

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum

LEA name:

Rocketship Futuro Academy

CDS code:

07 61754 0134072

Link to the LCAP:

(optional)

<https://www.rocketshipschools.org/schools/futuro-academy/>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A (Funding will be rolled over to Title I, Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas for Rocketship Futuro Academy include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors or working on an adaptive online learning program for Literacy and STEM skills. Since the majority of the student population is socioeconomically disadvantaged and English Learners, Rocketship Futuro Academy makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey that provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year. The decisions take into account the needs of Rocketship Futuro Academy based on student achievement data to include SBAC, ELPAC, NWEA, cumulative assessments, and DIBELS assessments as well as student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. Student achievement data and student demographic data are used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students and are 1) Improve proficiency in key content areas, overall and for key subgroups; 2) Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum 3) School environment will be safe, welcoming, joyful, and efficient for all students and families; 4) Rocketship students will have access to opportunities that support them to become well-rounded,

self-motivated, engaged community members; 5) Rocketship families are engaged in their students' education and advocate for their communities.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the achievement of the Charter School's vision and mission and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to board approval. During quarterly meetings, the School Site Council and English Learner Advisory Council will review assessment data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their classes.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the educational partners meet to determine the schoolwide goals, it is the review of student achievement data that determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the educational partners to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff, and parents provide input on the core program, then make decisions based on the differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organization priorities are communicated to educational partners by posting on the website, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district-level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds to supplement the English Learner program is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Not Applicable for Charter Schools

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Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Cafécitos (monthly coffee chats) and community meetings. Developing the Parent Engagement Policy aligns to the process with the LCAP educational partner involvement process as evidenced by frequent meetings with parents, and sharing the development of the policy and the LCAP with the School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be successful, and how to

prepare for parent conferences. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers, and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips, and serving as parent leaders.

The Charter School partners and co-creates pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship in order to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), the Regional Advisory Board, and the California Leadership Organizing Committee (CLOC). The Charter School also hosts Los Dichos, a parent, family, and community engagement activity where family members read stories that represent the cultural and linguistic diversity of students.

All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails, text messages, phone calls, newsletters, and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student, and investing in families especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. Increasing these scores ensures that students are meeting or exceeding grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents in enrolling the student and obtaining necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Futuro Academy has made a reservation of funds to support homeless students. These funds will be used to cover bus passes and/or uniforms if there are homeless students with these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teachers. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a New Family Spring Welcome Party, Family Orientation, Back to School BBQ, Family Conferences, Home Visits, and multiple events throughout the year to support families.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders. For all teachers, activities include providing an intensive three-week summer training that emphasizes foundational knowledge in culture and the classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program, which is especially helpful for new teachers, including the use of data, instructional techniques, the scope and sequence of curricula, and family engagement. The professional development sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Rocketship Futuro Academy dedicates at least 200 hours throughout the school year to staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal or Assistant Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

In order to provide ongoing professional growth and development for teachers throughout their careers, Rocketship has established a professional development fund to provide additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Futuro Academy where their development is made a priority. Students benefit from this higher-level professional development that their teachers receive.

Rocketship Futuro Academy builds the leadership capacity of teachers, principals, and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data-driven instruction, and providing meaningful professional development.

We expect to see teacher growth and improvement from training as demonstrated by improved student outcomes, observations from our teacher coaches, and direct feedback from teachers as they reflect on their practices. Annually, our professional development team assesses the effectiveness of our professional development, considering educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in the school. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff's most pressing needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The LEA is a charter school.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Rocketship Futuro Academy (RFA). Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. Following the administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RFA will have a full day analyzing assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. These assessments include NWEA three times per year and the annual CAASPP assessments. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these Data Days by conducting frequent classroom walk-throughs and classroom observations. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Futuro Academy teachers receive ongoing coaching and support from the Principal or Assistant Principal. This typically includes about three hours per week of support for our

newest teachers or others who need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Moreover, Rocketship Futuro Academy has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis about the effectiveness of professional development is input gathered from key educational partners, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners. Quantitative data is gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Rocketship Futuro Academy. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many other ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy will provide professional development to teachers, principals, and staff focusing on the implementation of the CA ELA/ELD Framework and the principles articulated in the EL Roadmap. The work is grounded in the EL Roadmap's Principle One: Assets-Oriented and Needs-Responsive Schools and ensures that the professional development provided is responsive to the needs of the specific English learner profiles that are enrolled each year, recognizing that these student profiles can change from year to year. Implementation of Principle Two: Intellectual Quality of Instruction and Meaningful Access involves professional development for teachers on embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helps identify opportunities to elevate practices and innovate in service of educational equity. To amplify the implementation of Integrated ELD, 'Universal Strategies' or Guided Language Acquisition Design (GLAD) strategies are utilized to provide access to content. Designated ELD focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons are differentiated for newcomers. Teachers increase their knowledge of newcomer strategies through campus-held professional development and online modules. The foundational piece of the ongoing professional development is customized, targeted

one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Futuro Academy teachers receive ongoing coaching and support from the Principal or Assistant Principal.

It is important for the teachers to be trained and understand how to implement the English Language Development Framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and/ or Guided Language Acquisition Design strategies.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy serves many English Learners, the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development and daily structured English Language Development.

In addition to high-quality teaching utilizing English Language Development principles and Universal Strategies or Guided Language Acquisition Design (GLAD) strategies, Rocketship Futuro Academy provides a curriculum designed to meet the needs of English Learners in order to provide greater accessibility to core content for all English Learners. In so doing, the instructional opportunities are enhanced. The Charter School provides daily integrated English Language Development in all core content areas, as well as daily designated English Language Development. This process directly serves and supports English Learners. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings including small-group instruction or one-on-one instruction.

The Principal or Assistant Principal monitors the use of English Language Development strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Universal Strategies or GLAD strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports the use of English Language Development strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner that makes the core content accessible, meaningful, and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development sessions, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions, and at the Principal level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and the Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Futuro Academy is committed to safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings, and professional development.

Rocketship Futuro Academy looks to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe the intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The daily schedule reflects the value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with a SEL lesson that includes prosocial skills instruction and highlights the Rocketship Futuro Academy core values: respect, responsibility, persistence, empathy, and curiosity. The Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, the Rocketship core values, and culturally responsive pedagogy. The SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochois curriculum. Along with the SEL lessons, the school has developed a community meeting framework for teachers to ensure there are relationship-building opportunities for students to connect, disengage from stress, make commitments, and unite as a community. In addition to the classroom-level community meeting, each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. The school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and provide small group support working with the SEL curriculum and other evidence-based and trauma-informed curricula. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) to meet the expected increased needs of our students. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution, and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this supports each student and his/her level. It provides another format to ensure the core curriculum is differentiated in a way that supports the students' interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

The Charter School will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy like tutoring is showing improvement on the SBAC, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allows the funding to be used in a manner that will best meet the needs of students based on current data.