on ensuring the academic and social emotional recovery of our students from the effects of the COVID-19 pandemic. The implementation of the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan is specifically aligned to the LCAP. The LCAP addresses the school environment, including health and safety, through Goal 3, Actions 1-4. Based on the annual update reflections, the LCAP addresses learning loss by focusing on academic proficiency (Goal 1) and standards-based instruction (Goal 2). The LCAP addresses social emotional needs through Goal 4, Action 3 (Social Emotional Learning) and Action 4 (CareCorps).

#### ESSER III Expenditure Plan

Rocketship Futuro Academy is using its fiscal resources to implement the requirements of the ESSER III Expenditure Plan through actions designed to address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP. Incentivizing vaccinations aligns with Goal 5, Action 2 Family Outreach. Additional Instructional staff aligns with Goal 1, Actions 2 & 3 (Personalized Learning & Special Education Supports). The Chromebooks action aligns with Goal 1, Action 2 (Personalized Learning). The Summer School action aligns generally with Goal 1 which focuses on academic growth. The CareCorps Coordinator action aligns with Goal 4, Actions 3 & 4 (Social Emotional Learning & CareCorps). The Regional Support action aligns with Goal 2, Action 1 (Professional Development) and Goal 4, Actions 3 & 4 (Social Emotional Learning & CareCorps). The additional funds, when utilized, will also be implemented in alignment with the LCAP.

#### Local Control and Accountability Plan:

[https://www.rocketshipschools.org/wp-content/uploads/2017/09/RFA\\_LCAP2021\\_BoardApproved.pdf](https://www.rocketshipschools.org/wp-content/uploads/2017/09/RFA_LCAP2021_BoardApproved.pdf)

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California Department of Education  
November 2021

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Futuro Academy	Rachel Heredia, Director Compliance Strategy	<a href="mailto:compliance@rsed.org">compliance@rsed.org</a> ; 877-806-0920

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Rocketship Futuro Academy is deeply committed to meaningful educational partner engagement, and we further increased our engagement in response to the pandemic, including the Local Control and Accountability Plan (LCAP) development process. Rocketship Futuro Academy will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) funds during the LCAP community partners engagement opportunities in the first half of 2022, including quarterly School Site Council meetings and LCAP public hearing in May 2022.

Previous engagement opportunities include:

### **Local Control and Accountability Plan 2021-2022**

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 quarterly 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

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### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rocketship Futuro Academy is not receiving the concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Rocketship Futuro Academy is deeply committed to meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Rocketship Futuro Academy's practices have been further enhanced during the pandemic as we sought the input and feedback of our educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

### **Local Control and Accountability Plan 2021-2022**

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 quarterly 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

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Since the early days of the pandemic, Rocketship Public Schools has been deeply engaged with our community on what supports would be most impactful for our students, families, and staff. This plan has been developed from the input collected over the last 17 months and is intended to be a deepening and extension of our overall COVID response strategy, allowing us to carry our initiatives through this school year and the two following years in a multi-year progression.

### **ESSER III Expenditure Plan**

Examples of the ways in which we meaningfully consult with community members to collect perspectives and insights to the unique needs of our Rocketship Futuro Academy community are:

- School Site Council
- Regular parent meetings
- Regular staff meetings and surveys
- Engagement specific to the development of Expanded Learning Opportunities and LCAP plans
- Campus Community Advisory Board

- Public Board of Directors meetings

These groups of community members include students; families, including families that speak languages other than English; school and district administrators, including special education administrators; teachers, principals, school leaders, other educators, and other school staff. Local bargaining units are not applicable. Given the student population served by Rocketship Futuro Academy (84% socio-economically-disadvantaged, 60% multilingual learners, 98% students of color, 10% special education), ALL stakeholders are advocates for the interests of children with disabilities, English learners, homeless students, foster youth, and other underserved students (migratory students and children who are incarcerated do not apply). Civil rights organizations are invited to participate in any and all open community engagement. Tribes are not applicable.

As our plan continues to develop and evolve over the next three years, we will continue to use our existing channels to seek input on what strategies to stop, start, and scale up as we gain more data on the impact of our interventions.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Rocketship Futuro Academy is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

Health and Safety of Students, Educators, and Other Staff

Successes:

A large part of our success in this effort has been the highly coordinated and extensive efforts to implement health and safety protocols. Our staff has been well-trained and works closely with the health department to implement COVID safety procedures including daily temperature checks and health reviews, Covid-19 testing, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. The school practices universal masking indoors and outdoors, student grouping into cohorts to limit exposures and support contact tracing, and physically distancing as much as possible. Covid-19 testing is offered daily as needed for students and staff who show symptoms. All unvaccinated Rocketship staff are tested for COVID once a week. Rocketship encourages vaccination for staff and students who are eligible and provides information and resources on vaccination. Rocketship encourages students to wash hands frequently and to use hand sanitizer if washing is not available. We practice regular cleaning of areas that are touched frequently, and our custodial team cleans thoroughly each evening. We have upgraded our HVAC systems and have HVAC vendors on campus every other month to inspect and change filters when needed. We have air purifiers indoors and, and we open the windows when the weather allows. The students and families have been strong partners in the implementation of our health and safety protocols with compliance with masking and distancing requirements and requests for students to stay home if sick.

Challenges:

The greatest challenge has been the recent surge in cases experienced in our community as elsewhere, and the accompanying difficulties and disruption caused by illness and quarantines. However, our cohort model and health and safety protocols have helped us to maintain a relatively low transmission rate. We provide up-to-date information on counts of active COVID-19 cases in quarantine among staff and students through our website.

### Continuity of Services

#### Successes:

In addition to our health and safety protocols, our CareCorps efforts have been highly successful in ensuring continuity of services for our students, and particularly for our most vulnerable families. Rocketship Futuro Academy has a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps then connects families with the services and resources they need. At Rocketship Futuro Academy, the CareCorps Coordinator has collaborated with the Mental Health Provider to facilitate numerous workshops about resources available in the community. The CareCorps Coordinator has partnered with a local social-emotional organization to host an anti-bullying assembly for students. Average attendance for students on the CareCorps Coordinator's caseload increased from 68% to 81%. The CareCorps Coordinator has responded to daily requests for support from families by connecting them with outside resources in food, housing, mental health, etc. The CareCorps Coordinator has collaborated with the local health department to host a mobile vaccination clinic for families at Rocketship Futuro Academy. The CareCorps Coordinator has set up a bi-monthly food distribution for families at Rocketship Futuro Academy with a local food bank and has connected 25 families in 5th grade with a local STEM based aftercare program.

#### Challenges:

The frequency of student and staff absences due to illness and quarantine protocols has been very challenging in our efforts to maintain continuity of services. Although we have maintained high ADA overall thus far, it is 2-3% points under our goal for the year, and we are seeing a greater number of students at risk of chronic absenteeism. We are continuing our efforts in family outreach to support our students with continuity of learning.

#### Implementation of the ESSER III Expenditure Plan

The Rocketship Futuro Academy Elementary and Secondary School Emergency Relief expenditure plan outlines actions to incentivize vaccinations, a reserve for evolving future needs, additional instructional staff, Chromebooks, Summer school, CareCorps, and Regional Support. The school plans to begin utilizing the ESSER III funds in the second half of the 21-22 school year after other fund sources are exhausted. The school plans to monitor progress on the use of these funds as indicated in the ESSER III Plan through interim academic assessments (NWEA, Fountas & Pinnell, STEP), annual ELPAC assessments, attendance data, Social Emotional and Behavior Screeners, office referral data, and vaccination documentation.

#### **Incentivizing vaccination for staff and students**

Having our communities fully vaccinated is essential for achieving continuous and safe in-person learning. We will offer incentives to staff and students to drive uptake of the vaccine in advance of the state mandate.

Successes:

We developed a COVID-19 Updates website linked to our homepage that includes a section of vaccination resources. These include vaccine eligibility updates, how and where to get vaccinated in our school community, and questions and answers regarding the vaccines. Families can access the vaccination resources through their Rocketeer's Chromebook.

Challenges:

Although we have seen an increase in vaccination rates, there is still progress to be made in having our community fully vaccinated.

### **Additional instructional staff**

We are deepening our bench of tutors and teacher's aides to provide additional personalized learning opportunities for students to recoup lost instructional time. Tutors and teacher's aides are able to provide individual and small group remediation opportunities based on student data.

Successes:

Tutors and teacher's aides are providing additional support for students to recoup lost instructional time. The personalized learning provided allows for students to fill gaps and/or move ahead as needed.

Challenges:

The pandemic has had a large impact on our school community, and the academic needs of our students continue to be great. During the Omicron wave, we were often short staffed, when staff became sick. Additional instructional staff were critical to having healthy adults available to keep our campus open, but we were not always able to offer the tutoring support that we planned for.

### **Chromebooks**

We are maintaining our 1:1 student to Chromebook ratio to provide students with deeper access to online learning programs that will support their individual academic growth.

Successes:

We have successfully established online platforms, protocols, and systems supported by Chromebooks that promote academic growth and continuity of learning. Additional Chromebooks are helping to ensure that all students have access to these opportunities.

Challenges:

We are aware of some instances of Chromebook shipping delays related to the pandemic, and we are monitoring our supply and orders accordingly.



## **Summer School**

We will provide evidence-based summer learning interventions to accelerate student growth between academic years. This action has yet to be implemented (summer 2022), and as such we have no implementation progress or successes and challenges to report.

## **CareCorps Coordinator**

We have implemented a campus-based position promoting access to wrap-around community supports for students and families.

Successes:

Our CareCorps efforts have been highly successful in supporting our most vulnerable families. We have a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps team then connects families with the services and resources they need.

Challenges:

The pandemic has had a large impact on our school community, and although we know that our outreach and resources are making a great difference for Rocketship families, there remain more needs to be met.

## **Regional Support**

This action supports a school allocation to regional support roles: Achievement Managers, AD CareCorps, AD Related Services, Student Records, AD Independent Study.

Successes:

Regional support greatly enhances our ability to support students in monitoring academic growth and achievement, surveying and providing outreach to meet the needs of our most vulnerable families, maintaining student records, and supporting independent study programs.

Challenges:

The biggest challenge in implementing the regional support is that the COVID-19 pandemic has brought additional pandemic-related considerations, needs, and duties for all staff.

## **Additional Funds**

Given the three-year time horizon of these funds, we are holding a portion of the total in reserve to respond to evolving future needs. This action has yet to be implemented, and as such we have no implementation progress or successes and challenges to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Rocketship Futuro Academy is using its fiscal resources to implement the LCAP with a specific focus on ensuring the academic and social emotional recovery of our students from the effects of the COVID-19 pandemic. The implementation of the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan is specifically aligned to the LCAP. The LCAP addresses the school environment, including health and safety, through Goal 3, Actions 1-4. Based on the annual update reflections, the LCAP addresses learning loss by focusing on academic proficiency (Goal 1) and standards-based instruction (Goal 2). The LCAP addresses social emotional needs through Goal 4, Action 3 (Social Emotional Learning) and Action 4 (CareCorps).

#### ESSER III Expenditure Plan

Rocketship Futuro Academy is using its fiscal resources to implement the requirements of the ESSER III Expenditure Plan through actions designed to address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP. Incentivizing vaccinations aligns with Goal 5, Action 2 Family Outreach. Additional Instructional staff aligns with Goal 1, Actions 2 & 3 (Personalized Learning & Special Education Supports). The Chromebooks action aligns with Goal 1, Action 2 (Personalized Learning). The Summer School action aligns generally with Goal 1 which focuses on academic growth. The CareCorps Coordinator action aligns with Goal 4, Actions 3 & 4 (Social Emotional Learning & CareCorps). The Regional Support action aligns with Goal 2, Action 1 (Professional Development) and Goal 4, Actions 3 & 4 (Social Emotional Learning & CareCorps). The additional funds, when utilized, will also be implemented in alignment with the LCAP.

#### Local Control and Accountability Plan:

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# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Los Sueños Academy	Rachel Heredia, Director Compliance Strategy	<a href="mailto:compliance@rsed.org">compliance@rsed.org</a> ; 877-806-0920

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A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Rocketship Los Sueños Academy is deeply committed to meaningful educational partner engagement, and we further increased our engagement in response to the pandemic, including the Local Control and Accountability Plan (LCAP) development process. Rocketship Los Sueños Academy will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022, including quarterly School Site Council meetings and LCAP public hearing in May 2022.

Previous engagement opportunities include:

### **Local Control and Accountability Plan 2021-2022**

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 Sueños Academy, 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 quarterly 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,

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Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rocketship Los Sueños is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. Staff positions that will be increased include one additional grade four teacher. The direct increased/improved services that this will provide to students include direct instruction, small group instruction, and one-on-one support. Other than this addition, Rocketship Los Sueños does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, including one assistant teacher and two individualized learning specialists. The direct increased/improved services that this will provide to students include small group instruction and one-on-one support.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Rocketship Los Sueños is deeply committed to meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Rocketship Los Sueños' practices have been further enhanced during the pandemic as we sought the input and feedback of our educational partner groups from the onset

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The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

### **ESSER III Expenditure Plan**

Since the early days of the pandemic, Rocketship Public Schools has been deeply engaged with our community on what supports would be most impactful for our students, families, and staff. This plan has been developed from the input collected over the last 17 months and is intended to be a deepening and extension of our overall COVID response strategy, allowing us to carry our initiatives through this school year and the two following years in a multi-year progression.



Examples of the ways in which we meaningfully consult with community members to collect perspectives and insights to the unique needs of our Rocketship Los Sueños community are:

- School Site Council
- Regular parent meetings
- Regular staff meetings and surveys
- Engagement specific to the development of Expanded Learning Opportunities and LCAP plans
- Campus Community Advisory Board
- Public Board of Directors meetings

These groups of community members include students; families, including families that speak languages other than English; school and district administrators, including special education administrators; teachers, principals, school leaders, other educators, and other school staff. Local bargaining units are not applicable. Given the student population served by Rocketship Los Sueños (88% socio-economically-disadvantaged, 64% multilingual learners, 99% students of color, 11% special education), ALL stakeholders are advocates for the interests of children with disabilities, English learners, homeless students, foster youth, and other underserved students (migratory students and children who are incarcerated do not apply). Civil rights organizations are invited to participate in any and all open community engagement. Tribes are not applicable.

As our plan continues to develop and evolve over the next three years, we will continue to use our existing channels to seek input on what strategies to stop, start, and scale up as we gain more data on the impact of our interventions.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Rocketship Los Sueños Academy is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

Health and Safety of Students, Educators, and Other Staff

Successes:

A large part of our success in this effort has been the highly coordinated and extensive efforts to implement health and safety protocols. Our staff has been well-trained and works closely with the health department to implement COVID safety procedures including daily temperature checks and health reviews, Covid-19 testing, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. The school practices universal masking indoors and outdoors, student grouping into cohorts to limit exposures and support contact tracing, and physically distancing as much as possible. Covid-19 testing is offered daily as needed for students and staff who show symptoms. All unvaccinated Rocketship staff are tested for COVID once a week.

Rocketship encourages vaccination for staff and students who are eligible and provides information and resources on vaccination. Rocketship encourages students to wash hands frequently and to use hand sanitizer if washing is not available. We practice regular cleaning of areas that are touched frequently, and our custodial team cleans thoroughly each evening. We have upgraded our HVAC systems and have HVAC vendors on campus every other month to inspect and change filters when needed. We have air purifiers indoors and, and we open the windows when the weather allows. The students and families have been strong partners in the implementation of our health and safety protocols with compliance with masking and distancing requirements and requests for students to stay home if sick.

#### Challenges:

The greatest challenge has been the recent surge in cases experienced in our community as elsewhere, and the accompanying difficulties and disruption caused by illness and quarantines. However, our cohort model and health and safety protocols have helped us to maintain a relatively low transmission rate. We provide up-to-date information on counts of active COVID-19 cases in quarantine among staff and students through our website.

#### Continuity of Services

#### Successes:

In addition to our health and safety protocols, our CareCorps efforts have been highly successful in ensuring continuity of services for our students, and particularly for our most vulnerable families. Rocketship Los Sueños Academy has a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps then connects families with the services and resources they need. At Rocketship Los Sueños Academy, the CareCorps Coordinator has responded to daily requests for support from families by connecting them with outside resources in food, housing, mental health, etc.. Average attendance for students on our CareCorps Coordinator's caseload has increased from 62% to 77%. The CareCorps Coordinator built a partnership with Second Harvest Food Bank of Silicon Valley to facilitate bi-monthly food distribution for all South Bay Rocketship families launching in March.

#### Challenges:

The frequency of student and staff absences due to illness and quarantine protocols has been very challenging in our efforts to maintain continuity of services. Although we have maintained high ADA overall thus far, it is 2-3% points under our goal for the year, and we are seeing a greater number of students at risk of chronic absenteeism. We are continuing our efforts in family outreach to support our students with continuity of learning.

#### Implementation of the ESSER III Expenditure Plan

Rocketship Los Sueños Academy is implementing the Elementary and Secondary School Emergency Relief expenditure plan in 2022-23 and 2023-24. The plan outlines actions to incentivize vaccinations, a reserve for evolving future needs, additional instructional staff, Chromebooks, Summer school, CareCorps, and Regional Support. The school plans to monitor progress on the use of these funds as indicated in the ESSER III Plan through interim academic assessments (NWEA, Fountas & Pinnell, STEP),

annual ELPAC, attendance data, Social Emotional and Behavior Screeners, office referral data, and vaccination documentation. The school does not plan to spend the funds until the 2022-23 school year, and as such does not have any expenditure plan or implementation progress to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Rocketship Los Sueños Academy is using its fiscal resources to implement the LCAP with a specific focus on ensuring the academic and social emotional recovery of our students from the effects of the COVID-19 pandemic. The implementation of the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan is specifically aligned to the LCAP. The LCAP addresses the school environment, including health and safety, through Goal 3, Actions 1-4. Based on the annual update reflections, the LCAP addresses learning loss by focusing on academic proficiency (Goal 1) and standards-based instruction (Goal 2). The LCAP addresses social emotional needs through Goal 4, Action 3 (Social Emotional Learning) and Action 4 (CareCorps).

Local Control and Accountability Plan:

[https://www.rocketshipschools.org/wp-content/uploads/2021/06/RLS\\_LCAP2021\\_BoardApproved.pdf](https://www.rocketshipschools.org/wp-content/uploads/2021/06/RLS_LCAP2021_BoardApproved.pdf)

The school plans to spend the ESSER III funds beginning in the 2022-23 school year and will do so in alignment with the 2022-23 LCAP.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mateo Sheedy Elementary	Rachel Heredia, Director Compliance Strategy	<a href="mailto:compliance@rsed.org">compliance@rsed.org</a> ; 877-806-0920

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Rocketship Mateo Sheedy Elementary is deeply committed to meaningful educational partner engagement, and we further increased our engagement in response to the pandemic, including the Local Control and Accountability Plan (LCAP) development process. Rocketship Mateo Sheedy Elementary will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) funds during the LCAP community partners engagement opportunities in the first half of 2022, including quarterly School Site Council meetings and LCAP public hearing in May 2022.

Previous engagement opportunities include:

### **Local Control and Accountability Plan 2021-2022**

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 Elementary, 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 quarterly 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

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### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rocketship Mateo Sheedy Elementary is not receiving a concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Rocketship Mateo Sheedy Elementary is deeply committed to meaningful educational partner engagement, These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Rocketship Rocketship Mateo Sheedy Elementary's practices have been further enhanced during the pandemic as we sought the input and feedback of our educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

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Since the early days of the pandemic, Rocketship Public Schools has been deeply engaged with our community on what supports would be most impactful for our students, families, and staff. This plan has been developed from the input collected over the last 17 months and is intended to be a deepening and extension of our overall COVID response strategy, allowing us to carry our initiatives through this school year and the two following years in a multi-year progression.

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These groups of community members include students; families, including families that speak languages other than English; school and district administrators, including special education administrators; teachers, principals, school leaders, other educators, and other school staff. Local bargaining units are not applicable. Given the student population served by Rocketship Mateo Sheedy (79% socio-economically-disadvantaged, 59% multilingual learners, 98% students of color, 8% special education), ALL stakeholders are advocates for the interests of children with disabilities, English learners, homeless students, foster youth, and other underserved students (migratory students and children who are incarcerated do not apply). Civil rights organizations are invited to participate in any and all open community engagement. Tribes are not applicable.

As our plan continues to develop and evolve over the next three years, we will continue to use our existing channels to seek input on what strategies to stop, start, and scale up as we gain more data on the impact of our interventions.

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Rocketship Mateo Sheedy Elementary is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

Health and Safety of Students, Educators, and Other Staff

Successes:

A large part of our success in this effort has been the highly coordinated and extensive efforts to implement health and safety protocols. Our staff has been well-trained and works closely with the health department to implement COVID safety procedures including daily temperature checks and health reviews, Covid-19 testing, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. The school practices universal masking indoors and outdoors, student grouping into cohorts to limit exposures and support contact tracing, and physically distancing as much as possible. Covid-19 testing is offered daily as needed for students and staff who show symptoms. All unvaccinated Rocketship staff are tested for COVID once a week. Rocketship encourages vaccination for staff and students who are eligible and provides information and resources on vaccination. Rocketship encourages students to wash hands frequently and to use hand sanitizer if washing is not available. We practice regular cleaning of areas that are touched frequently, and our custodial team cleans thoroughly each evening. We have upgraded our HVAC systems and have HVAC vendors on campus every other month to inspect and change filters when needed. We have air purifiers indoors and, and we open the windows when the weather allows. The students and families have been strong partners in the implementation of our health and safety protocols with compliance with masking and distancing requirements and requests for students to stay home if sick.

Challenges:

The greatest challenge has been the recent surge in cases experienced in our community as elsewhere, and the accompanying difficulties and disruption caused by illness and quarantines. However, our cohort model and health and safety protocols have

helped us to maintain a relatively low transmission rate. We provide up-to-date information on counts of active COVID-19 cases in quarantine among staff and students through our website.

#### Continuity of Services

##### Successes:

In addition to our health and safety protocols, our CareCorps efforts have been highly successful in ensuring continuity of services for our students, and particularly for our most vulnerable families. Rocketship Mateo Sheedy Elementary has a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps then connects families with the services and resources they need. At Rocketship Mateo Sheedy Elementary, our CareCorps Coordinator has collaborated with the Mental Health Provider to facilitate numerous workshops about resources available in the community. Implemented attendance-based student incentives for students on CareCorps caseload address attendance challenges. The CareCorps Coordinator has collaborated with school leadership to hold an attendance awareness week to celebrate students with perfect attendance and bring attention to the importance of attendance. Our CareCorps Coordinator has developed a partnership with a local kitchen "Loaves and Fishes" to launch a food distribution in March. The CareCorps Coordinator has responded to daily requests for support from families by connecting them with outside resources in food, housing, mental health, etc.

##### Challenges:

The frequency of student and staff absences due to illness and quarantine protocols has been very challenging in our efforts to maintain continuity of services. Although we have maintained high ADA overall thus far, it is 2-3% points under our goal for the year, and we are seeing a greater number of students at risk of chronic absenteeism. We are continuing our efforts in family outreach to support our students with continuity of learning.

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- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

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- The Action Tables for the 2022–23 LCAP
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As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

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In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mosaic Elementary	Rachel Heredia, Director Compliance Strategy	<a href="mailto:compliance@rsed.org">compliance@rsed.org</a> ; 877-806-0920

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Rocketship Mosaic Elementary is deeply committed to meaningful educational partner engagement, and we further increased our engagement in response to the pandemic, including the Local Control and Accountability Plan (LCAP) development process. Rocketship Mosaic Elementary will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022, including quarterly School Site Council meetings and LCAP public hearing in May 2022.

Previous engagement opportunities include:

### **Local Control and Accountability Plan 2021-2022**

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 Elementary, 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 quarterly 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

[https://www.rocketshipschools.org/wp-content/uploads/2021/06/ROMO\\_LCAP2021\\_BoardApproved.pdf](https://www.rocketshipschools.org/wp-content/uploads/2021/06/ROMO_LCAP2021_BoardApproved.pdf) (p. 40)

### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rocketship Mosaic Elementary is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. Staff positions that will be increased include one Enrichment Center Coordinator. The direct increased/improved services that this will provide to students include providing students with the opportunity to engage in physical education, art, science, and various other enrichment activities.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Rocketship Mosaic Elementary is deeply committed to meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Rocketship Mosaic Elementary's practices have been further enhanced during the pandemic as we sought the input and feedback of our educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

### **Local Control and Accountability Plan 2021-2022**

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 Elementary, 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 quarterly 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

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### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

### **ESSER III Expenditure Plan**

Since the early days of the pandemic, Rocketship Public Schools has been deeply engaged with our community on what supports would be most impactful for our students, families, and staff. This plan has been developed from the input collected over the last 17 months and is intended to be a deepening and extension of our overall COVID response strategy, allowing us to carry our initiatives through this school year and the two following years in a multi-year progression.

Examples of the ways in which we meaningfully consult with community members to collect perspectives and insights to the unique needs of our Rocketship Mosaic Elementary community are:

- School Site Council
- Regular parent meetings
- Regular staff meetings and surveys

- Engagement specific to the development of Expanded Learning Opportunities and LCAP plans
- Campus Community Advisory Board
- Public Board of Directors meetings

These groups of community members include students; families, including families that speak languages other than English; school and district administrators, including special education administrators; teachers, principals, school leaders, other educators, and other school staff. Local bargaining units are not applicable. Given the student population served by Rocketship Mosaic (71% socio-economically-disadvantaged, 65% multilingual learners, 98% students of color, 11% special education), ALL stakeholders are advocates for the interests of children with disabilities, English learners, homeless students, foster youth, and other underserved students (migratory students and children who are incarcerated do not apply). Civil rights organizations are invited to participate in any and all open community engagement. Tribes are not applicable.

As our plan continues to develop and evolve over the next three years, we will continue to use our existing channels to seek input on what strategies to stop, start, and scale up as we gain more data on the impact of our interventions.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Rocketship Mosaic Elementary is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

Health and Safety of Students, Educators, and Other Staff

Successes:

A large part of our success in this effort has been the highly coordinated and extensive efforts to implement health and safety protocols. Our staff has been well-trained and works closely with the health department to implement COVID safety procedures including daily temperature checks and health reviews, Covid-19 testing, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. The school practices universal masking indoors and outdoors, student grouping into cohorts to limit exposures and support contact tracing, and physically distancing as much as possible. Covid-19 testing is offered daily as needed for students and staff who show symptoms. All unvaccinated Rocketship staff are tested for COVID once a week. Rocketship encourages vaccination for staff and students who are eligible and provides information and resources on vaccination. Rocketship encourages students to wash hands frequently and to use hand sanitizer if washing is not available. We practice regular cleaning of areas that are touched frequently, and our custodial team cleans thoroughly each evening. We have upgraded our HVAC systems and have HVAC vendors on campus every other month to inspect and change filters when needed. We have air purifiers indoors and, and we open the windows when the weather allows. The students and families have been strong partners in the

implementation of our health and safety protocols with compliance with masking and distancing requirements and requests for students to stay home if sick.

#### Challenges:

The greatest challenge has been the recent surge in cases experienced in our community as elsewhere, and the accompanying difficulties and disruption caused by illness and quarantines. However, our cohort model and health and safety protocols have helped us to maintain a relatively low transmission rate. We provide up-to-date information on counts of active COVID-19 cases in quarantine among staff and students through our website.

#### Continuity of Services

#### Successes:

In addition to our health and safety protocols, our CareCorps efforts have been highly successful in ensuring continuity of services for our students, and particularly for our most vulnerable families. Rocketship Mosaic Elementary has a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps then connects families with the services and resources they need. At Rocketship Mosaic Elementary, our CareCorps Coordinator has collaborated with the Mental Health Provider to facilitate numerous workshops about resources available in the community. Average attendance for students on the CareCorps Coordinator's caseload increased from 61% to 67%. Our CareCorps Coordinator has responded to daily requests for support from families by connecting them with outside resources in food, housing, mental health, etc. Our CareCorps Coordinator has collaborated with Bay Area Community Health to host a mobile vaccination clinic for families at Rocketship Mosaic Elementary. The CareCorps Coordinator also launched a partnership with a local enrichment provider KidzToPros to open up 50 after school enrichment spots for STEAM based afterschool enrichment for Rocketship Mosaic Elementary students.

#### Challenges:

The frequency of student and staff absences due to illness and quarantine protocols has been very challenging in our efforts to maintain continuity of services. Although we have maintained high ADA overall thus far, it is 2-3% points under our goal for the year, and we are seeing a greater number of students at risk of chronic absenteeism. We are continuing our efforts in family outreach to support our students with continuity of learning.

#### Implementation of the ESSER III Expenditure Plan

Rocketship Mosaic Elementary is implementing the Elementary and Secondary School Emergency Relief expenditure plan in 2022-23 and 2023-24. The plan outlines actions to incentivize vaccinations, a reserve for evolving future needs, additional instructional staff, Chromebooks, Summer school, CareCorps, and Regional Support. The school plans to monitor progress on the use of these funds as indicated in the ESSER III Plan through interim academic assessments (NWEA, Fountas & Pinnell, STEP), annual ELPAC, attendance data, Social Emotional and Behavior Screeners, office referral data, and vaccination documentation. The

school does not plan to spend the funds until the 2022-23 school year, and as such does not have any expenditure plan or implementation progress to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Rocketship Mosaic Elementary is using its fiscal resources to implement the LCAP with a specific focus on ensuring the academic and social emotional recovery of our students from the effects of the COVID-19 pandemic. The implementation of the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan is specifically aligned to the LCAP. The LCAP addresses the school environment, including health and safety, through Goal 3, Actions 1-4. Based on the annual update reflections, the LCAP addresses learning loss by focusing on academic proficiency (Goal 1) and standards-based instruction (Goal 2). The LCAP addresses social emotional needs through Goal 4, Action 3 (Social Emotional Learning) and Action 4 (CareCorps).

Local Control and Accountability Plan:

[https://www.rocketshipschools.org/wp-content/uploads/2021/06/ROMO\\_LCAP2021\\_BoardApproved.pdf](https://www.rocketshipschools.org/wp-content/uploads/2021/06/ROMO_LCAP2021_BoardApproved.pdf)

The school plans to spend the ESSER III funds beginning in the 2022-23 school year and will do so in alignment with the 2022-23 LCAP.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Rising Stars Academy	Rachel Heredia, Director Compliance Strategy	<a href="mailto:compliance@rsed.org">compliance@rsed.org</a> ; 877-806-0920

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Rocketship Rising Stars Academy is deeply committed to meaningful educational partner engagement, and we further increased our engagement in response to the pandemic, including the Local Control and Accountability Plan (LCAP) development process. Rocketship Rising Stars Academy will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022, including quarterly School Site Council meetings and LCAP public hearing in May 2022.

Previous engagement opportunities include:

### **Local Control and Accountability Plan 2021-2022**

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 Academy, 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 quarterly 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

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### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rocketship Rising Stars Academy is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. Staff positions that will be increased include two additional paraprofessionals and additional operations support (approx 1.5 FTE). The direct increased/improved services that this will provide to students include small group instruction and one-on-one support (paraprofessionals) and supporting meal programs, daily transitions on campus, and supervising arrival, dismissal, lunch and recess (operations staff).

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Rocketship Rising Stars Academy is deeply committed to meaningful educational partner engagement, These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Rocketship Rising Stars Academy's practices have been further enhanced during the pandemic as we sought the input and feedback of our educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

### **Local Control and Accountability Plan 2021-2022**

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 Academy, 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 quarterly 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

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The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

### **ESSER III Expenditure Plan**

Since the early days of the pandemic, Rocketship Public Schools has been deeply engaged with our community on what supports would be most impactful for our students, families, and staff. This plan has been developed from the input collected over the last 17 months and is intended to be a deepening and extension of our overall COVID response strategy, allowing us to carry our initiatives through this school year and the two following years in a multi-year progression.

Examples of the ways in which we meaningfully consult with community members to collect perspectives and insights to the unique needs of our Rocketship Rising Stars community are:

- School Site Council
- Regular parent meetings
- Regular staff meetings and surveys

- Engagement specific to the development of Expanded Learning Opportunities and LCAP plans
- Campus Community Advisory Board
- Public Board of Directors meetings

These groups of community members include students; families, including families that speak languages other than English; school and district administrators, including special education administrators; teachers, principals, school leaders, other educators, and other school staff. Local bargaining units are not applicable. Given the student population served by Rocketship Rising Stars (74% socio-economically-disadvantaged, 61% multilingual learners, 99% students of color, 8% special education), ALL stakeholders are advocates for the interests of children with disabilities, English learners, homeless students, foster youth, and other underserved students (migratory students and children who are incarcerated do not apply). Civil rights organizations are invited to participate in any and all open community engagement. Tribes are not applicable.

As our plan continues to develop and evolve over the next three years, we will continue to use our existing channels to seek input on what strategies to stop, start, and scale up as we gain more data on the impact of our interventions.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Rocketship Rising Stars Academy is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

Health and Safety of Students, Educators, and Other Staff

Successes:

A large part of our success in this effort has been the highly coordinated and extensive efforts to implement health and safety protocols. Our staff has been well-trained and works closely with the health department to implement COVID safety procedures including daily temperature checks and health reviews, Covid-19 testing, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. The school practices universal masking indoors and outdoors, student grouping into cohorts to limit exposures and support contact tracing, and physically distancing as much as possible. Covid-19 testing is offered daily as needed for students and staff who show symptoms. All unvaccinated Rocketship staff are tested for COVID once a week. Rocketship encourages vaccination for staff and students who are eligible and provides information and resources on vaccination. Rocketship encourages students to wash hands frequently and to use hand sanitizer if washing is not available. We practice regular cleaning of areas that are touched frequently, and our custodial team cleans thoroughly each evening. We have upgraded our HVAC systems and have HVAC vendors on campus every other month to inspect and change filters when needed. We have air purifiers indoors and, and we open the windows when the weather allows. The students and families have been strong partners in the

implementation of our health and safety protocols with compliance with masking and distancing requirements and requests for students to stay home if sick.

#### Challenges:

The greatest challenge has been the recent surge in cases experienced in our community as elsewhere, and the accompanying difficulties and disruption caused by illness and quarantines. However, our cohort model and health and safety protocols have helped us to maintain a relatively low transmission rate. We provide up-to-date information on counts of active COVID-19 cases in quarantine among staff and students through our website.

#### Continuity of Services

#### Successes:

In addition to our health and safety protocols, our CareCorps efforts have been highly successful in ensuring continuity of services for our students, and particularly for our most vulnerable families. Rocketship Rising Stars Academy has a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps then connects families with the services and resources they need. At Rocketship Rising Stars Academy, the CareCorps Coordinator has collaborated with the Mental Health Provider to facilitate numerous workshops about resources available in the community. Average attendance for students on our CareCorps Coordinator's caseload increased from 81% to 90%. The CareCorps Coordinator has responded to daily requests for support from families by connecting them with outside resources in food, housing, mental health, etc.

#### Challenges:

The frequency of student and staff absences due to illness and quarantine protocols has been very challenging in our efforts to maintain continuity of services. Although we have maintained high ADA overall thus far, it is 2-3% points under our goal for the year, and we are seeing a greater number of students at risk of chronic absenteeism. We are continuing our efforts in family outreach to support our students with continuity of learning.

#### Implementation of the ESSER III Expenditure Plan

Rocketship Rising Stars Academy is implementing the Elementary and Secondary School Emergency Relief expenditure plan in 2022-23 and 2023-24. The plan outlines actions to incentivize vaccinations, a reserve for evolving future needs, additional instructional staff, Chromebooks, Summer school, CareCorps, and Regional Support. The school plans to monitor progress on the use of these funds as indicated in the ESSER III Plan through interim academic assessments (NWEA, Fountas & Pinnell, STEP), annual ELPAC, attendance data, Social Emotional and Behavior Screeners, office referral data, and vaccination documentation. The school does not plan to spend the funds until the 2022-23 school year, and as such does not have any expenditure plan or implementation progress to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Rocketship Rising Stars Academy is using its fiscal resources to implement the LCAP with a specific focus on ensuring the academic and social emotional recovery of our students from the effects of the COVID-19 pandemic. The implementation of the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan is specifically aligned to the LCAP. The LCAP addresses the school environment, including health and safety, through Goal 3, Actions 1-4. Based on the annual update reflections, the LCAP addresses learning loss by focusing on academic proficiency (Goal 1) and standards-based instruction (Goal 2). The LCAP addresses social emotional needs through Goal 4, Action 3 (Social Emotional Learning) and Action 4 (CareCorps).

Local Control and Accountability Plan:

[https://www.rocketshipschools.org/wp-content/uploads/2021/06/RRS\\_LCAP2021\\_BoardApproved.pdf](https://www.rocketshipschools.org/wp-content/uploads/2021/06/RRS_LCAP2021_BoardApproved.pdf)

The school plans to spend the ESSER III funds beginning in the 2022-23 school year and will do so in alignment with the 2022-23 LCAP.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*



If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Redwood City Prep	Rachel Heredia, Director Compliance Strategy	<a href="mailto:compliance@rsed.org">compliance@rsed.org</a> ; 877-806-0920

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Rocketship Redwood City Prep is deeply committed to meaningful educational partner engagement, and we further increased our engagement in response to the pandemic, including the Local Control and Accountability Plan (LCAP) development process. Rocketship Redwood City Prep will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022, including quarterly School Site Council meetings and LCAP public hearing in May 2022.

Previous engagement opportunities include:

### **Local Control and Accountability Plan 2021-2022**

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 quarterly 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

[https://www.rocketshipschools.org/wp-content/uploads/2021/06/RRWC\\_LCAP2021\\_BoardApproved.pdf](https://www.rocketshipschools.org/wp-content/uploads/2021/06/RRWC_LCAP2021_BoardApproved.pdf) (p.41)

### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rocketship Redwood City Prep is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. Rocketship Redwood City Prep does not receive enough additional concentration grant funding to hire additional staff, but instead we use it to retain staff that provide direct services to students, including operations specialists. The direct increased/improved services that this will provide to students include supporting meal programs, daily transitions on campus, and supervising arrival, dismissal, lunch and recess.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Rocketship Redwood City Prep is deeply committed to meaningful educational partner engagement, These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Rocketship Redwood City Prep's practices have been further enhanced during the pandemic as we sought the input and feedback of our educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

### **Local Control and Accountability Plan 2021-2022**

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 quarterly 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

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### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

### **ESSER III Expenditure Plan**

Since the early days of the pandemic, Rocketship Public Schools has been deeply engaged with our community on what supports would be most impactful for our students, families, and staff. This plan has been developed from the input collected over the last 17 months and is intended to be a deepening and extension of our overall COVID response strategy, allowing us to carry our initiatives through this school year and the two following years in a multi-year progression.

Examples of the ways in which we meaningfully consult with community members to collect perspectives and insights to the unique needs of our Rocketship Redwood City community are:

- School Site Council
- Regular parent meetings
- Regular staff meetings and surveys

- Engagement specific to the development of Expanded Learning Opportunities and LCAP plans
- Campus Community Advisory Board
- Public Board of Directors meetings

These groups of community members include students; families, including families that speak languages other than English; school and district administrators, including special education administrators; teachers, principals, school leaders, other educators, and other school staff. Local bargaining units are not applicable. Given the student population served by Rocketship Redwood City (86% socio-economically-disadvantaged, 68% multilingual learners, 99% students of color, 11% special education), ALL stakeholders are advocates for the interests of children with disabilities, English learners, homeless students, foster youth, and other underserved students.

As our plan continues to develop and evolve over the next three years, we will continue to use our existing channels to seek input on what strategies to stop, start, and scale up as we gain more data on the impact of our interventions.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Rocketship Redwood City Prep is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

Health and Safety of Students, Educators, and Other Staff

Successes:

A large part of our success in this effort has been the highly coordinated and extensive efforts to implement health and safety protocols. Our staff has been well-trained and works closely with the health department to implement COVID safety procedures including daily temperature checks and health reviews, Covid-19 testing, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. The school practices universal masking indoors and outdoors, student grouping into cohorts to limit exposures and support contact tracing, and physically distancing as much as possible. Covid-19 testing is offered daily as needed for students and staff who show symptoms. All unvaccinated Rocketship staff are tested for COVID once a week. Rocketship encourages vaccination for staff and students who are eligible and provides information and resources on vaccination. Rocketship encourages students to wash hands frequently and to use hand sanitizer if washing is not available. We practice regular cleaning of areas that are touched frequently, and our custodial team cleans thoroughly each evening. We have upgraded our HVAC systems and have HVAC vendors on campus every other month to inspect and change filters when needed. We have air purifiers indoors and, and we open the windows when the weather allows. The students and families have been strong partners in the implementation of our health and safety protocols with compliance with masking and distancing requirements and requests for students to stay home if sick.

### Challenges:

The greatest challenge has been the recent surge in cases experienced in our community as elsewhere, and the accompanying difficulties and disruption caused by illness and quarantines. However, our cohort model and health and safety protocols have helped us to maintain a relatively low transmission rate. We provide up-to-date information on counts of active COVID-19 cases in quarantine among staff and students through our website.

### Continuity of Services

#### Successes:

In addition to our health and safety protocols, our CareCorps efforts have been highly successful in ensuring continuity of services for our students, and particularly for our most vulnerable families. Rocketship Redwood City Prep has a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps then connects families with the services and resources they need. At Rocketship Redwood City Prep, our CareCorps Coordinator has collaborated with the Mental Health Provider to facilitate numerous workshops about resources available in the community. Average attendance for students on the CareCorps Coordinator's caseload increased from 67% to 76%. The CareCorps Coordinator has responded to daily requests for support from families by connecting them with outside resources in food, housing, mental health, etc. The CareCorps Coordinator has organized and facilitated two cultural events in the broader Rocketship Redwood City Prep community to fundraise for family relief. Funds helped pay for a costly emergency dental procedure for a family on caseload.

#### Challenges:

The frequency of student and staff absences due to illness and quarantine protocols has been very challenging in our efforts to maintain continuity of services. Although we have maintained high ADA overall thus far, it is 3-4% points under our goal for the year, and we are seeing a greater number of students at risk of chronic absenteeism. We are continuing our efforts in family outreach to support our students with continuity of learning.

### Implementation of the ESSER III Expenditure Plan

Rocketship Redwood City Prep is implementing the Elementary and Secondary School Emergency Relief expenditure plan in 2022-23 and 2023-24. The plan outlines actions to incentivize vaccinations, a reserve for evolving future needs, additional instructional staff, Chromebooks, Summer school, CareCorps, and Regional Support. The school plans to monitor progress on the use of these funds as indicated in the ESSER III Plan through interim academic assessments (NWEA, Fountas & Pinnell, STEP), annual ELPAC, attendance data, Social Emotional and Behavior Screeners, office referral data, and vaccination documentation. The school does not plan to spend the funds until the 2022-23 school year, and as such does not have any expenditure plan or implementation progress to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

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- The 2021–22 Supplement
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- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.



## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Alma Academy	Rachel Heredia, Director Compliance Strategy	<a href="mailto:compliance@rsed.org">compliance@rsed.org</a> ; 877-806-0920

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Rocketship Alma Academy is deeply committed to meaningful educational partner engagement, and we further increased our engagement in response to the pandemic, including the Local Control and Accountability Plan (LCAP) development process. Rocketship Alma Academy will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) funds during the LCAP community partners engagement opportunities in the first half of 2022, including quarterly School Site Council meetings and LCAP public hearing in May 2022.

Previous engagement opportunities include:

### **Local Control and Accountability Plan 2021-2022**

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 Academy, 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 quarterly 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

[https://www.rocketshipschools.org/wp-content/uploads/2021/06/RSA\\_LCAP2021\\_BoardApproved.pdf](https://www.rocketshipschools.org/wp-content/uploads/2021/06/RSA_LCAP2021_BoardApproved.pdf) (p. 41-42)

### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rocketship Alma Academy is not receiving a concentration grant or concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Rocketship Alma Academy is deeply committed to meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Rocketship Alma Academy's practices have been further enhanced during the pandemic as we sought the input and feedback of our educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

### **Local Control and Accountability Plan 2021-2022**

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 Academy, 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 quarterly 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

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### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

### **ESSER III Expenditure Plan**

Since the early days of the pandemic, Rocketship Public Schools has been deeply engaged with our community on what supports would be most impactful for our students, families, and staff. This plan has been developed from the input collected over the last 17 months and is intended to be a deepening and extension of our overall COVID response strategy, allowing us to carry our initiatives through this school year and the two following years in a multi-year progression.

Examples of the ways in which we meaningfully consult with community members to collect perspectives and insights to the unique needs of our Rocketship Alma community are:

- School Site Council
- Regular parent meetings
- Regular staff meetings and surveys
- Engagement specific to the development of Expanded Learning Opportunities and LCAP plans

- Campus Community Advisory Board
- Public Board of Directors meetings

These groups of community members include students; families, including families that speak languages other than English; school and district administrators, including special education administrators; teachers, principals, school leaders, other educators, and other school staff. Local bargaining units are not applicable. Given the student population served by Rocketship Alma (78% socio-economically-disadvantaged, 60% multilingual learners, 98% students of color, 10% special education), ALL stakeholders are advocates for the interests of children with disabilities, English learners, homeless students, foster youth, and other underserved students (migratory students and children who are incarcerated do not apply). Civil rights organizations are invited to participate in any and all open community engagement. Tribes are not applicable.

As our plan continues to develop and evolve over the next three years, we will continue to use our existing channels to seek input on what strategies to stop, start, and scale up as we gain more data on the impact of our interventions.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Rocketship Alma Academy is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

Health and Safety of Students, Educators, and Other Staff

Successes:

A large part of our success in this effort has been the highly coordinated and extensive efforts to implement health and safety protocols. Our staff has been well-trained and works closely with the health department to implement COVID safety procedures including daily temperature checks and health reviews, Covid-19 testing, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. The school practices universal masking indoors and outdoors, student grouping into cohorts to limit exposures and support contact tracing, and physically distancing as much as possible. Covid-19 testing is offered daily as needed for students and staff who show symptoms. All unvaccinated Rocketship staff are tested for COVID once a week. Rocketship encourages vaccination for staff and students who are eligible and provides information and resources on vaccination. Rocketship encourages students to wash hands frequently and to use hand sanitizer if washing is not available. We practice regular cleaning of areas that are touched frequently, and our custodial team cleans thoroughly each evening. We have upgraded our HVAC systems and have HVAC vendors on campus every other month to inspect and change filters when needed. We have air purifiers indoors and, and we open the windows when the weather allows. The students and families have been strong partners in the implementation of our health and safety protocols with compliance with masking and distancing requirements and requests for students to stay home if sick.

### Challenges:

The greatest challenge has been the recent surge in cases experienced in our community as elsewhere, and the accompanying difficulties and disruption caused by illness and quarantines. However, our cohort model and health and safety protocols have helped us to maintain a relatively low transmission rate. We provide up-to-date information on counts of active COVID-19 cases in quarantine among staff and students through our website.

### Continuity of Services

#### Successes:

In addition to our health and safety protocols, our CareCorps efforts have been highly successful in ensuring continuity of services for our students, and particularly for our most vulnerable families. Rocketship Alma Academy has a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps then connects families with the services and resources they need. The CareCorps Coordinator at Rocketship Alma Academy resigned in September 2021. The vacancy was successfully filled in January 2022, and we are excited to see their impact at Rocketship Alma Academy.

### Challenges:

The frequency of student and staff absences due to illness and quarantine protocols has been very challenging in our efforts to maintain continuity of services. Although we have maintained high ADA overall thus far, it is 2-3% points under our goal for the year, and we are seeing a greater number of students at risk of chronic absenteeism. We are continuing our efforts in family outreach to support our students with continuity of learning.

### Implementation of the ESSER III Expenditure Plan

Rocketship Alma Academy is implementing the Elementary and Secondary School Emergency Relief expenditure plan in 2022-23 and 2023-24. The plan outlines actions to incentivize vaccinations, a reserve for evolving future needs, additional instructional staff, Chromebooks, Summer school, CareCorps, and Regional Support. The school plans to monitor progress on the use of these funds as indicated in the ESSER III Plan through interim academic assessments (NWEA, Fountas & Pinnell, STEP), annual ELPAC, attendance data, Social Emotional and Behavior Screeners, office referral data, and vaccination documentation. The school does not plan to spend the funds until the 2022-23 school year, and as such does not have any expenditure plan or implementation progress to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Rocketship Alma Academy is using its fiscal resources to implement the LCAP with a specific focus on ensuring the academic and social emotional recovery of our students from the effects of the COVID-19 pandemic. The implementation of the requirements of the

Safe Return to In-Person Instruction and Continuity of Services Plan is specifically aligned to the LCAP. The LCAP addresses the school environment, including health and safety, through Goal 3, Actions 1-4. Based on the annual update reflections, the LCAP addresses learning loss by focusing on academic proficiency (Goal 1) and standards-based instruction (Goal 2). The LCAP addresses social emotional needs through Goal 4, Action 3 (Social Emotional Learning) and Action 4 (CareCorps).

Local Control and Accountability Plan:

[https://www.rocketshipschools.org/wp-content/uploads/2021/06/RSA\\_LCAP2021\\_BoardApproved.pdf](https://www.rocketshipschools.org/wp-content/uploads/2021/06/RSA_LCAP2021_BoardApproved.pdf)

The school plans to spend the ESSER III funds beginning in the 2022-23 school year and will do so in alignment with the 2022-23 LCAP.



# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Spark Academy	Rachel Heredia, Director Compliance Strategy	<a href="mailto:compliance@rsed.org">compliance@rsed.org</a> ; 877-806-0920

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Rocketship Spark Academy is deeply committed to meaningful educational partner engagement, and we further increased our engagement in response to the pandemic, including the Local Control and Accountability Plan (LCAP) development process. Rocketship Spark Academy will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022, including quarterly School Site Council meetings and LCAP public hearing in May 2022.

Previous engagement opportunities include:

### **Local Control and Accountability Plan 2021-2022**

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 Academy, 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 quarterly 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

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### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rocketship Spark Academy is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. Staff positions that will be increased include three paraprofessionals. The direct increased/improved services that this will provide to students include small group instruction and one-on-one support. With the remaining funds, Rocketship Spark Academy does not receive enough additional concentration grant funding to hire additional staff, but instead we use the remaining funds to retain staff that provide direct services to students, including one individualized learning specialist, a third assistant principal, and (approx. 2 FTE) operations specialists. The direct increased/improved services that this will provide to students include one-on-one support (individualized learning specialist), mentoring, progress monitoring, and coordination of student supports (third Asst. Principal), and direct supervision of arrival, dismissal, recess and lunch (operations specialists).

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Rocketship Spark Academy is deeply committed to meaningful educational partner engagement, These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Rocketship Spark Academy's practices have been further enhanced during the pandemic as we sought the input and feedback of our educational partner groups from the

onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

### **Local Control and Accountability Plan 2021-2022**

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The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

### **ESSER III Expenditure Plan**

Since the early days of the pandemic, Rocketship Public Schools has been deeply engaged with our community on what supports would be most impactful for our students, families, and staff. This plan has been developed from the input collected over the last 17 months and is intended to be a deepening and extension of our overall COVID response strategy, allowing us to carry our initiatives through this school year and the two following years in a multi-year progression.

Examples of the ways in which we meaningfully consult with community members to collect perspectives and insights to the unique needs of our Rocketship Spark community are:

- School Site Council
- Regular parent meetings
- Regular staff meetings and surveys
- Engagement specific to the development of Expanded Learning Opportunities and LCAP plans
- Campus Community Advisory Board
- Public Board of Directors meetings

These groups of community members include students; families, including families that speak languages other than English; school and district administrators, including special education administrators; teachers, principals, school leaders, other educators, and other school staff. Local bargaining units are not applicable. Given the student population served by Rocketship Spark (60% socio-economically-disadvantaged, 54% multilingual learners, 98% students of color, 9% special education), ALL stakeholders are advocates for the interests of children with disabilities, English learners, homeless students, foster youth, and other underserved students (migratory students and children who are incarcerated do not apply). Civil rights organizations are invited to participate in any and all open community engagement. Tribes are not applicable.

As our plan continues to develop and evolve over the next three years, we will continue to use our existing channels to seek input on what strategies to stop, start, and scale up as we gain more data on the impact of our interventions.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Rocketship Spark Academy is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

Health and Safety of Students, Educators, and Other Staff

Successes:

A large part of our success in this effort has been the highly coordinated and extensive efforts to implement health and safety protocols. Our staff has been well-trained and works closely with the health department to implement COVID safety procedures including daily temperature checks and health reviews, Covid-19 testing, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. The school practices universal masking indoors and outdoors, student grouping into cohorts to limit exposures and support contact tracing, and physically distancing as much as possible. Covid-19 testing is offered daily as needed for students and staff who show symptoms. All unvaccinated Rocketship staff are tested for COVID once a week. Rocketship encourages vaccination for staff and students who are eligible and provides information and resources on vaccination. Rocketship encourages students to wash hands frequently and to use hand sanitizer if washing is not available. We practice regular

cleaning of areas that are touched frequently, and our custodial team cleans thoroughly each evening. We have upgraded our HVAC systems and have HVAC vendors on campus every other month to inspect and change filters when needed. We have air purifiers indoors and, and we open the windows when the weather allows. The students and families have been strong partners in the implementation of our health and safety protocols with compliance with masking and distancing requirements and requests for students to stay home if sick.

#### Challenges:

The greatest challenge has been the recent surge in cases experienced in our community as elsewhere, and the accompanying difficulties and disruption caused by illness and quarantines. However, our cohort model and health and safety protocols have helped us to maintain a relatively low transmission rate. We provide up-to-date information on counts of active COVID-19 cases in quarantine among staff and students through our website.

#### Continuity of Services

#### Successes:

In addition to our health and safety protocols, our CareCorps efforts have been highly successful in ensuring continuity of services for our students, and particularly for our most vulnerable families. Rocketship Spark Academy has a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps then connects families with the services and resources they need. At Rocketship Spark Academy, the CareCorps Coordinator has responded to daily requests for support from families by connecting them with outside resources in food, housing, mental health, etc.. Average attendance for students on our CareCorps Coordinator's caseload increased from 64% to 82%. The CareCorps Coordinator has collaborated with the Mental Health Provider to facilitate numerous workshops about resources available in the community, and also closely collaborated with the Office Manager to provide attendance workshops for chronically absent families - attendance to workshops has averaged around 100 families per session.

#### Challenges:

The frequency of student and staff absences due to illness and quarantine protocols has been very challenging in our efforts to maintain continuity of services. Although we have maintained high ADA overall thus far, it is 2-3% points under our goal for the year, and we are seeing a greater number of students at risk of chronic absenteeism. We are continuing our efforts in family outreach to support our students with continuity of learning.

#### Implementation of the ESSER III Expenditure Plan

Rocketship Spark Academy is implementing the Elementary and Secondary School Emergency Relief expenditure plan in 2022-23 and 2023-24. The plan outlines actions to incentivize vaccinations, a reserve for evolving future needs, additional instructional staff, Chromebooks, Summer school, CareCorps, and Regional Support. The school plans to monitor progress on the use of these funds as indicated in the ESSER III Plan through interim academic assessments (NWEA, Fountas & Pinnell, STEP), annual ELPAC, attendance data, Social Emotional and Behavior Screeners, office referral data, and vaccination documentation. The school does



not plan to spend the funds until the 2022-23 school year, and as such does not have any expenditure plan or implementation progress to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Rocketship Spark Academy is using its fiscal resources to implement the LCAP with a specific focus on ensuring the academic and social emotional recovery of our students from the effects of the COVID-19 pandemic. The implementation of the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan is specifically aligned to the LCAP. The LCAP addresses the school environment, including health and safety, through Goal 3, Actions 1-4. Based on the annual update reflections, the LCAP addresses learning loss by focusing on academic proficiency (Goal 1) and standards-based instruction (Goal 2). The LCAP addresses social emotional needs through Goal 4, Action 3 (Social Emotional Learning) and Action 4 (CareCorps).

Local Control and Accountability Plan:

[https://www.rocketshipschools.org/wp-content/uploads/2021/06/RSK\\_LCAP2021\\_BoardApproved.pdf](https://www.rocketshipschools.org/wp-content/uploads/2021/06/RSK_LCAP2021_BoardApproved.pdf)

The school plans to spend the ESSER III funds beginning in the 2022-23 school year and will do so in alignment with the 2022-23 LCAP.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Sí Se Puede Academy	Rachel Heredia, Director Compliance Strategy	<a href="mailto:compliance@rsed.org">compliance@rsed.org</a> ; 877-806-0920

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Rocketship Sí Se Puede Academy is deeply committed to meaningful educational partner engagement, and we further increased our engagement in response to the pandemic, including the Local Control and Accountability Plan (LCAP) development process. Rocketship Sí Se Puede Academy will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022, including quarterly School Site Council meetings and LCAP public hearing in May 2022.

Previous engagement opportunities include:

### **Local Control and Accountability Plan 2021-2022**

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 Sí 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 quarterly 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

[https://www.rocketshipschools.org/wp-content/uploads/2021/06/RSSP\\_LCAP2021\\_BoardApproved.pdf](https://www.rocketshipschools.org/wp-content/uploads/2021/06/RSSP_LCAP2021_BoardApproved.pdf) (p. 41)

### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rocketship Sí Se Puede Academy is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. Rocketship Sí Se Puede Academy does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically one classroom teacher. The direct increased/improved services that this will provide to students include direct instruction, small group instruction, and one-on-one support.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Rocketship Sí Se Puede Academy is deeply committed to meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Rocketship Sí Se Puede Academy's practices have been further enhanced during the pandemic as we sought the input and feedback of our educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

### **Local Control and Accountability Plan 2021-2022**

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 quarterly 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

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### **Expanded Learning Opportunities Grant Plan**

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus was initially voluntary for both staff and students/families, so we developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check-ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which was funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

The school will continue to engage educational partners on the use of these funds through the 2021-22 LCAP engagement.

### **ESSER III Expenditure Plan**

Since the early days of the pandemic, Rocketship Public Schools has been deeply engaged with our community on what supports would be most impactful for our students, families, and staff. This plan has been developed from the input collected over the last 17 months and is intended to be a deepening and extension of our overall COVID response strategy, allowing us to carry our initiatives through this school year and the two following years in a multi-year progression.

Examples of the ways in which we meaningfully consult with community members to collect perspectives and insights to the unique needs of our Rocketship Si Se Puede community are:

- School Site Council
- Regular parent meetings
- Regular staff meetings and surveys

- Engagement specific to the development of Expanded Learning Opportunities and LCAP plans
- Campus Community Advisory Board
- Public Board of Directors meetings

These groups of community members include students; families, including families that speak languages other than English; school and district administrators, including special education administrators; teachers, principals, school leaders, other educators, and other school staff. Local bargaining units are not applicable. Given the student population served by Rocketship Sí Se Puede (90% socio-economically-disadvantaged, 74% multilingual learners, 96% students of color, 12% special education), ALL stakeholders are advocates for the interests of children with disabilities, English learners, homeless students, foster youth, and other underserved students (migratory students and children who are incarcerated do not apply). Civil rights organizations are invited to participate in any and all open community engagement. Tribes are not applicable.

As our plan continues to develop and evolve over the next three years, we will continue to use our existing channels to seek input on what strategies to stop, start, and scale up as we gain more data on the impact of our interventions.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Rocketship Sí Se Puede Academy is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

Health and Safety of Students, Educators, and Other Staff

Successes:

A large part of our success in this effort has been the highly coordinated and extensive efforts to implement health and safety protocols. Our staff has been well-trained and works closely with the health department to implement COVID safety procedures including daily temperature checks and health reviews, Covid-19 testing, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. The school practices universal masking indoors and outdoors, student grouping into cohorts to limit exposures and support contact tracing, and physically distancing as much as possible. Covid-19 testing is offered daily as needed for students and staff who show symptoms. All unvaccinated Rocketship staff are tested for COVID once a week. Rocketship encourages vaccination for staff and students who are eligible and provides information and resources on vaccination. Rocketship encourages students to wash hands frequently and to use hand sanitizer if washing is not available. We practice regular cleaning of areas that are touched frequently, and our custodial team cleans thoroughly each evening. We have upgraded our HVAC systems and have HVAC vendors on campus every other month to inspect and change filters when needed. We have air purifiers indoors and, and we open the windows when the weather allows. The students and families have been strong partners in the



implementation of our health and safety protocols with compliance with masking and distancing requirements and requests for students to stay home if sick.

#### Challenges:

The greatest challenge has been the recent surge in cases experienced in our community as elsewhere, and the accompanying difficulties and disruption caused by illness and quarantines. However, our cohort model and health and safety protocols have helped us to maintain a relatively low transmission rate. We provide up-to-date information on counts of active COVID-19 cases in quarantine among staff and students through our website.

#### Continuity of Services

#### Successes:

In addition to our health and safety protocols, our CareCorps efforts have been highly successful in ensuring continuity of services for our students, and particularly for our most vulnerable families. Rocketship Sí Se Puede Academy has a designated group of CareCorps educators who survey families to ensure that everyone feels safe and identifies any needs in the school community. The team then follows up with direct outreach to families who indicate they need support. The CareCorps then connects families with the services and resources they need. At Rocketship Sí Se Puede Academy, our CareCorps Coordinator has collaborated with the Mental Health Provider to facilitate numerous workshops about resources available in the community. Average attendance for students on the CareCorps Coordinator's caseload increased from 75% to 87%. The CareCorps Coordinator has responded to daily requests for support from families by connecting them with outside resources in food, housing, mental health, etc. The CareCorps Coordinator also collaborated with the Santa Clara County Health department to host a mobile vaccination clinic for families at Rocketship Sí Se Puede Academy.

#### Challenges:

The frequency of student and staff absences due to illness and quarantine protocols has been very challenging in our efforts to maintain continuity of services. Although we have maintained high ADA overall thus far, it is 3-4% points under our goal for the year, and we are seeing a greater number of students at risk of chronic absenteeism. We are continuing our efforts in family outreach to support our students with continuity of learning.

#### Implementation of the ESSER III Expenditure Plan

Rocketship Sí Se Puede Academy is implementing the Elementary and Secondary School Emergency Relief expenditure plan in 2022-23 and 2023-24. The plan outlines actions to incentivize vaccinations, a reserve for evolving future needs, additional instructional staff, Chromebooks, Summer school, CareCorps, and Regional Support. The school plans to monitor progress on the use of these funds as indicated in the ESSER III Plan through interim academic assessments (NWEA, Fountas & Pinnell, STEP), annual ELPAC, attendance data, Social Emotional and Behavior Screeners, office referral data, and vaccination documentation. The school does not plan to spend the funds until the 2022-23 school year, and as such does not have any expenditure plan or implementation progress to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Rocketship Sí Se Puede Academy is using its fiscal resources to implement the LCAP with a specific focus on ensuring the academic and social emotional recovery of our students from the effects of the COVID-19 pandemic. The implementation of the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan is specifically aligned to the LCAP. The LCAP addresses the school environment, including health and safety, through Goal 3, Actions 1-4. Based on the annual update reflections, the LCAP addresses learning loss by focusing on academic proficiency (Goal 1) and standards-based instruction (Goal 2). The LCAP addresses social emotional needs through Goal 4, Action 3 (Social Emotional Learning) and Action 4 (CareCorps).

Local Control and Accountability Plan:

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The school plans to spend the ESSER III funds beginning in the 2022-23 school year and will do so in alignment with the 2022-23 LCAP.

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- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
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- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
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